

Note for COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Yemen
Grant agent(s):	Islamic Development Bank
Coordinating agency(ies):	UNESCO
Program name:	COVID-19 Response, Recovery, and Resilience for Learning Continuity
COVID-19 Accelerated Funding amount requested:	US\$11,000,000
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): ¹	US\$192,500
Agency fees as % of total COVID-19 Accelerated Funding requested:	1.75%
COVID-19 Accelerated Funding application date:	9/14/2020
Estimated COVID-19 Accelerated Funding program start date:	12/1/2020
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <u>30</u> , 2021):	5/31/2022
Expected submission date of completion report (At the latest 6 months after program closing date):	9/30/2022
Grant modality - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

¹ General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

TO : The President, IsDB

FROM : The Vice President, Country Programs

SUBJECT : Report and Recommendation of the Vice President on the Proposed for COVID-19 Response, Recovery, and Resilience for Learning Continuity, the Republic of Yemen under Global Partnership for Education (GPE) Grant Financing, where IsDB is serving as the Grant Agent

Date: Muharram 1442H
Date: September 2020G

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IsDB PROJECT INFORMATION SHEET
(Republic of Yemen)

Beneficiary:		Government of Yemen		
Executing Agency:		Ministry of Education		
Project Title:		COVID-19 Response, Recovery, and Resilience for Learning Continuity		
Sector/Sub-Sector:		Education		
Total Project Cost:		US\$11.00 million		
IsDB's Contribution:		-		
Global Partnership for Education (GPE) Grant ²		US\$11.00 million		
Government Contribution:		NA		
Proposed IsDB Financing:				
Modes(s) / Co-financier(s)	Amount (US\$/ID/Euro)	Repayment Period (Years)	Grace Period (Years)	Service Fee/ Mark-up
GPE US\$11.00 million	NA	NA		
Co-financiers & Terms of Co-financing: NA				
Implementation Period (Years):				1.5
Key Milestones (Tentative):		Target Date	Final/Terminal Date	
GPE Secretariat Approval		05/10/2020	NA	
IsDB Approval		15/10/2020	NA	
Signature		30/10/2020	180 days	
Effectiveness		NA	180 days	
Planned First Date of Disbursement		01/12/2020	180 days	
Project Start-up Workshop (virtual)		15/11/2020		
First PIASR		April 2021		
Planned Last Date of Disbursement		31 May 2022		
Project Completion Report		September 2022		

² As part of the IsDB's international collaboration to minimize the impact of COVID-19 on Education for its MCs, the Bank has been selected to serve as Grant Agent (GA) for the GPE COVID-19 Accelerated Grant allocated for Yemen, amounting US\$11.0 Million, through a competitive selection process.

LIST OF ACRONYMS/ABBREVIATIONS

ALECSO	:	Arab League's Educational, Cultural and Scientific Organization
ASBU	:	Arab States Broadcasting Union
ATCT	:	Agence Tunisienne de Coopération Technique
BED	:	Board of Executive Directors
CA	:	Coordinating Agency
CENAFFE	:	Centre National de Formation des Formateurs en Éducation
COVID	:	Corona Virus Diseases
CSI	:	Core Sector Indicator
DPG	:	Development Partners Group
EA	:	Executing Agency
ESPIG	:	Education Sector Program Implementation Grant
GA	:	Grant Agent
GDP	:	Gross Domestic Product
GPE	:	Global Partnership for Education
GOY	:	Government of Yemen
H.E.	:	His Excellency
ID	:	Islamic Dinar
IP	:	Implementing Partner
IsDB	:	Islamic Development Bank
ISFD	:	Islamic Solidarity Fund for Development
KPI	:	Key Performance Indicators
MCs	:	Member Countries
MOE	:	Ministry of Education
MOPIC	:	Ministry of Planning and International Cooperation
NGO	:	Non-Governmental Organization
PIASR	:	Project Information Assessment Support Report
PWP	:	Public Works Projects
PPR	:	Project Procurement
RHD	:	Regional Hub of UAE, Dubai
RRVP	:	Report and Recommendations of the Vice President
SFD	:	Social Fund for Development
SDGs	:	Sustainable Development Goals
SPRP	:	Strategic Preparedness and Response Program
SSS	:	Single Source Selection
UN	:	United Nations
UNDP	:	United Nations Development Program
UNICEF	:	United Nations Children Fund
US\$:	United States Dollar
VOLIP	:	Vocational and Literacy Program for Poverty Reduction
WA	:	Withdrawal Application
WASH	:	Water, Sanitation, and Hygiene
WB	:	World Bank
WHO	:	World Health Organization

CURRENCY EQUIVALENTS

(August 08, 2020)

ID 1.00 = US\$1.410927

Currency Unit – US\$

YEM 1.00 = US\$0.003996

US\$ 1.00 = YEM 250.278

Project Team Members:

- 1) Dr. Ahanul Kibria, OTL (RH UAE)
- 2) Br. Faisal Hassan Al Jehani, Education Specialist, GP
- 3) Br. Moncef Soudani, Sr. Tech Coop Coord., Reverse Linkage
- 4) Br. Samer Elesawi, Country Manager, (RH UAE)
- 5) Br. Ezzi Mansoub, IsDB Field Representative for Yemen
- 6) Sis. En'amulrahman Malkawi, Lead Youth Empowerment Specialist, RSD
- 7) Br. Wasim Abdul Wahab, Sr. PFM Specialist, PFM
- 8) Br. Issa Thiam, Regional Disbursement Specialist, FCD
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- 11) Dr. Abdulaziz Altoukhi, Legal Counsel, Legal Department

Project Team Leader:	Dr. Ahsanul Kibria, OTL (RH UAE)
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Peer Reviewer (2):	Br. M. Mirzaei Kahagh, OTL (RH Almaty)
COO (Acting):	Br. Jean-Michel Happi
RH (Director General):	Br. Mohammad Jamal Alsaati

REPORT AND RECOMMENDATION OF THE VICE PRESIDENT ON THE PROPOSED GLOBAL PARTNERSHIP FOR EDUCATION (GPE) GRANT FINANCING [WHERE ISDB IS SERVING AS THE GRANT AGENT] FOR COVID-19 RESPONSE, RECOVERY, AND RESILIENCE FOR LEARNING CONTINUITY, REPUBLIC OF YEMEN

I submit to H.E. the President, IsDB for consideration and decision the following Report and Recommendations on the proposed Global Partnership for Education (GPE) Grant financing of **US\$11.00 million**, to cover the cost of financing of COVID-19 Response, Recovery, and Resilience for Learning Continuity Project in Yemen, for which the IsDB will serve as a **Grant Agent**.

I. BACKGROUND

1. The Coronavirus (COVID-19) pandemic is one of the most disruptive global emergencies of our time. Since it was first detected in Wuhan city, Central China during December 2019, it has affected almost all the countries in the world with 20.6 million cases and over 750,000 deaths (as of 13 August 2020). The World Health Organization (WHO) declared the COVID-19 outbreak a Public Health Emergency of International Concern on 30 January 2020 and subsequently a Pandemic on 11 March 2020.
2. Yemen remains the world's worst humanitarian disaster following a prolonged armed conflict. With 24 million people in need of humanitarian assistance (80% of the total population) and millions surviving on emergency food aid, the magnitude of chronic malnutrition in the Yemeni population has become precarious. COVID-19 has exacerbated these needs. On 10 April 2020, Yemen declared its first COVID-19 case. Since then, there have been 1,841 confirmed cases of COVID-19 with 528 deaths (as of 13 August 2020).
3. The pandemic has also triggered a learning emergency of unprecedented scale in developing countries. According to UNESCO, COVID-19 has caused education disruptions and prolonged school closures all around the world, which affected 90% of the world's student population (over 1.5 billion children) and led most countries to think about alternative ways of providing education to ensure that learning never stops.
4. In Yemen, more than six million girls and boys³ in pre-primary, primary, and secondary schools were affected by the schools' closure due to the pandemic. Even before the pandemic, the education system in Yemen faced substantial challenges in access, quality, and management. COVID-19 has exacerbated the enduring education crisis in Yemen with an estimated two million out-of-school children before the pandemic. The fragility and conflict situation in the country putting a significant constraint on the education system, which has limited the pace of improvement.
5. The disruption of education services during the COVID-19 pandemic in Yemen will disproportionately affect disadvantaged and children in difficult to reach areas,

³ <https://en.unesco.org/covid19/educationresponse>

especially girls and young women. The potential economic effects of the pandemic will likely reduce available resources for the most disadvantaged such as the Internally Displaced Population (IDPs) and refugees, further exacerbating the ongoing education crisis in the country and, hence, education outcomes. Against this backdrop, the response from the international community calls for ensuring equity and inclusive considerations for the most vulnerable to have access to education services.

6. As part of the IsDB's international collaboration efforts to minimize the impact of COVID-19 on the Education Sector for its MCs, the Bank has been selected to serve as Grant Agent (GA) for the Global Partnership for Education (GPE) COVID-19 Accelerated Grant allocated for Yemen, amounting US\$11 Million, through a competitive selection process (**Annex-1, letter dated 26 June 2020**). Through this grant, the Bank, with its fiduciary and implementation responsibility of the GPE funds, will support the country in its COVID-19 response, recovery, and resilience efforts to ensure learning continuity.
7. In compliance with the GPE funding modalities/requirements and following an accreditation process, on 28 June 2019, IsDB (acting as a GA of the GPE Fund) and the World Bank (as Trustee of the GPE Fund) entered into a Financial Procedures Agreement to establish standard terms and conditions that will apply to the commitment, transfer, and management of funds allocated by the GPE Fund to a member country for administration by the IsDB. As per the practice, upon approval of the said project by the GPE, the grant funding will be transferred to the IsDB for implementation in advance.
8. The project is in line with the IsDB's comprehensive Strategic Preparedness and Response Program (SPRP) that aims at availing necessary emergency financial and technical support to Member Countries (MCs) to augment their timely, efficient and effective response to minimize the impacts of the pandemic and kick-start economic growth through three pillars, namely Respond, Restore, and Restart. The project can be considered under Respond (R1) as it is responding to a learning emergency for six million students caused by COVID-19 in Yemen.
9. Since the selection of the IsDB as GA, series of technical correspondences and consultation took place with the Ministry of Education (MOE), Development Partners Group (DPG) for Education in Yemen, and other stakeholders to prepare the RRVP. The relevant information and data provided in the Yemen Transitional Education Plan (TEP) have provided the context. Furthermore, Yemen COVID-19 MOE National Response Plan prepared by UNICEF with collaboration from DPG members and funded by GPE has served as the guiding document for developing this RRVP. Hence, the scope of the proposed project fully in line with the priorities highlighted in the Yemen COVID-19 MOE National Response Plan. The results based logical framework of the project is attached as **Annex-2**.

II. THE COUNTRY ECONOMY AND SECTOR

A. Country Economy

10. The Republic of Yemen is located in Western Asia, occupying the southwestern to the southern end of the Arabian Peninsula. It is bordered by Saudi Arabia to the north, the Red Sea to the west, the Gulf of Aden and the Arabian Sea to the south, and Oman to the east. Yemen's territory includes over 200 islands, the largest of which is Socotra, about 354 km to the south of mainland Yemen. It is the only state in the Arabian Peninsula to have a purely republican form of government. Yemeni unification took place on 22 May 1990, when North Yemen was united with South Yemen, forming the Republic of Yemen. The population of Yemen is estimated at 29.2 million in 2019.
11. According to UNDP's latest Human Development Report for 2019, Yemen was ranked 177 out of 189 countries in the Human Development Index (HDI). Nearly a quarter of the entire population of Yemen are malnourished, many acutely so. Acute malnutrition rates exceed the WHO emergency threshold of 15% in five governorates and close to 30% of all districts record critical levels of malnutrition. Two million malnourished children⁴ under five and 1.1 million pregnant and lactating women require urgent treatment to survive.
12. Since the escalation of violent conflict in March of 2015, Yemen's economy has deteriorated sharply. Although official statistics are no longer available, evidence suggests that Yemen's GDP contracted by about 37.5% cumulatively since 2015 while employment opportunities in the private sector have significantly diminished. The decline in GDP growth is bottoming out in 2018 with an estimated reduction of 2.6% compared to 5.9% in 2017. Due to the recent round of political turmoil, low oil price, and COVID-19, the economy is not expected to grow during 2020. Furthermore, economists estimate that 70% of all remittances, as one of the country's main sources of foreign exchange, will be lost because of COVID-19.
13. Economic prospects in 2019 and beyond will critically depend on the stabilization of the political and security situation as well as to the impact of the COVID-19 crisis in the country. If violence and the health crisis is contained can be contained in 2020, GDP is projected to recover.
14. Unfortunately, the human, physical, and economic costs of the on-going conflict are increasing day by day. Without peace, Yemenis may experience more tragic situations in 2020 and beyond. At all times, the highest priority remains to expand humanitarian assistance to meet the emergency needs of the vulnerable and

⁴ Recently, several donors have provided financial support to Yemen for the tackling malnutrition issues. Among other, King Salman Relief has provided US\$138 million targeting 8.9 million beneficiaries; World Bank has allocated 25-30% of the total US\$70 million grant for nutrition; there is a nutrition component within the current ESPIG grant with UNICEF to support the students and has not yet been implemented; and the upcoming ESPIG will also have a nutrition component for supporting the students (Source: MOE).

affected population in different areas, taking into consideration women and children, with a focus on supporting livelihood.

