

## Global Partnership for Education (GPE) Education Sector Program Implementation Grant (ESPIG)

Progress Report, 01 January to 31 December 2020

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## Acronyms/List of abbreviations

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BDO	Binder Dijker Otte (Audit Firm)
CA	Coordinating Agency
COVID-19	Corona Virus Disease 2019
GA	Grant Agent
DP	Development Partners
DPG	Development Partners Group
EiE	Education in Emergencies
EMIS	Education Management Information System
ESPIG	Education Sector Implementation Grant
ERA	Enhanced Risk Assessment
GPC	Grants and Performance Committee
GPE	Global Partnership for Education
GRM	Grievance and Redressal Mechanism
HACT	Harmonized Approach to Cash Transfers
ID	Identification Document
KPMG	Klynveld Peat Marwick Goerdeler (International Cooperative)
LEG	Local Education Group
LTA	Long-Term Agreement
MoE	Ministry of Education
OIAI	Office of Internal Audit and Investigations
OOSC	Out of School Children
PMU	Project Management Unit
RFT	Rural Female Teacher
TEP	Transitional Education Plan
TPM	Third Party Monitoring
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nations Children's Fund
US\$	United States Dollar
WFP	World Food Programme

Summary of Program	
Country	Republic of Yemen
Name of Program	Contribution towards implementation of Yemen's Education Sector Plan 2013-2015
Reporting period (from: month, day