15. The IsDB Group is committed to fostering multilateral engagement with international development organizations working in Yemen such as the EU, UN Agencies, International NGOs, and World Bank as well as bilateral donors to enhance coordination and engage in joint interventions with more impact on the ground.

IsDBG Portfolio in Yemen

16. As of 31st July 2020, the IsDB Group operations in Yemen amount to US\$1,025 million as detailed below:

Table-1: Total approvals for Yemen (as of 31 July 2020) **US\$ millions**

Type	Total approvals	Percentage
	(Amount)	(% of overall)
IsDB	406.9	39.7%
ICD	131.5	12.8%
Other Funds	486.9	47.5%
Total IsDB Group	1,025.3	100%

17. The Board of Executive Directors (BED) of the IsDB lifted the operational suspension for Yemen on an exceptional basis since March 2017. As a result, the IsDB has managed to disburse funds to Yemen under difficult circumstances, as a few international banks are willing to make transfers to beneficiaries in Yemen.

18. The Bank has managed to Disburse over US\$29 million during the lifting of IsDB suspension for the last three years. The BED decision included waiving the application of BED Resolution BED/416/(158)/20 and extending all active operations in the portfolio.

19. The lessons learned from the IsDB's past operations in Yemen are taken into consideration in the preparation of this project. These include: (i) close engagement with the EA for the selection of professional PMU director and staff through a competitive process; (ii) organizations such as Social Fund for Development (SFD) and Public Works Projects (PWP) should be involved for implementation of the projects due to their known capacity to closely coordinate in all levels, from the ministerial and central level to the governorates, districts reaching to the small local communities in all the governorates; (iii) local communities should be involved for project implementation; (iv) involvement of all relevant stakeholders should be considered in the project activities; and (v) strongly support collaborative initiatives and build upon the results achieved by other development partners in various interventions.

B. The Sector

Background and structure of the education system:

20. In 2015, the MOE concluded an Education Sector Plan for Yemen, but given the political instability, it was not possible to launch the new plan at the time. Instead, it was agreed to move ahead with a Transitional Education Plan (TEP) which has been finalized in October 2019 and endorsed by MoE and DPG. All work of the TEP was conducted based on the GPE guidelines. The TEP seeks to address immediate needs relevant to the current education challenges; to ensure prevention, preparedness, and mitigation of risks for children and education personnel; and to retain some of the past gains and improvements in access to and quality of education. The plan proposes the following four priority programs that can play a pivotal role in achieving the overall objectives of the TEP: (i) Safe, equitable access to education; (ii) Improved teaching and learning; (iii) Rehabilitation of educational infrastructure and provision of equipment; and (iv) Strengthened institutional capacities.
21. In Yemen, three ministries administer education. The Ministry of Education oversees early childhood education, basic and secondary education, and is also responsible for non-formal education, including literacy and adult education. The Ministry of Technical Education and Vocational Training (TVET), established in 2001, is responsible for post-basic TVET and post-secondary TEVT. University education is under the responsibility of the Ministry of Higher Education and Scientific Research.
22. The structure of the formal Yemen Education System is organized into the following levels:
- i. Three years of pre-school education for children aged three to five;
 - ii. Nine years of basic education (Grade 1 through 9), open to children aged six years and above, at the end of which a basic education certificate (BEC) is awarded;
 - iii. Secondary education comprises of three years (Grade 10 through 12) and is divided into two main paths: General and TVET for students who hold the BEC; and
 - iv. Higher education is offered by universities and other higher education institutes and it also offers academic and TVET paths.
23. Besides the TEP, the MOE with the support of GPE and humanitarian and development partners has jointly brought together the "COVID-19 Ministry of Education National Response Plan" (June 2020) that included requests/needs, capacities, and actions identified by the Ministry of Education and other education actors in Yemen. The budget required for implementing the short and medium-term response under the plan is estimated to be US\$33.35 million.
24. The purpose of this Response Plan is to ensure that the country can provide continued learning during the pandemic to all children in the country. The Response

Plan presents a set of targeted actions, organized in three phases (3 months, 6 months, >6 months) and is feeding into the nine pillars of the overarching National COVID-19 Response Plan of Yemen.

Status of General Education in Yemen before and during COVID-19:

25. Despite gains made in enrolment during the last two decade, Yemen did not achieve the Education related Millennium Development Goals (MDGs) and is far from reaching the Sustainable Development Goals (SDGs) 2030 targets. Today, out of an estimated 7.8 million⁵ school-aged children (6 to 17-year-olds), an estimated 2 million girls and boys are reported to be out-of-school, of which at least 400,000 were due to the ongoing conflict. The number of children in school who need education assistance to continue their education has been increasing year by year, from 1.1 million in 2014 to 2.3 million in 2017 and 4.7 million in 2019. This includes 2.1 million girls and 2.6 million boys.
26. Furthermore, the number of Internally Displaced Persons (IDPs) among them is unknown. The UNHCR predicts that between 26% and 30% of the total population of 3.9 million IDPs are of school age, but there is no direct or precise method to track their actual number. Even though the MOE issued several regulations to ensure the rights of IDPs to education, no efficient mechanism exists to fulfill these rights.
27. The pandemic has deprived millions of children globally from accessing education due to schools' closure. In the context of Yemen, all schools, universities, and learning institutes have been closed nationwide since 16 March 2020, preventing 5.8 million children (including 2.5 million girls), between 6-18 years old, to conclude the school year 2019- 2020. This in addition to teacher strikes at the beginning of the year in parts of the country, which led to many of the girls and boys having attended only 33% of the second semester of their 2019-2020 school year.
28. Furthermore, both academic years 2016-2017 and 2017-2018 ended prematurely due to teachers' strikes and has been heavily affected by the non or partial payment of teachers' salaries. While COVID-19 led to a nationwide interruption of schooling for all children, learning for vulnerable children (mostly children belonging to minorities, including girls in rural areas and children with a disability) are expected to be impacted to a higher degree. To respond to such a learning crisis, the MOE has called the international community for support with a focus on establishing alternative home-based learning opportunities.
29. In Yemen, alternative ways of learning such as distance and e-learning platforms, self-learning, or other innovative solutions for learning are not common practice. Therefore, students, teachers, and school governing bodies such as School Development Teams, Father-Mother Councils (FMCs), caregivers, community leaders, and decision-makers would need to be supported to better facilitate learning through these alternative channels. Furthermore, it is necessary to build the capacity of the Curriculum and Guidance section in the MOE that has already

⁵ According to Yemen MOE National Response Plan for COVID-19.

produced some auxiliary programs which are planned to be broadcasted through national and local educational channels and to be disseminated as a set of complementary interventions.

30. The most vulnerable children are those who live in rural areas, especially girls. Families prioritize boys' education over those of girls, and girls are more likely to be out of school. Parents have concerns sending their daughters to school due to insecurity, poverty, lack of female teachers, and long distances of schools from home. The lack of separated toilets and Water, Sanitation, and Hygiene (WASH) facilities are reported to be a major cause of girls dropping out of school. Girls who are out of school face higher risks of child marriage and domestic violence. On the other hand, boys are at high risk of being recruited into armed groups or forces.
31. The COVID-19 Education Response Plan, therefore, seeks to provide continued learning to every child in the country, with a special focus on the most vulnerable and children in hard-to-reach areas. As such the Plan is an opportunity to reach also those who otherwise may not have been able to go to school or would be at risk of dropping out.

Initial Strategic Measures to Mitigate COVID-19 Impact on Education

32. The COVID-19 Response Plan was developed to mobilize resources to mitigate the impact on Education. It includes a complete package with a variety of activities that can be tailored to local contexts within the country and overarching principles to be implemented at national levels with strengthened community engagement and ownership at local levels. The Response Plan also encourages parents and students to invest in public education platforms and channels provided by the MOE.
33. More specifically, the Response Plan includes (i) a minimum immediate response package targeting female and male students and teachers at the outset of the emergency; (ii) preparation and the start of the new school year 2020-2021 including catch-up classes, and (iii) further expansion of learning at scale in the mid- and long-term for COVID-19 affected children. The Response Plan is articulated around four key modalities: self-education (home-based learning), e-learning, micro education group, and re-opening of schools with high prevention measures.

III. RATIONALE, OBJECTIVES, AND KEY RESULTS

Project Rationale:

34. The pandemic has adversely affected the education system in Yemen. This crisis is expected to further increase the number of out-of-school children in Yemen and put at stake learning opportunities for the most vulnerable children, including those affected by conflict, internal displacement, and refugees girls and boys.
35. The project is fully supporting the COVID-19 MOE National Response Plan for the Education Sector. While the scope of the proposed project is in line with the priorities highlighted in the Plan, it is subject to the availability of the grant resources.

36. The project is also in line with the IsDB's Strategic Preparedness and Response Program (SPRP) that aims at availing necessary emergency financial and technical support to Member Countries (MCs) to support a timely, efficient, and effective response to minimize the potential impacts of the pandemic and kick-start economic growth through three pillars, namely Respond, Restore, and Restart.
37. Additionally, the design of the proposed project generally accommodates the guidance provided in the Response Plan on a set of targeted actions, organized in three phases (3 months, 6 months, and beyond >6 months). Since there is a substantial gap between the available funding under the allocated GPE COVID-19 Accelerated Grant (US\$11.0 million) and the required investment to cover the full implementation of the response plan (US\$33.35 million), a priority list of interventions has been agreed upon with the key stakeholders, including MOE and DPG, during the consultation process.
38. To respond to the learning disruption, the MOE has called the international community to support alternative home-based learning opportunities as well as preparation for the reopening of schools after the pandemic⁶. The proposed project conforms to the global efforts for coordinating and supporting countries to continue learning during the pandemic and ensure safe school reopening afterward. The Project will also complement the ongoing support from the international community to Yemen for combating the adverse effects of the pandemic on the education sector of the country.

Development Objectives of the Project:

39. The development objective of the project is to support the MOE in ensuring continued and inclusive learning during the COVID-19 outbreak, reopening of schools with preventive measures, and build resilience to face any future crisis.

Theory of Change:

40. The theory of change for the proposed project is presented in Table-2. It is based on the premise that responding to COVID-19 and getting students safely back to school, while at the same time providing refreshing training to the teachers' and other school personal, like school managers, supervisors, parents who are crucial to ensure back to school, will reduce the impact of the current and future external crisis on the education system.
41. Inputs and activities are centered on implementing health and education communication campaigns, supporting both students and teachers physically and psychosocially, and preparing alternative learning means for learning continuity.
42. This includes the curation, editing, creation, and broadcasting of pedagogical content via TV, radio, and social media, and it is expected this will lead to positive disruptions in the current education system, which will benefit learners including out-

⁶ Under the framework for reopening of schools: <https://unesdoc.unesco.org/ark:/48223/pf0000373348>

of-school children, children with disability⁷, and IDPs students. Meanwhile, implementing demand-side interventions to nudge education demand, in particular for girls, would result in increased access to education and retention in disadvantaged areas.

43. Finally, strengthened MOE capacity to manage the impact of the external crisis on learning continuity could reasonably be expected to increase the education system’s management capacity and efficiency to maintain and increase access to quality education and improve equity in the longer term.

Table-2: Theory of Change

Activities/Actions	Outputs	Short-Term Outcomes	Medium-Term Outcomes	Long-Term Outcomes
Component 1. Response: Self and home-based learning				
1.1 Home Learning through Multi-media (Radio/TV)	Students are provided with alternative means for learning continuity	Increased access to a safe and quality learning environment		
1.2 Education & Health Awareness Campaigns	Schools, teachers, and students are aware of COVID-19 safety precautions and the alternative means for education			
Component 2. Recovery & Resilience: Reopening of schools with preventive measures				
2.1 Sanitization and Hygiene Supplies to Schools	Schools sanitized & ready to open with safety measures	The safe reopening of schools; Teachers are better prepared; Increased resilience on learning continuity	Continued and inclusive learning during school closures, support to safe school re-opening, and build resilience in MoE to face any future crisis	Improved education outcomes in the country
2.2 Training of teachers, mentors, and school administrations	Required training to teachers and other school personal, like school managers, supervisors, etc. are provided			
2.4 Capacity Building of MoE through Reverse Linkage	MOE is prepared to manage the impact of the external crisis on learning continuity			
Component 3. Project Management				
3.1 Project Management and Financial Audit	Coordination of education response to emergencies	M&E is strengthened to enhance timely delivery		

⁷ “Children with disabilities face multiple forms of discrimination which leads to their exclusion from society and school. Attitudes toward children with disabilities, as well as a lack of resources to accommodate them, compound the challenges they face in accessing education. While lack of access to school is an issue, an equal concern is the inability of the education system to ensure quality education for children with disabilities (Source: https://www.unicef.org/disabilities/index_65316.html)”.

Key Development Results of the Project:

44. The development result of the proposed project is aligned to support the MOE to ensure learning continuity during and after the pandemic, particularly targeting on the following prime outcomes: (i) approximately 0.5 million students (approx. 20% of school-going children from grade 1 to 6) supported with different interventions for learning continuity for literacy and numeracy (at least 50% girls) – GPE Core Indicator; (ii) reopening of schools with different preventive measures⁸ targeting 7,000 schools (100% of schools from GPE approved list) across the country, which will cover approximately 1.75 to 2.10 million school-going children attending those schools – GPE Core Indicator; and (iii) increasing resilience from the impact of the external crisis on the learning continuity through providing guidelines, protocols, training materials⁹, and workshops for approximately 23,000 teachers (GPE Core Indicator) and 430 MOE staff from local, governorate, and national level (at least 50% female).

IV. THE PROJECT

Project Location:

45. To ensure learning continuity, the project would have nationwide coverage. However, different intervention strategies/activities and components will be deployed based on the socio-economic condition and implementation constraints of the target areas (selected districts within the governorates).

46. As mentioned earlier, the estimated target beneficiary¹⁰ of the project would be 1.75-2.10 million¹¹ children, 23,000 teachers, and 430 education department officials at the MOE and Governorates level. Furthermore, 7,000 schools (approved for receiving GPE ESPIG school grant) will be supported for safe reopening under the project. The map of the country showing GPE project coverage and different education clusters in Yemen is attached as **Annex-3**.

Project Description:

47. The project would support the short and medium-term response and recovery needs during the pandemic while building a stronger and more resilient education system through the "IsDB Reverse Linkage Program¹²". The project would include three main components: (1) Response to the urgent crisis through facilitating self

⁸ Provided with sanitization and hygiene supplies, water station, etc.

⁹ Details are provided under the discussion on project components.

¹⁰ In order to ensure that vulnerable girls and children, including displaced persons and refugees, are given priority, it will be taken into account during developing a detailed implementation plan to ensure access to as many vulnerable groups as possible. Teachers training under component 2.2 will also have training modules on protecting vulnerable children and girls.

¹¹ According to the Yemen Education Cluster, average school in Yemen has a student population of 250-300. Accordingly, the coverage for 7,000 schools is estimated.

¹² A technical cooperation mechanism enabled by the IsDB whereby member countries exchange their knowledge, expertise, technology and resources to develop their capacities and devise solutions for their autonomous development. تُعرَّف آلية تبادل الخبرات والمعارف على أنها "آلية تعاون فني أتاحها البنك لتبادل من خلالها الدول الأعضاء والمجتمعات الإسلامية في الدول غير الأعضاء معارفها وخبراتها وتقنياتها ومواردها في سبيل تطوير قدراتها وابتكار حلول تساعد على تحقيق تنمية مستقلة

and home-based learning; (2) Recovery and Resilience through supporting school reopening with preventive measures, teachers training, and enhancing the resilience of the education system to respond to any future crisis; and (3) Project management.

48. The project design draws guidance from the Yemen COVID-19 MOE National Response Plan, TEP, close coordination and cooperation with other partners as well as international experiences on how to cope with school closures. While the project's components are elaborated below, the detailed breakdown of cost for each component and sub-component is available in **Annex-4**.
49. **Component#1: Response.** This component will focus on emergency response activities to ensure learning continuity. The component will finance of the following sub-components: (i) Development of multimedia content for TV, Radio, and Social Media and broadcasting; and (ii) Awareness campaigns about the availability of learning resources and protecting students' and teachers' health, safety, and wellbeing.
50. Sub-component 1.1: Multi-media content (Radio/TV/Social Media) development and broadcasting. This sub-component will finance production and broadcast the various lessons for students (based on 2014 curricula) of targeted grades (Grade 1-6)¹³ to create a well-prepared video and audio contents of the lessons that can be broadcasted through different means such as TV, Radio & Social Media. It is planned to produce 2,688 lessons in video and audio formats. This number of lessons is based on the data provided by MOE for the need of covering 5,375 hours of content, and each lesson needs on average half an hour to be produced. This task will be executed through the Arab League's Educational, Cultural and Scientific Organization (ALECSO)¹⁴. These lessons may also integrate how to prevent and mitigate the negative impact of natural disasters as the country is highly prone to flood, water scarcity, extreme heat, wildfire, landslide, etc.
51. ALECSO would be in-charge of TV broadcasting of the lessons, which can be broadcasted through a satellite Education Channel that will be subscribed with Nile Sat to ensure an outreach without any kind of interruption or interventions for all Yemeni students across the country. For Radio broadcasting¹⁵, agreements would be made with several local radio stations to broadcast the lessons through the local Implementing Partner, the SFD¹⁶. Broadcasting of Radio lessons would also significantly enhance access to continuous learning for the poor, IDPs, refugees, and marginalized communities. Lessons delivered through Radio programs would enhance access to education for children from vulnerable families with

¹³ According to the estimate of the Yemen Education cluster, around 2.9 million students are enrolled in grade 1-6.

¹⁴ Please refer to the discussion under sub-section "Alternatives Considered" for a detailed discussion on the reason for selecting ALECSO and their experience for implementing such interventions.

¹⁵ The lessons for both TV and Radio will be prepared by ALECSO.

¹⁶ Please refer to the discussion under sub-section "Alternatives Considered" for a detailed discussion on the reason for selecting SFD.

disabilities¹⁷. Besides broadcasting in TV and Radio, the video and audio formats of the lessons will be uploaded and managed via different social media apps (Facebook, YouTube, Telegram, WhatsApp, etc.) to increase accessibility of the lessons. To sustain and maintain the quality of producing and broadcasting of the lessons after the project, customized guidelines and training materials shall be provided together with organizing 10 workshops in Aden and Sana'a for the concerned MOE officials.

52. Sub-component 1.2: Awareness through education & health campaigns. This sub-component would finance campaigns for increasing the awareness among students, parents, and teachers on the precautionary measures to prevent the spread of COVID-19 in schools and on the alternative means for learning continuity. This would include preparing of health awareness programs for teachers, students, and parents (Father-Mother Councils), printing and distributing the awareness materials in schools, preparing brochures and SMS messages (5,000,000 short messages) to target groups, and dissemination of information on awareness through TV and Radio on the precautions against COVID-19 prevention and different learning means. Messages will be tailored towards the challenges and issues facing the girl child during COVID-19 and beyond e.g. designs/diagrams and names will be females; specific manuals/messages for parents and caregivers; messages/voices of female role models encouraging girls and demonstrating resilient practices/behaviors. The SFD will elaborate on them during implementation. Furthermore, this sub-component will be implemented in close cooperation with the UN Agencies and complement their ongoing programs tackling the same challenges.
53. **Component#2: Recovery & Resilience.** This component would support the reopening of schools with preventive measures and improve the government's capacity and implementation for effective recovery of education services. This component has three sub-components: (i) Sanitization and hygiene supplies to schools; (ii) Training for teachers, trainers, and school administration; (iii) Capacity building of MOE through "Reverse Linkage".
54. Sub-component 2.1: Sanitization and hygiene supplies to schools. This sub-component would finance the activities for disinfection of 7,000 GPE approved schools grant to ensure a safe reopening of schools (providing an initial supply of toiletries and cleaning materials, WASH stations, provisioning WASH materials, and handwashing/sanitary support- soap, sanitizers). It will ensure a focus on regional equity and priority to girls, vulnerable children, IDPs, and refugees. It would also finance the procurement and distribution of health kits to 0.75 million students in selected areas (crowded classrooms) and healthy water in 2,600 schools (based on

¹⁷ Furthermore, providing targeted messages to vulnerable children under component 1.2 would ensure access to information, services & programs; giving them access to hygiene facilities; encourage the participation of children with disabilities & their representatives during consultations/dialogue and M&E including disaggregated data on disabilities. Teachers training would also cater for items related to teaching students with a disability would be included in component 2.2.

needs). Close coordination with Father-Mother Councils of the schools would be undertaken during the implementation of this sub-component. The schools selected under this component would also cover the 27 public schools (details provided by the UNHCR) in Sana'a, Aden, and Lahej which are accommodating a significant number of refugee students.

55. Sub-component 2.2: Training for teachers, trainers, and school administration. As part of the need for teacher's development in Yemen and to ensure their readiness for reopening the schools during the COVID-19 pandemic and beyond, this sub-component will finance activities for providing refreshers training for teachers focusing bridging the learning gaps related to content, pedagogy, and methodology. Furthermore, the training topics will include hygiene expectations, psychosocial support, wellbeing, and protection, tackling learning discontinuity, hybrid learning strategy, etc. The training material (toolkit) prepared by UNICEF, GiZ, and other partners will be adopted.
56. Furthermore, to ensure efficient implementation of this sub-component, the approach of "cascading the trainers" has been adopted. The sub-component would cover the following sequence of activities: designing and preparing twelve sets of training materials and manuals for trainers, mentors, school administrations, and teachers in two groups (for grades 1 to 3 and 4 to 9); printing of 25,000 training manuals and materials; (Online) training of 20 senior trainers at the national level; training of 200 (ToT) trainers at the governorates level; training of 2,000 teacher trainers and mentors at the directorates' level; and finally training of 21,620 teachers and school principals in the schools. These activities will contribute to upgrading the capacity of school supervisors and teachers.
57. Sub-component 2.3: Capacity Building of MOE through Reverse Linkage¹⁸. This sub-component aims to support the institutional development of the education system in Yemen in the context of the COVID-19 pandemic and beyond by capitalizing on the knowledge and expertise of Tunisia in managing the education system during the COVID-19 pandemic and the Tunisian revolution crisis. The activities under this sub-component will take into consideration the supports and lessons learned already provided by other donors in Yemen and complement their efforts. The main areas of focus for capacity development intervention through Reverse Linkage are as follows:
- A. Design and roll-out of guidelines and protocols for safe schools reopening after the crisis. It will include among others the design of guidelines and protocols for safe schools reopening after crises and roll out of customized training of trainers to implement such protocols and guidelines.
 - B. Capacity development of teachers and supervisors on (i) distance learning approaches and (ii) related continuous assessment strategies. It will include among other design and roll-out of the training of trainers (ToT) in areas such

¹⁸ More details for the provider of expertise (CENAFFE) and facilitator (ATCT) is available in Annex-5.

as Monitoring and periodic continuous assessment of students who follow the distance learning pedagogical aspects related to students' and teachers' post-crisis effect. Development of content to train teachers¹⁹ addressing learning gaps.

C. Capacity development for the MOE. Within the context of this project, it is planned to support the development of the institutional capacity of the MOE to be able to deliver activities to beneficiaries under the Response, Recovery, and Resilience related components.

58. The areas of development will focus among others on the following (i) M&E for distance and e-learning²⁰; (ii) monitoring and periodic evaluation of students during crises; (iii) development of training materials for teachers to train remotely; (iv) planning during emergency/crises; (v) reporting and monitoring & evaluation during crises; and (vi) initiation for developing adapted awareness interventions for the students and families during crises context.

59. **Component#3: Project Management (PMU), overheads of the Implementing Partner (IP), and Financial Audit.** This component would finance the operating costs of the PMU (at the MOE) that will implement the project. Moreover, this component would cover implementation related overheads for the IP and financial audit of the special account at the IP level and of the overall project.

60. The staff recruited for managing the project would reinforce the established GPE's ESPIG Project Management set-up (centralized PMU) within the MOE which is currently implementing the GPE financed project. The prime responsibility of the newly recruited PMU staff under this project would be to coordinate among different implementing partners and reporting. The team would be consisting of four staff members, namely Project Coordinator, Monitoring and Evaluation (M&E) Officer, Finance Officer, and Follow-up & Coordination Officer.

61. **Contingency.** Considering the current challenges in Yemen and to cover cost escalation due to high inflation and depreciation of the local currency, a 7% contingency is added to the base cost of the project. It will be allocated to different components and sub-components based on the needs during the implementation.

V. PROJECT COST ESTIMATE & FINANCING PLAN

62. The total project cost under the GPE Grant financing is estimated to be **US\$11.00 million**. The cost of the project components is shown in **Table-2** below while a detailed financing plan of the project is provided in **Annex-4**.

Table-2: Project Cost Estimate & Financing Plan

US\$ Million

No.	Components	GPE Grant	%
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¹⁹ Within the framework of Supporting teachers in back-to-school efforts:

<https://unesdoc.unesco.org/ark:/48223/pf0000373479>

²⁰ This would include among others a feedback mechanism to inform about the current utilization and implication on the future planning.

1.	Response: Self and home-based learning including awareness campaigns	1.60	14.55%
2.	Recovery & Resilience: Reopening of schools with preventive measures, teachers training, and capacity building (Reverse Linkage)	8.01	72.82%
3.	Project management, overheads, and financial audit	0.62	5.64%
	Base Cost	10.23	
4.	Contingency	0.77	7.0%
	Total Cost	11.00	100%

63. To maximize the outcome of the GPE grant, the IsDB would not charge any overhead as the Grant Agent from the GPE COVID-19 Accelerated Grant allocation for Yemen (US\$11 million).

64. Furthermore, the provider of expertise under the Reverse Linkage, ATCT/CENAFFE²¹, would provide in-kind support for monitoring and coordination of this sub-component design and delivery and the non-remuneration of some part of support related to the organization of study visits in Tunisia or the use of training facility in Tunisia for remote coordination. This could be estimated at US\$80,000, which is 20% of the overall cost estimated for the Reverse Linkage sub-component.

VI. IMPLEMENTATION ARRANGEMENTS

Readiness for Implementation:

65. To ensure smooth implementation, the design of this project notes the situation Yemen was facing even before the pandemic and therefore aims at complementing previous and planned education sector interventions by different donors in Yemen. It would also help to avoid duplication and ensure sustainability for enhancing the robustness of the outcomes. Upon clearance of the IsDB Management, the project document will be submitted to the GPE Secretariat through the Coordination Agency (UNESCO) for formal approval. The draft RRVP was shared with the GPE Secretariat and their initial comments were captured in this RRVP. The comments from the Development Partners Group (DPG) for the education sector in Yemen have also been incorporated in this project document.

66. Intensive consultations were undertaken with the MOE and all major development partners supporting the education sector in Yemen to gather the maximum available information and lessons learned in terms of implantability of the different components of the project. These consultations included bilateral discussions with the MOE, DPG, Yemen Education Cluster, GiZ, Save the Children, World Bank, and several UN Agencies (UNICEF, UNESCO, UNHCR, and WFP) and collectively through the DPG facilitated by UNESCO as the CA.

²¹ Agence Tunisienne de Coopération Technique (ATCT); Centre National de Formation des Formateurs en Éducation (CENAFFE)

67. Based on the outcome of the consultations, the final project components were derived from a broad consensus through the DPG. Additionally, the procurement and logistical challenges in Yemen for the delivery of the required supplies for learning continuity and in preparation for the safe reopening of the schools were considered. Based on the lessons learned, it was necessary to select a reliable implementing partner who can reach all pre-selected locations throughout Yemen to deliver the needed support for the reopening phase. As a result, SFD has been selected as an implementing partner who has extensive experience in working closely with the MOE for decades. SFD would also be able to coordinate with both administrations in Aden and Sana'a as required. Besides, SFD can increase the outreach for needed awareness through its well-structured local network.
68. Furthermore, ALECSO was approached as a regional body, based on its mandate and working relationship with IsDB, and has expressed willingness to implement the sub-component related to the development of multi-media content (lessons) for TV and Radio. ALECSO will identify all required collaborators needed to accomplish the different activities to be undertaken and implement this component in close collaboration with MOE in Yemen, ALECSO Member State. The MOE and the stakeholders are encouraged by ALECSO's capacity and neutrality.
69. Furthermore, the project would benefit from the innovative Reverse Linkage approach of IsDB through ATCT/CENAFFE (Tunisia) to increase South-South cooperation among MCs by providing expertise for capacity building of the teachers and other education actors for managing the response to COVID-19 and beyond. CENAFFE has been identified as a resource centers under the mapping of resources centers carried out by the Bank with Tunisia and already is being used as a provider of expertise in various reverse linkage intervention of the Bank. The needs assessment of the MOE has already been done through a virtual workshop between MOE and ATCT/CENAFFE.

Implementation Arrangements:

70. *The Executing Agency:* The Executing Agency of the project will be the Ministry of Education (MOE). The project will be implemented by various Implementing Partners as follows:

Table-4: Major Implementing Partners by Sub-components

Response - Component 1: Self and home-based learning		
1.1	Multi-media Content/Radio/TV	ALECSO
1.2	Awareness: Education & Health Campaigns	SFD
Recovery & Resilience - Component 2: Reopening of schools with preventive measures		
2.1	Sanitization and Hygiene Supplies to Schools	SFD
2.2	Training of Teachers, Mentors, and School Administrations	SFD
2.3	Capacity Building of MoE through Reverse Linkage	ATCT/CENAFFE
Component 3: Project Management and contingency		
3.1	Project Management, Overheads, and Financial Audit	MOE

71. Taking lessons from the successful implementation of the Youth Employment Support Program (YEM0099) financed by the Bank and implemented all across Yemen under the current situation, SFD would be the Implementing Partner (IP) for sub-component 1.1 (Radio broadcasting only), 1.2, 2.1, and 3.1 (overheads and financial audit). SFD has offices across the country and has extensive experience in working with communities in various fields. SFD would also coordinate the implementation of the relevant sub-components with the MOE and local administrations.
72. ALECSO will be the implementing partner for developing multimedia content and arrangement of Satellite TV (Nile Set) broadcasting of lessons through the Arab States Broadcasting Union (ASBU).
73. The sub-component 2.2 will be implemented by the IP in close coordination with the MOE. The sub-component 2.3 will be implemented through the IsDB Reverse Linkage mechanism with the support from the National Centre for Training of Trainers in Education (CENAFEE) and facilitation from the Tunisian Agency for Technical Cooperation (ATCT). It is to benefit from Tunisia, which has accumulated significant expertise in managing the education system during crises (the post-revolution context) and distance learning during the COVID-19 pandemic context. The ATCT is a strategic partner of the Bank and is facilitating various Reverse Linkage interventions for the benefit of other member countries based on the spirit of solidarity of the South-South Cooperation.
74. A tailored detailed program and implementation plan will be developed by the Tunisian provider of expertise through a peer to peer consultation to be agreed upon with the Yemeni counterpart in line with the spirit of the Reverse Linkage approach as per the Reverse Linkage policy of the Bank (i.e. mainstream Reverse Linkage component). It is to be noted that due to the situation, most of the intervention will be delivered remotely. If the situation allows, some focused study visits and training will be carried out in Tunisia.
75. *Project Steering Committee (PSC)*: A Project Steering Committee will be established to provide implementation facilitation at various levels as well as monitor the risks. The Committee will be chaired by the MOE and the PMU will act as ex-officio for the Secretariat of the Committee. The representatives from the Education Cluster for Yemen will serve as a member of the PSC to provide the necessary information about different donors' interventions for avoiding duplication. IsDB Representative for Yemen will serve in the Committee as a member. CA (UNESCO), GPE Country Lead for Yemen, and DPG members may also be part of the committee.
76. The committee will follow-up on the outcomes of the "Technical Review Meetings" arranged by IsDB. The "Technical Review Meetings" would review if any fine-tuning is required during the implementation of the project within the accord of the project's overall objectives, approach, and scope as per this project document. The implementing partners, SFD, ALECSO, and ATCT/CENFFE will actively participate in the "Technical Review Meetings".

77. The PSC roles and responsibilities may also include:

- Inform all sectors within the MOE and its local offices about the project, its objectives, and clarify their roles and responsibilities;
- Take necessary actions and steps to allow a positive environment for smooth project implementation;
- Facilitate access to information, data, and statistics as needed; and
- Provide all logistics, administrative, and facilitation required for implementing the project's activities.

78. **Monitoring of project implementation and results:** Monitoring of project implementation and results will be done by IsDB Regional Hub of UAE and the MOE in close consultation and collaboration with the DPG. GPE M&E guidance for COVID-19 Accelerated Funding Grants, including on standardized program reporting will be adopted in the project reporting. Besides, regular monthly progress reports will be submitted by the PMU to the Bank. A quarterly progress report will also be shared with the DPG by the IsDB. The required data will be collected from the concerned implementing agencies by the PMU.

79. GPE COVID-19 Accelerated Funding Grants are required to include a “learning from evidence approach”²² (as per M&E Guidance for COVID-19 AF Grants). This approach should specify the relevance, efficiency, and effectiveness of the program related questions sought to be answered through M&E activities. This approach will be developed in coordination with the IPs before the start of the program. M&E officer of the PMU will be responsible for ongoing data collection and implementation progress surveys to generate the evidence base needed to address M&E questioners. M&E officer would also be tasked to develop some impact stories to be shared with IsDB and GPE.

Implementation Strategy:

80. The MOE as EA will be responsible for overseeing the overall implementation of the project. The PMU staff should be selected in close coordination with the Bank and through a competitive process. The PSC will play an important role in ensuring coordination with various implementing partners. The EA, in close technical collaboration with the SFD and other partners, will ensure the efficient utilization of the budget as per the approved project. The PMU will develop a Monitoring and Evaluation System aligned with the reporting requirements of the Response Plan. It will prepare quarterly progress reports comprising the physical and financial progress and highlighting the main issues or risks faced during the project implementation. It will also prepare an annual report for reporting to the joint sector review by donor partners.

81. The IsDB will conduct a virtual start-up workshop to familiarize the PMU and concerned IP staff with the Bank procurement and disbursement guidelines and

²² GPE Publication “Guidance on monitoring and evaluation of grants financed through the GPE COVID-19 Accelerated Funding window” has further details.

agree on the detailed implementation schedule and milestones. Project Implementation Assessment and Supervision Reports (PIASR) will be prepared semi-annually to review the project progress, risks, achievement towards results, and updated project procurement, implementation, and disbursement plan.

82. The GPE will transmit the required funds to IsDB in advance as a Grant Agent for implementing the activities under the project based on a 4-6 cost projection.

Considerations for Selection of the Implementing Partners:

83. Due to the challenging nature of the country context, the designing of the project and the selection of the implementing partners have to be closely aligned to counter/mitigate the constraints for achieving the maximum desired outcomes with the effective utilization of the limited resources. Besides the crisis of the pandemic in Yemen, the country is suffering from conflict since 2015, which continues to pose difficulties in delivering aid to all parts of Yemen.

84. Therefore, different options were explored to identify implementing partners on the ground who can reach all parts of Yemen without interfering/provoking any political sensitivities in the country. Due to this reason, the SFD was selected as an implementing partner. The SFD offers the required flexibility and is accepted by all political quarters in Yemen.

85. The SFD has been set-up in the context of Yemen's social safety net, aiming to mitigate the adverse effects of the economic reform program set in motion during 1995. SFD supports development opportunities through improving access to basic services, enhancing economic opportunities, and reducing the vulnerability of the poor as well as building capacities at national levels including local authorities and community structures. In the proposed project, SFD shall carry on the sub-components 1.1 (radio broadcasting only), 2.1 & 2.2. These sub-components need a high level of physical existence on the ground to be executed. The selection of SFD was aiming to ensure equity and accessibility in delivering these sub-components for the neediest locations wherever it's located in Yemen.

86. As part of the project design, sub-component 1.1 is covering audio-visual production and broadcasting of lessons through media such as TV/Radio/Social Media/etc. Considering the low capacity of the MOE, there was a need to select an implementing partner who can utilize its resources and expertise with the minimum overhead cost to cover the maximum number of lessons. Besides, working on a curriculum of a country is a very sensitive issue, and in the case of Yemen, it is even more sensitive due to the political divide. Therefore, the viable option for this sub-component's delivery through a neutral agency that is accepted by all political parties calls for the selection of Arab League's Educational, Cultural and Scientific Organization (ALECSO), which is part of the League of Arab States organizations and Yemen is a member in both of them.

87. ALECSO, as a 50 years old organization, has conducted and implemented several projects in member states related to the field of ICT in education namely the

development of digital educational content, Smart Learning, Mobile Technologies, Cloud Computing, etc. in close cooperation with regional and international organizations as well as local authorities and Ministries.

88. ALECSO will ensure the implementation of sub-component 1.2 which requires the involvement of many stakeholders including subject matter experts, external collaborators, E-Learning/Web Companies, Educational Institutions, and various organizations. ALECSO will identify all required collaborators needed to accomplish the different activities to be undertaken then lead and coordinate their achievement in close collaboration with MOE in Yemen, ALECSO member state.
89. Implementation of the capacity development component through the traditional approach of recruiting consulting firm based on the needs of the MOE was also considered. However, such a process does not allow benefiting from the effective tool of the peer to peer formulation process of the Reverse linkage (South-South Cooperation) approach. Further, peer to peer approach allows developing a long-lasting partnership between the stakeholders (like twining agreement) between the stakeholders which increases the sustainability of the project beyond the specific project.
90. The ATCT was identified during IsDB Member Country Partnership (MCPS) for Tunisia as the national coordinator for capacity development programs and other technical assistance activities towards third countries. The ATCT has been collaborating with IsDB in technical cooperation operations in other MCs in different fields including teachers training. Finally, the language issue (Arabic dialect used in Tunisia) would be mitigated through the utilization of formal Arabic "Fusha" in all aspects of communication, training, development of policies, etc.

Policy and Operational Waivers:

91. Due to the situation in Yemen, and as a special case, the Special Account (SA) of the project will be entrusted to the SFD which has experience in implementing IsDB financed projects and managing SAs. The SA will cover the cost of components that will be implemented by the SFD through small contracts in various governorates. The PMU (four staff members) will be at the level of the MOE and will be responsible for the coordination and monitoring of the overall project execution. The PMU expenses (three months advance) would be maintained by the MOE through another account (via NCE in IsDB) which will be subject to the similar IsDB SA requirements and financial audit.
92. Considering the emergency nature of the project and ensuring swift implementation, the ceiling of the SA²³ will be established at US\$3 million to take care of component 2.1 which requires immediate implementation (reopening of schools with preventive measures). An initial advance up to the ceiling of the SA will be US\$3 million as a

²³ This is similar to the SA set-up of IsDB's VOLIP Project (YEM0086) currently under implementation by the SFD.

special case to ensure that the SFD does not require additional funding during 2020 and prepares the Audit Report during early 2021 for requesting a replenishment.

93. The SA will be managed as per the IsDB procedures and will be regularly audited by an independent external auditor to be recruited for the project.

Implementation Schedule:

94. As per GPE guidelines, the proposed project will have an 18-month implementation period starting from the signing of the Grant Agreement. It is expected to become effective within one month of GPE approval and implementation readiness of activities are already under discussion. Therefore, activities are simple, focused, and deemed of the highest priority by the MOE to ensure continuity of learning. The draft implementation schedule by component is available in **Annex-6**.

Procurement Arrangements:

95. The procurement of goods and services shall be carried out per the para 4.11 "Procurement under disaster and emergency assistance" of the IsDB Guidelines for Procurement of Goods and Works related services (effective from 1st April 2019). The Country shall ensure that the IsDB procurement principles and procedures shall be strictly adhered to ensure full transparency and accountability in the implementation of this emergency response project.
96. The procurement arrangements for some sub-components shall be in line with the provisions of Chapter-1 and paragraph 1.49 "Beneficiary Systems" of the IsDB Guidelines for the Procurement of Consultant Services under IsDB Project Financing. IsDB Group Anti-Corruption Guidelines on Preventing and Combating Fraud and Corruption in IsDB Group-Financed Activities and sanctions procedures shall be observed in all transactions.
97. The MOE will engage two implementing partners namely SFD and ALECSO. However, the implementation agreement would be signed between IsDB and SFD & ALECSO. ATCT shall be engaged under IsDB Reverse Linkage modalities.
98. The Procurement of the sub-components under SFD will be undertaken by using SFD's internal procurement procedures and guidelines. The SFD has its procurement manual and implemented similar projects with IsDB and other donors in the past. SFD will maintain proper record-keeping for the audit and post review purposes by the Bank. The SFD will be authorized from the MOE to undertake the procurement of the sub-components as given in **Annex-7** through the Implementation Agreement. Similar arrangements will be made for ALECSO.
99. External financial auditor for the project including the special account shall be selected through the Least Cost Selection method using the national shortlist under the procedures described in para 2.26 (c) in the IsDB Guidelines for Procurement of Consultant Services (April 2019).
100. For further detailed procurement arrangements, simplified procurement plan, and procurement risk with mitigation matrix refer to **Annex-7A and B**.

Project Financial Management Arrangements and Disbursement Procedures:

101. An in-field Financial Management Assessment (FMA) or desk review for this project in Yemen could not be carried out due to the current COVID-19 situation and the urgency of the project. However, given the current situation and to mitigate the financial management risks, the following would adhere:
- i. The implementation of the project will be closely followed up, through regular reports from the PMU and SFD by IsDB Regional Hub of UAE;
 - ii. An independent financial audit of the project (including the SA) to be carried out by an independent external private auditor in line with IsDB procedures for financing expenditures related to the project.
 - iii. The financial audit of the project will be carried out at the end of each fiscal year. A final audit will also be undertaken upon completion of all disbursements and utilization of the financing provided to the project. Each audit report along with the Management Letter shall be sent to IsDB no later than six months after the end of the fiscal year.
 - iv. Since the PMU is located at the MOE, it should be made responsible for preparing the Project Financial Statements (for the overall project with inputs from IPs) to enable the Auditors to complete their audit of the project, including the SA, which will be located at the SFD. As such, the PMU should have a Financial Management Specialist as a part of the team.
102. Disbursements²⁴ will be made in accordance with IsDB Disbursement Procedures and Guidelines taking into consideration the procurement arrangements and the current COVID-19 pandemic situation. Upon signing/effectiveness (as it is a Grant), a transaction-based disbursement method will be used as the basis for the withdrawal of grant proceeds once the funds are lodged with the IsDB. These procedures provide for the use of the direct payment, reimbursement, and special account after the presentation of the supporting document by the Executing Agency. The following disbursement modalities will be applicable:
- i. Direct payment or reimbursement will be executed in favor of the selected companies or implementing partners (ALECSO & ATCT/CENAFFE).
 - ii. The Special Account will be used to finance all activities managed by the Implementing Partner (SFD) and to pay the independent external auditor. Subsequent payments will be made to the implementing agency upon justification of the previous disbursement accompanied by supporting documents (Statement of expenditure, bank statement, bank reconciliation, and an audit of special account).
103. After the approval of the project, the beneficiary through its authorized representative designates official(s) authorized to sign withdrawal applications in a

²⁴ IsDB will be receiving the advance funding from the GPE based on an estimated disbursement for 4-6 months.

prescribed form. The authorization request from the beneficiary shall clearly state the number and/or combination of signatories required for making withdrawals. If authorized signatories change during project implementation, the beneficiary will promptly notify IsDB of such changes and provide the names and original specimen signatures of the new signatories.

104. Moreover, disbursement targets on specific milestones are detailed below:

Table-4: Disbursement Plan

US\$ millions

Year	Disbursement (US\$ million)	Disbursement (%)
2020	4.0	36%
2021	5.0	46%
2022	2.0	18%
Total GPE Financing	11.0	100%

VII. PROJECT RISKS AND MITIGATION

105. The impact of COVID-19 on basic education in Yemen is significant: lack of at-home educational materials, uncertainty as to when schools will reopen and the delay to catch up for the students, associated fears of returning to school and its emotional stress, and in terms of the delays in the implementation of COVID-19 MOE National Response Plan.

106. The overall risk of the project is rated medium to High and effective mitigation measures have been included in the design of the project. There are several key risks associated with the project including the ongoing conflict situation, unavailability of teachers and other education sector actors, timely payment of teachers' salaries, and the uncertainties related to the scale and trajectory of the COVID-19 pandemic in the country. By partnering with the SFD, ALECSO, and ATCT, who are experts in their fields, the project taps on the best practices, know-how, and risk management in the context of Yemen.

107. The major risks and mitigations are provided in **Annex-8**. These would be closely monitored by the project steering committee.

Additionality of Bank Support:

108. By supporting the country for responding to the learning disruption during COVID-19, the project will intensify the Bank's solidarity with the Government and the Yemeni people. The Bank waived all the applicable overhead from this project's allocation, hence maximizing the utilization of the grant amount. Furthermore, the Bank is mobilizing in-kind contributions from other institutions such as Arab League Educational, Cultural and Scientific Organization (ALECSO), and Tunisian Agency for

Technical Cooperation (ATCT) through the Bank's Reverse Linkage Program to complement this intervention.

VIII. RECOMMENDATIONS

109. To approve IsDB participation as **Grant Agent** for the grant amount of US\$11.00 million through GPE's COVID-19 Accelerated Grant allocated to Yemen to cover the financing for the COVID-19 Response, Recovery, and Resilience for Learning Continuity project on Yemen. The detailed terms and conditions of the proposed financing are given in **Annex-9**.
110. To approve the opening of a project special account with the Central Bank of the Republic of Yemen or any other approved commercial banks with a maximum limit of US\$3,000,000.
111. To approve, in addition to signing a Grant Agreement with the Government of Yemen, the signing of an Implementation Agreement with the Implementing Agencies (SFD & ALECSO).
112. To waive the use of the IsDB Group Global Country Platform on the basis that the project is not funded from OCR.

Dr. Mansur Muhtar
Vice President, Country Programs

ANNEX 1: CONFIRMATION OF SELECTION TO SERVE AS THE GRANT AGENT

Republic of Yemen
Ministry of Education
Minister's Office



الجمهورية اليمنية
وزارة التربية والتعليم
مكتب الوزير

التاريخ: ٢٠٢٠ / ١ / ٢٤ Date الموافق:

معالي الأخ. رئيس مجموعة البنك الإسلامي للتنمية
الدكتور/ بندر بن محمد حجار

تحية طيبة وبعد

الموضوع: اختيار البنك الإسلامي للتنمية وكيلًا لمنحة (COVID-19 المسرعة)

تهدىكم وزارة التربية والتعليم بالجمهورية اليمنية أطيب التحايا وأجمل الأمنيات بالتوفيق والسداد في مهامكم العملية.

بداية نُعرب عن عظيم امتناننا وشكرنا على الجهود الدؤوبة والإسهامات التي تبذلونها في دعم تطوير نظام التعليم الوطني في الجمهورية اليمنية، والتي تحظى بالتقدير والإحترام من زملائكم في وزارة التربية والتعليم.

بالإشارة إلى الموضوع أعلاه، نسود الإحاطة بأن وزارة التربية والتعليم قد صادقت على نتيجة عملية الاختيار لوكيل (منحة COVID-19 المسرعة) مع كافة الوثائق المرفقة وكما وردت عبر وكيل التنسيق من اللجنة المشتركة والمشكلة من الوزارة ومجموعة التعليم المحلية (LEG-اليمن)، والتي أقررت اختيار البنك الإسلامي للتنمية وكيلًا لمنحة COVID-19 المسرعة بنسبة (77.8%)، (مرفق ملخص ووثائق الاختيار).

وعليه: يرنا بوزارة التربية والتعليم دعوتكم باعتباركم وكيلًا لمنحة (COVID-19 المسرعة). سرعة مباشرة مهامكم كوكيل للمنحة ومطالبكم وفقاً لتوصيات لجنة الاختيار:

تقديم خطة عمل تنفيذية حول كيفية تفعيل وتنفيذ المنحة (الإدارية والمالية والبرامجية) على أساس الخطة الوطنية للاستجابة (COVID-19) في قطاع التعليم في غضون (15) يوماً من تاريخ الإخطار، وذلك بالتنسيق مع وزارة التربية والتعليم ووكالة التنسيق. وكذا تقديم تحديثات التنفيذ الشهرية بالتعاون مع وكالة التنسيق، مع مراعاة النقاط الحرجة التالية:

1. التنسيق مع مجموعة التعليم المحلية والتواصل مع المجموعة لتقديم تحديثات في الوقت المناسب على أساس شهري.
2. كفاءة وفعالية التخطيط والتنفيذ والرصد، وضمان تنفيذ المنحة في جميع أنحاء البلاد (الإدارية والمالية والبرامجية) والبناء في الجزء الثالث من الرصد والتقييم أثناء دورة التنفيذ وفي نهايتها.
3. دعم تنمية قدرات الوزارة على المستويين الوطني والمحلي.
4. توسيع الفريق داخل البلد بما في ذلك الرصد والامتثال.

على أن تسولي الوزارة لاحقاً برسالة أخرى مخاطبة البنك الإسلامي بمجموعة من متطلباتها واشراطاتها بما يضمن الترتيب والتجهيز والتنسيق والتخطيط والتنفيذ والمتابعة والتقييم وتحقيق المؤشرات والنسائج، وبما يعمل على الجودة البرامجية والزمنية والتنفيذ والمعلومات والمخرجات وسرعة وكفاءة النظام المالي وإبراء الذمة المالية. وتقبلوا خالص التحية والتقدير،

ANNEX 2: RESULT BASED LOGICAL FRAMEWORK

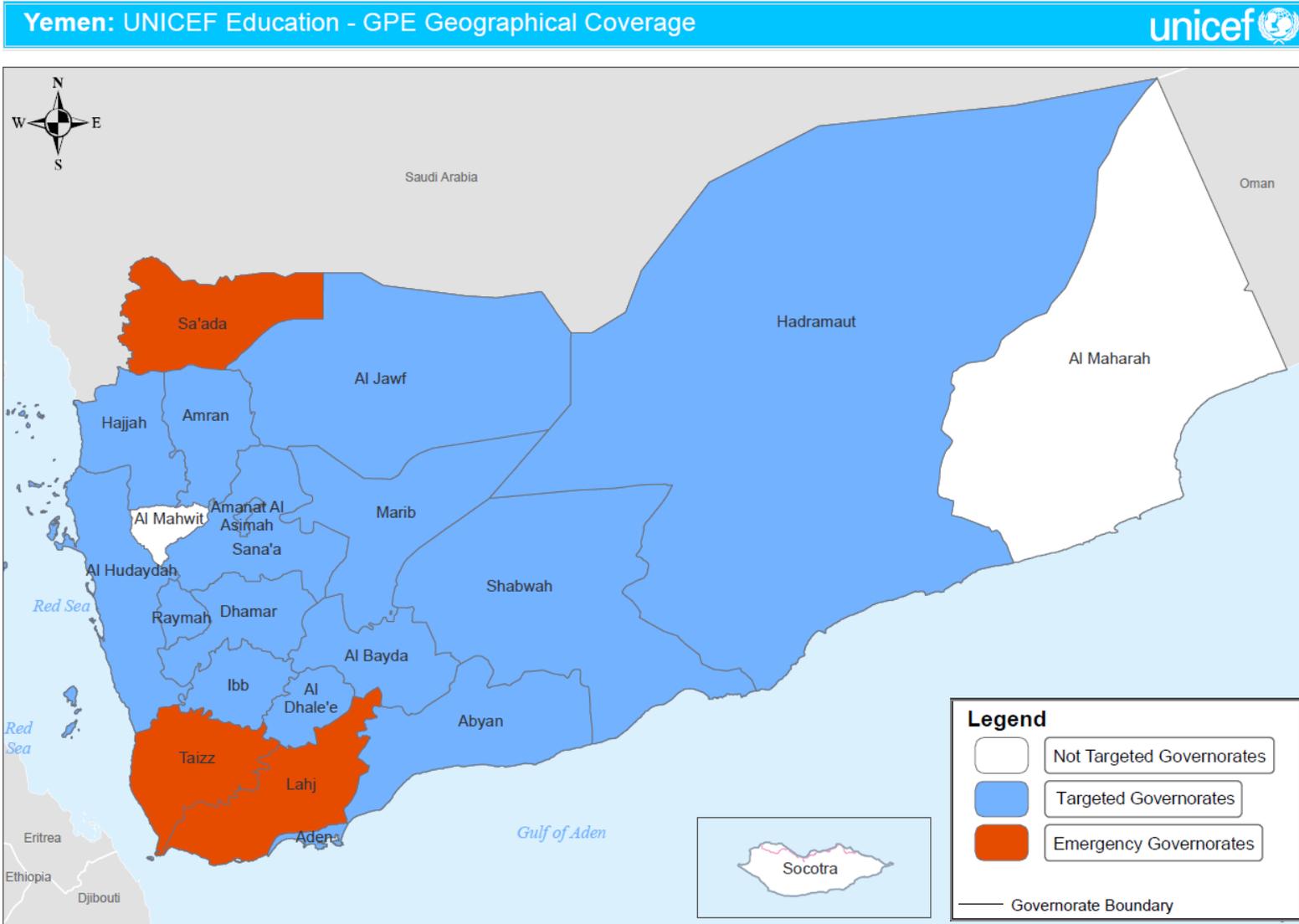
<i>Project Contribution to the Strategy Map (Level 2 – Results)</i>			
No	Core Sector Indicators [Outcomes]	Targets	Source
1	Number of children (% of children) to be supported with different interventions for learning continuity [at least 50% girls] – (GPE Core Indicator and IsDB CSI 3200)	0.5 million (approx. 20% of school-going children from grade 1 to 6)	MOE, SFD, and ALECSO/ASBU
2	7000 (and % of GPE approved schools in the program area) of grant-supported schools reopened (GPE Core Indicator)	7,000 (100%)	SFD, MOE (PMU), Yemen Education Cluster
Core Sector Indicators [Outputs]			
3.	Number of teachers trained to ensure their readiness for reopening the schools during the COVID-19 pandemic and beyond [at least 50% female] (GPE Core Indicator and IsDB CSI3300)	23,000	SFD, MOE (PMU), Yemen Education Cluster
<p>Impact: To ensure continued and inclusive learning during the COVID-19 outbreak, support safe school reopening, and build resilience to face future crises, with a focus on disadvantaged and vulnerable children.</p> <p>SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>			
Results Summary	Performance Indicator	Means of Verification	Key Risks
OUTCOMES			
1. Learning continues during COVID-19 and beyond	<p>Number of students (% of children) supported [at least 50% girls] inclusive distance/home-based learning (GPE Core Indicator)</p> <p>Baseline: 0 Target: 500,000 (approx. 20% of school-going children from grade 1 to 6)</p>	<p>MOE, SFD & PMU Progress report and ALECSO-ASBU reports</p> <p>UN Agencies, Edu Cluster, and DPG/LEG Minutes</p> <p>IsDB PIASRs Project mid-term and completion reports</p>	<p>The politicization of local environment affecting the selection of beneficiaries, interventions, or selection of implementing partners</p> <p>Restriction in some parts of the country on program implementation</p>

2. Reopening of schools with preventive measures	Number (and % of GPE approved schools) of grant-supported schools reopened (GPE core indicator) Baseline: 0 Target: 7,000 (100%)	MOE, SFD & PMU Progress report Edu Cluster and DPG/LEG Minutes IsDB PIASRs Project mid-term and completion reports	Children not having access to electricity and access to connectivity Budget availability Risks associated with the protection of vulnerable children and girls
3. Increased MOE resilience from the impact of the external crisis on the learning continuity	Number of TOT trainers trained in various field to develop the capacity of MOE at different level [at least 50% girls] Baseline: 0 Target: 430	MOE, SFD & PMU Progress report ATCT/CENAFEE Report IsDB PIASRs Project mid-term and completion reports	
OUTPUTS			
1. Students are provided with by alternative means for learning continuity	1.1 Number of TV and Radio lessons produced and broadcasted Baseline: 0 Target: 1,344-2,644 (based on the budget availability) lessons for grade 1-6 1.2 Number of children/families (% of children) reached [at least 50% girls] through SMS on prevention and transmission of COVID-19 and awareness about education Baseline: 0 Target: 5,000,000	MOE, SFD & PMU Progress report Edu Cluster and DPG/LEG Minutes IsDB PIASRs Project mid-term and completion reports	Delay on finalizing the agreement with IP Poor ICT infrastructure and poor access for some students to alternate learning platforms Low electricity availability
2. Schools sanitized & ready to open and support to teachers and students. Schools, teachers, and students are aware of COVID-19	2.1a Number of schools (and % of GPE approved schools in the program area) provided with sanitization and hygiene Supplies Baseline: 0 Target: 7,000 (100%)	MOE, SFD & PMU Progress report	COVID-19 case increase in the country delaying the implementation Delay on finalizing the agreement with IP

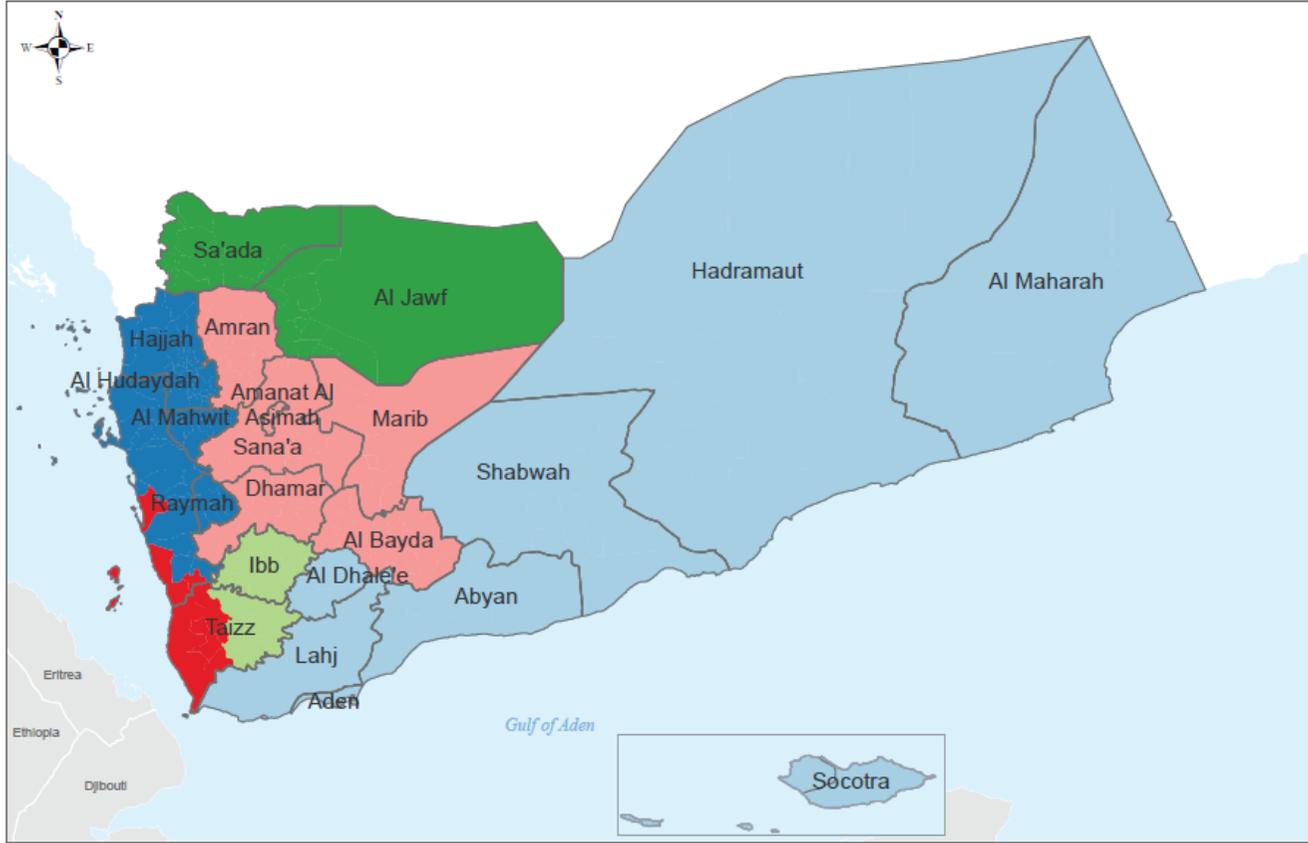
<p>safety precautions and the alternative means for education</p>	<p>2.1b Number of schools (and % of GPE approved schools in the program area) provided with access to water for handwashing Baseline: 0 Target: 2,600 (37.1%)</p> <p>2.1c Number of schools (and % of GPE approved schools in the program area) provided with health kits (sanitizers, masks) with priority to overcrowded schools) – 750k students; each school has 300 students on Avg, so total is 2,500 schools Baseline: 0 Target: 2,500 (35.7%)</p> <p>2.2 Number of teachers trained on various topics such as hygiene expectations, psychosocial support, wellbeing, and protection, tackling learning discontinuity, hybrid learning strategy, etc. (GPE core Indicator) Baseline: 0 Target: 23,000</p> <p>2.3 Number of MOE staff trained at different levels (at least 50% female) in design and roll-out of guidelines and protocols for safe schools reopening after crises, distance learning, etc. Baseline: 0 Target: 430</p>	<p>Yemen Education Cluster and DPG/LEG Minutes</p> <p>IsDB PIASRs Project mid-term and completion reports, PSC meeting minutes</p> <p>ATCT/CENAFEE report</p>	<p>Security risks heightened due to intensified conflict</p> <p>Delayed procurement and distribution of goods due to transportation issues or conflict</p> <p>Supplies are seized by opposition parties and interference on delivery</p> <p>Limited oversight capacity of the EA for monitoring various implementing partners</p> <p>Budget availability</p> <p>Access to ICT for various capacity building training for the MOE officials</p>
<p>3. Audit report and PMU</p>	<p>3.1a Number of PMU staff recruited for coordination of the overall project implementation and monitoring Baseline: 0 Target: 4</p>	<p>MOE, SFD & PMU Progress report</p>	<p>Delay in recruiting the PMU staff and financial auditor for the project</p>

	<p>3.1b Number of Annual (or as required) Audit report prepared for the whole project.</p> <p>Baseline: 0 Target: 1</p>	<p>IsDB PIASRs Project mid-term and completion reports</p>							
KEY ACTIVITIES		INPUTS							
<p>1.1 1.2 Digital content material developed and broadcasted</p> <p>1.2: Awareness campaign for health and education delivered</p> <p>2.1: Procurement and distribution of sanitization and hygiene supplies to schools</p> <p>2.2: Training for teachers, trainers, and school administration through ToT</p> <p>2.3: Various capacity building programs developed and delivered for the MOE staff at different levels under the Reverse Linkage modality (South-South Cooperation)</p> <p>3.1 Project management (monitoring implementation incl. learning) and financial audit</p>		<table border="1" data-bbox="1552 507 1933 730"> <tr> <td data-bbox="1552 507 1680 579">GPE</td> <td data-bbox="1680 507 1933 579">US\$ 11 million</td> </tr> <tr> <td data-bbox="1552 579 1680 667">GoY</td> <td data-bbox="1680 579 1933 667">-</td> </tr> <tr> <td data-bbox="1552 667 1680 730">TOTAL</td> <td data-bbox="1680 667 1933 730">USD 11 million</td> </tr> </table>		GPE	US\$ 11 million	GoY	-	TOTAL	USD 11 million
GPE	US\$ 11 million								
GoY	-								
TOTAL	USD 11 million								
<p>2. Physical Implementation</p> <p>2.1 Project to be completed within 18 months after signing</p>									
<p>Project Management activities</p> <p>Pm1. PMU in place</p> <p>Pm2. Virtual Start-up Workshop by November 2020</p> <p>Pm3. First disbursement made by December 2020</p> <p>Pm4. First PIASR by April 2021</p> <p>Pm5. Second PIASR November 2021</p> <p>Pm6: Last disbursement May 2022</p> <p>Pm7. PCR by September 2022</p>									

ANNEX 3: MAP OF THE COUNTRY AND PROJECT LOCATION (GPE TARGETED GOVERNORATES)



Yemen: Education Cluster Organigram - 2020



Legend

Aden Hub	
Al Hudaydah Hub	
Sa'ada Hub	
Ibb Hub	
Sana'a Hub	
West Coast Hub	

ANNEX-4: DETAILED PROJECT FINANCING PLAN

US\$ Budget

م	Component 1: Self and home based learning	المكون 1: التعلم عن بعد والتعلم المنزلي	%
1.1	التعلم عن بعد ,محتوى الوسائط المتعددة	1,398,040	13%
	Distance learning, multimedia content		
1.2	التوعية: حملات التعليم والصحة	201,800	2%
	Awareness: Education & Health Campaigns		
	Total المجموع	1,599,840	14.5%
Component 2: Reopening of schools with preventive measures المكون 2: إعادة فتح المدارس بإجراءات وقائية			
2.1	لوازم التعقيم والنظافة الشخصية للمدارس	6,410,800	58%
	Sanitization and Hygiene Supplies to Schools		
2.2	دعم المعلمين والموجهين والإدارات المدرسية, والزيارات	1,201,086	11%
	Support for teachers, mentors and school administrations, and visits		
2.3	بناء قدرات وزارة التربية والتعليم من خلال الربط العكسي	400,000	4%
	Capacity Building of MoE through Reverse Linkage		
	Total المجموع	8,011,886	72.8%
Component 3: Project Management and contingency المكون 3: إدارة المشروع والطوارئ			
3.1	إدارة المشروع ، المراقبة والتقييم ، التدقيق ، وحدة إدارة المشاريع	618,274	5.6%
	Project Management, M&E, Audit, PMU		
	الإحتياط	770,000	7.0%
	Contingency		
	Toatal المجموع	1,388,274	12.6%
	Grand Total الكلي المجموع	11,000,000	100%

DETAILED COSTING BY SUB-COMPONENT

Response - Component 1: Self and home-based learning

Sub-components:

1.1 Multi-media Content development and broadcasting through Radio/TV

(US\$)

Item	Unit type	Quantity	Unit cost	Repetition	Total
TV lessons production (5,375 total hours/ average lesson 1/2 hour =2,688 lessons)	Lessons	2,688	250	1	672,000
Subscription of the Educational Channel with the Nile sat	Yearly	1	270,000	1	270,000
Broadcast of educational lessons via the educational channel (for 2 school years)	Hr./day	17	20	380	129,200
Radio lessons production (5,375 total needed hours/ average lesson 1/2 hour =2,688 lessons)	Lessons	2,688	30	1	80,640
Broadcast radio lessons on local radio (for 2 school years)	Yearly	17	20	380	129,200
Consultancy to create a guideline, training material and print out, etc. for the broadcasting of lessons in TV, Radio & Social Media	Report	1	25,000	1	25,000
Training for operating the broadcasting of lessons in TV, Radio & Social Media	Workshops	10	1,200	1	12,000
Send, Upload, and manage lessons via social media (Facebook, YouTube, Telegram, WhatsApp, etc.)	Person/yr	4	10,000	2	80,000

Sub-total		1,398,040
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1.2 Awareness: through Education & Health Campaigns

Item	Unit type	Quantity	Unit cost	Frequency	Total
Health					
Preparing of health awareness programs for teachers, students, and parents on precautionary measures to prevent Covid-19	Person to prepare	60	30	6	10,800
Printing and distributing the awareness materials in schools	Awareness material	8,000	5	1	40,000
Preparing brochures and SMS messages for parents on the precautions against Covid-19 prevention	Person to prepare	10	10	10	1,000
Send 5,000,000 short messages <u>related to health</u> to target groups to make them aware of the importance of precautionary measures to prevent COVID-19	Message	5 Million	0.01	1	50,000
Education					
Send 5,000,000 short messages <u>related to education</u> to target groups to make them aware of the importance of precautionary measures to prevent COVID-19	Message	5 Million	0.01	1	50,000
Dissemination of information in awareness through TV and Radio	Various				50,000
Sub-total					201,800

Recovery & Resilience - Component 2: Reopening of schools with preventive measures
Sub-components:

2.1 Sanitization and hygiene supplies to schools

Item	Unit type	Quantity	Unit cost	Frequency	Total
Providing and distributing health kits for students in selected (crowded schools)	Student	750,000	3	1	2,250,000
Providing toiletries and cleaning materials for schools including WASH stations	School	7,000	557	1	3,900,000
Providing healthy water for the school	School	2,608	100	1	260,800
Sub-total					6,410,800

2.2 Training for teachers, trainers, and school administration

Item	Unit type	Quantity	Unit cost	Day/frequency	Total
Designing and preparing training materials and manuals for trainers, mentors, school administrations, and teachers (Grade 1-3 and 4-9)	Manual	12	100	10	12,000
Print training manuals and materials	Manual	25,046	1	1	25,046
(Online) Training of senior trainers at the national level	Senior Trainer	20	100	4	8,000
Training of the trainer's trainer at the governorates level	Trainer's Trainer	200	60	4	48,000

Train the teacher trainer and mentors at the directorates' level	Trainer's Trainer	2,000	25	4	200,000
Training of teachers and school principals in schools	Trainee/Teacher	21,620	14	3	908,040
Sub-total					1,201,086

2.3 Capacity Building of MOE through Reverse Linkage

Item	Unit type	Quantity	Unit cost	Total
Design and roll-out of guidelines and protocols for safe schools reopening after crises	Guideline	various	100,000	100,000
Capacity development of teachers and supervisors on (i) distance learning approaches and (ii) related assessment strategies	Training materials and delivery	Various	100,000	100,000
Capacity development for the Ministry of Education	Various Department staff members	Various	200,000	200,000
Sub-total				400,000

Component 3: Project Management (Audit, IP overheads, and PMU)

Item	Total
Project Financial Audit	100,000
Overhead of IP (SFD)	363,274
Sub-total	463,274

PMU Cost

Item	Monthly cost	Frequency	Total
Project coordinator	1,900	18	34,200
Monitoring officer (M&E)	1,300	18	23,400
Finance officer	900	18	16,200

Follow-up and coordination officer	900	18	16,200
Office set-up	Onetime		20,000
Field visit cost	2,000	15	30,000
Other operational cost of PMU	1,000	15	15,000
Sub-total			155,000

Total cost for component 3.1 = 463,274+155,000=618,274

ANNEX-5: DETAILS OF THE REVERSE LINKAGE SUBCOMPONENT FOR CAPACITY BUILDING

COMPONENT 2.3: Institutional Support through Reverse Linkage (South-South Cooperation with Another Member Country)

1. This Reverse Linkage approach allows contributes to developing a long-lasting partnership between the stakeholders (a kind of twinning agreement) between the stakeholders which increases the sustainability of the project beyond Bank intervention.
2. The sub-component aims to support the institutional development of the education system in Yemen in the context of the COVID-19 pandemic and beyond by capitalizing on the knowledge and expertise of Tunisia in managing the education system during the COVID-19 pandemic and the Tunisian revolution crises.
3. The operational strategy for this component consists on developing, based on the peer to peer approach of the reverse linkage, the capacity of a pool of resource persons, belonging to the Ministry of Education of Yemen, able to capture the knowledge and know-how from the Tunisian side and to transfer it to the Yemeni counterparts (training of trainers).
4. This MOE officials at different levels will benefit from training, study visits, and methodological guides that will be developed and provided by the provider based on the reverse linkage approach. The trainees will be involved in the design and implementation of future training in Yemen for the benefit of the staff of the MOE and teachers. Such an approach will allow enhancing the sustainability of the proposed project.
5. The main areas of focus for capacity development intervention through reverse Linkage within this project are as follows:

A/Design and roll-out of guidelines and protocols for safe schools reopening during and after crises. It will include among others the design of guidelines and protocols for safe schools reopening during and after crises and roll out of customized training of trainers to implement such protocols and guidelines.

B/Capacity development of teachers and supervisors on (i) distance learning approaches and (ii) related assessment strategies

It will include, among others, design and roll-out of training of trainers (TOT) in areas such as monitoring and periodic assessment of students who follow distance learning modality.

C/ Capacity development for the Ministry of Education (MoE)

Within the context of this project, it is planned to support the development of the institutional capacity of the MOE to be able to deliver activities to beneficiaries under the Response, Recovery, and Resilience components.

The areas of development will focus among others on the following (i) monitoring distance and e-learning, (ii) monitoring and periodic evaluation of students during crises, (iii) development of training materials for teachers to train teachers remotely, (iv) planning during emergency/crises, (v) reporting and monitoring & evaluation during crises and (vi) initiation for developing adapted

awareness interventions for the students and families during crises context, (iv) data collection and analysis during crises.

6. This component will be implemented through the IsDB Reverse Linkage mechanism with the support from the National Centre for Training of Trainers in Education (CENAFEE) and facilitation from the Tunisian Agency for Technical Cooperation (ATCT).
7. A tailored detailed program and implementation plan will be developed by the Tunisian provider of expertise through a peer to peer consultation to be agreed upon with the Yemeni counterpart in line with the spirit of the Reverse Linkage approach. as per the Reverse Linkage policy of the Bank (i.e. mainstreamed Reverse Linkage component). It is to be noted that due to the situation most of the intervention will be delivered remotely. Some focused study visits and training will be carried out in Tunisia.
8. The center providing knowledge and expertise from Tunisia namely CENAFEE with the facilitation of ATCT has been identified as a provider of knowledge and expertise under the mapping of resources centers carried by the Bank with Tunisia. It is already cooperating successfully with the Bank under the Reverse Linkage approach (for example in the Reverse Linkage project between Chad and Tunisia on Capacity Development for Enhancing the Teaching of Arabic Language. The center has the experience and facilities to deliver some of its interventions remotely.
9. The procurement arrangement for this component namely Institutional Support through Reverse Linkage (South-South Cooperation) with Another Member Country" will be through direct contracting/single through the Tunisian provider of expertise namely CENAFEE with facilitation of the ATCT.
10. The Tunisian Agency for Technical Cooperation (ATCT) is a public institution that was established in 1972 as the main Tunisian arm for the promotion of technical cooperation. It is attached to the Ministry of Development Investment and International Cooperation. The ATCT is responsible for the implementation of the technical cooperation policy outlined by the Tunisian government. As a non-profit organization, the ATCT was created from Tunisia's will in mobilizing its human and institutional resources and know-how for the service of international solidarity and development. The main provider of expertise within the capacity development component of the capacity development component is the National Centre for Training of Trainers (ToT) in Education (CENAFEE).
11. CENAFEE is a Tunisian public educational institution. It is well known in Tunisia and the region by organizing training courses for the benefit of trainers and managers needed by the education system in the field of education methods, administrative and financial management, and school life. For this purpose, it: i) designs and implements training of trainers programs per the guidelines of the Ministry, and the needs of the other trainers, ii) Develop training standards for various categories of trainers, and iii) Conduct studies aimed at changing the models and methods of training. This institution is also developing cooperation relations and exchange of expertise in the fields of training of trainers with similar institutions.

12. Tunisia in managing the education system during crises (the post-revolution context) and distance learning during the COVID-19 pandemic context. Particularly demonstrated its capacity to deliver capacity development intervention using remote and distance techniques. Such an approach was successfully used to support delivering Bank intervention in the Reverse Linkage project in the education system in Chad during the COVID-19 pandemic.

ANNEX-6: PROJECT IMPLEMENTATION PLAN (DRAFT)

GPE Covid-19 Grant Implementation Plan																				
No.	Project's Component	IP	2020	2021												2022				
			Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Component 1: Self and home based learning (Response)																			
1.1	Distance learning, multimedia content	ALECSO & SFD																		
1.2	Awareness: Education & Health Campaigns	SFD																		
2	Component 2: Reopening of schools with preventive measures (Recovery & Resilience)																			
2.1	Sanitization and Hygiene Supplies to Schools	SFD																		
2.2	Training of teachers, mentors, and school administrations	SFD																		
2.3	Capacity Building of MoE through Reverse Linkage	ATCT/CENAFFE																		
3	Component 3: Project Management and Audit																			
3.1	Project Management (PMU) and Audit	MOE & SFD																		
	Contingency																			

ANNEX-7: PROJECT PROCUREMENT ARRANGEMENTS AND PLAN

ANNEX 7-A: Simplified Project Procurement Plan

The procurement for the IsDB financed components will be carried out in accordance with the IsDB simplified procurement procedures for Fragile Conflict-Affected States and Emergency Situations. The simplified procurement plan as agreed for the project is as follows:

Simplified Procurement Plan

Country:	Yemen
Beneficiary Name:	Ministry of Education
Project Name:	COVID-19 Response, Recovery, and Resilience for Learning Continuity Project, Republic of Yemen
Project code (after approval):	TBD
Date of approval (preliminarily):	15-Oct-2020
Date of signing (preliminarily):	30-Oct-2020
Effective Date (preliminarily):	NA
Global Partnership for Education (GPE) Grant ²⁵	US\$11.00 million
The Amount of IsDB financing:	Nil
Financing mode:	Grant from GPE
Executing Agency	Ministry of Education
Expected Date of GPN:	NA
Project implementation period:	18 months

Table: Procurement Packaging Details

Package no.	Contract Package	Budget US\$ mln	Procurement Method	Proposed implementation Partners	Review
Response - Component 1: Self and home-based learning					
1.1	Distance learning, multimedia content	1,398,040	Beneficiary System	ALECSO & SFD	Post
1.2	Awareness: Education & Health Campaigns	201,800	Beneficiary System	SFD	Post
Recovery & Resilience - Component 2: Reopening of schools with preventive measures					
2.1	Sanitization and Hygiene Supplies to Schools	6,410,800	Beneficiary System	SFD	Post
2.2	Training of teachers, mentors, and school administrations	1,201,086	Beneficiary System	SFD & MOE	Post
2.3	Capacity Building of MoE through Reverse Linkage	400,000	Beneficiary System	ATCT/CENAFFE	Prior
Component 3: Project Management and contingency					
3.1	Four PMU Staff				

²⁵ As part of the IsDB's international collaboration to minimize the impact of COVID-19 on Education for its MCs, the Bank has been selected to serve as Grant Agent (GA) for the GPE COVID-19 Accelerated Grant allocated for Yemen, amounting US\$11.0 Million, through a competitive selection process.

3.2	Audit Consultant (Using Consultant Qualification Selection (CQ) Method)	0.10	Least cost selection	MOE & SFD	Prior
	Grand Total				

Description of proposed fast-track procurement options for goods

Primary methods of procurement:

1. The procurement of goods and services shall be carried out per the para 4.11 "Procurement under disaster and emergency assistance" of the IsDB Guidelines for Procurement of Goods and Works related services effective from 1st April 2019. The Country shall ensure that IsDB procurement principles and financial management regulations shall be strictly adhered to ensure full transparency and accountability in the implementation of this emergency response.
2. The procurement arrangements for some sub-components shall be in line with the provisions of Chapter-1 and paragraph 1.49 "Beneficiary Systems" of the IsDB Guidelines for the Procurement of Consultant Services under IsDB Project Financing. IsDB Group Anti-Corruption Guidelines on Preventing and Combating Fraud and Corruption in IsDB Group-Financed Activities and sanctions procedures shall be observed in all transactions.
3. MOE will engage two implementing partners namely SFD and ALECSO (IsDB and the IP will sign implementing agreement) and one implementation partner ATCT/CENAFFE shall be engaged under IsDB reverse linkage approach.
4. Based on the information provided by the beneficiary, the SFD has vast experience of implementing donor-funded social sector projects in Yemen. It has successfully implemented the Youth Employment Support Program (YEM0099) and VOLIP Project (YEM0086) financed by the Bank which was implemented all across Yemen under the current conflict situation. Hence SFD has excellent know-how of the Bank's procedures and guidelines. The SFD has offices across the country and has extensive experience in working with communities in various fields in the context of Yemen's social safety net. In the proposed project, SFD shall implement sub-components utilizing their procurement and distribution capabilities of materials such as sanitization & hygiene supplies, and local awareness campaigns as well as teachers' training in coordination with the MOE.
5. Arab League Educational, Cultural and Scientific Organization (ALECSO), shall implement the awareness campaigns either using their resources or outsourcing some of the services based on their internal procurement procedures. The ALECSO has a great record as an implementing partner for developing multimedia content and an MOU with the Arab States Broadcasting Union (ASBU).
6. The proposed activities "Capacity Building of MoE" through Reverse Linkage shall be implemented by engaging ATCT/CENAFFE. The ATCT/CENAFFE is a strategic partner of the Bank and is facilitating various Reverse Linkage interventions for the benefit of other member countries based on the spirit of solidarity of the South-South Cooperation. This institution is already cooperating successfully with the Bank under the Reverse Linkage approach (for example in the Reverse Linkage project between Chad and Tunisia) on Capacity Development for Enhancing the Teaching of Arabic

Language. The center has the experience and facilities to deliver some of its interventions remotely.

Annex 7-B: Fiduciary oversight and Procurement Risk Assessment

Fiduciary oversight of the procurement operations

The Bank team intends to maintain customary oversight due to the risks associated with the use of simplified procurement procedures and less complex due diligence. The following measures will be carried out to ensure supervision and control of the operations:

- On-the-job training of project implementation staff starting from the project launch and periodically thereafter customized to procedure and methods that would be required in the course of project implementation.
- Complaints: All complaints by bidders will be diligently addressed and monitored in consultation with the Bank.
- Put in place the necessary contractual payment mechanisms to ensure that suppliers and consultants are paid without any delays (Implementation partners' responsibility).
- To maintain up-to-date procurement records and to make these available to the Bank staff, auditors, etc. as required (Implementation partners responsibility).

Procurement Risk Assessment

Assessment of SFD based on available data, operational results, and other reports indicate that SFD has: (i) a good track record and strong performance in Yemen, (ii) has a good understanding of market practices and competition; (iii) adheres to high standards of integrity and ethics, including code of conduct and financial disclosure; (iv) independence in decision-making in transactions, along with organizational stability and maturity; (v) adequate procurement management systems, recordkeeping, analysis, and reporting that reinforce successful operations, (vi) employ effective systems and processes that enhance transparency, integrity, fairness, and accountability; (vii) exhibit sound institutional capacity, and managerial and technical competence”

Most of the issues/ risks concerning the procurements for the implementation of this COVID-19 funding operation have been identified and corrective measures/ recommendations agreed are summarized in the table below. The overall project risk for procurement transactions is considered high to moderate and the implementation of the mitigation measures proposed below will reduce this risk to a medium to a low level.

For any potential procurement complaints under the project, the provisions as mentioned in Annex C of IsDB's Procurement Guidelines shall be applicable. The Ministry of education (MOE) and its PMU will also establish a system to manage complaints, including a database for recording, monitoring, and following up on all procurement activities. The Bank must be notified of any complaints to ensure transparency in the resolution process.

ANNEX 8: PROJECT RISKS AND MITIGATION MEASURES

No.	Risk	Risk Impact Level	Mitigation Measure	Risk Impact after Mitigation
1.	The politicization of local environment affecting the selection of beneficiaries, interventions, or choice of implementing partners	Very High	<ul style="list-style-type: none"> - Selection of Implementing partners (SFD) based on their ability to execute in all the country - Selection of beneficiaries & areas to be done based on set criteria by the GPE ESPIG Project - Open dialogue and communication with international agencies working in the Country 	Medium
2.	Security risks heightened due to intensified conflict	Very High	<ul style="list-style-type: none"> - Utilize the implementing partners who are already implementing projects in all over Yemen (like SFD) - Non-physical components to be done outside the country to the maximum extent possible to ensure non-disrupted execution 	Medium
3.	Teachers' strike due to the nonpayment of salaries on time	Very High	<ul style="list-style-type: none"> - While this project does not include teachers' salaries, the MOE is working with other donors including the ongoing GPE ESPIG support for ensuring payment to teachers' 	High
4.	Restriction in some parts of the country on program implementation	Medium	<ul style="list-style-type: none"> - SFD will have a dialogue with all parties including the local officials at the governorates level for smoothly implement the concerned sub-components 	Low
5.	Delayed procurement and distribution of goods due to transportation issues or conflict	High	<ul style="list-style-type: none"> - Procurement will be as per the rules of the Implementing partners. PMU will engage in planning to ensure timely delivery through an experienced partner such as SFD 	Medium
6.	Duplication of activities in the same field within the country	Medium	<ul style="list-style-type: none"> - Increase communications with all stakeholders and donor agencies working in the country and provide regular updates on implementation 	Low

7.	Lack of capacity of the EA for supervision	High	The project includes technical support from some specialized Agencies, such as SFD, ATCT, and ALECSO which will facilitate the implementation of these activities and ensure the transfer of expertise	Medium
8.	Poor ICT infrastructure and poor access for some students to distance learning platforms due to the unavailability of device and electricity	High	E-Learning through ICT is <u>not</u> included in the project. The lessons will be broadcasted via TV and radio. the low-cost radio is available with poor households, which runs in small batteries.	Medium
9.	Non-compliance with social distancing measures due to the overcrowding of students in classrooms	High	Awareness campaigns will be performed to sensitize students, teachers, and parents about the various sanitary hygiene and social distancing measures	Medium
10.	High inflation and depreciation of the local currency	High	Keeping a contingency (7%) in the budget of the project	Low
11.	Lack of efficiency of the project implementation oversight by the PMU	Medium	Virtual Project start-up workshop will sensitize the EA/PMU on the IsDB implementation requirements; PMU will be staffed with professional FM Specialists; external auditor will provide yearly financial audit reports for the SA; PSC to have close monitoring	Low
12.	Supplies are seized by opposition parties and political interference on broadcasting TV/Radio related interventions	High	SFD has extensive experience in managing such issues on the ground, including various IsDB funded projects. As SFD will be selected for the implementation of sub-components related to printing/TV/Radio, this risk can be controlled. PMU would also be alerted on this issue and they will closely monitor this risk	Medium
13.	Risks associated with the protection of vulnerable children and girls in addition to discrimination (i.e. IDPs, refugees, migrants) prevent patients from accessing the education facilities	High	The MOE is committed to access to education for without any discrimination to any groups	Medium

ANNEX 9: TERMS AND CONDITIONS FOR GRANT (ISDB SERVING AS A GPE GRANT AGENT)

Recipient:	Republic of Yemen
Project Title:	COVID-19 Response, Recovery, and Resilience for Learning Continuity, Republic of Yemen
Financing Mode:	Technical Assistance Grant
Financing Amount:	USD 11,000,000 (ELEVEN MILLION UNITED STATES DOLLAR)
Financing Source	Global Partnership for Education (GPE)
Documentation	The Technical Assistance Grant Agreement (the Agreement) shall be subject to 2020 Edition of the IsDB General Conditions Applicable to Technical Assistance Grant Financing approved by the Bank's Board of Executive Directors on 16 th February 2020 (the General Conditions).
Procurement:	<ul style="list-style-type: none">(i) The procurement of the goods and services shall be as follows:(ii) Social Fund for Development (SFD), Arab League Educational, Cultural, and Scientific Organization (ALECSO), and the Tunisian Agency for Technical Cooperation (ATCT) are selected as implementing partners through Single Source Selection (SSS).(iii) Procurement under SFD will be based on SFD internal procurement procedures and guidelines.(iv) Procurement under ALECSO will be based on ALECSO internal procedure, subject to post-review by the IsDB.(v) Procurement under ATCT will be implemented through Reverse Linkage by direct contracting/single through the Tunisian provider of expertise namely the National Centre for Training of Trainers in Education (CENAFFE) with facilitation of the ATCT.
Executing/ Coordinating Agency:	Ministry of Education, Republic of Yemen
Implementation:	The implementation period of the Project will be 1.5 years. The Recipient will: <ul style="list-style-type: none">(i) negotiate and agree with the contractor/consultant for the relevant prices, specifications, and deliverables under the Project.(ii) submit requests for disbursements (for payments) under the procurement agreement(s).(iii) arrange and be responsible for all costs not covered by the Bank's financing.
Deadlines:	If at any time a binding obligation of the Recipient is not fulfilled within

the stipulated time, the Bank has the right to terminate the Agreement.
If the deadline of any of:

- (i) signing the Agreement within 6 (six) months from the approval date of the Project; or
- (ii) submitting the request for the first disbursement within 6 (six) months of the effectiveness date,

is not met, the Financing Amount approval will be automatically canceled and, if applicable, the Agreement will be automatically terminated.

Other provision(s):

- (i) The General Conditions are incorporated by reference to these Terms and Conditions.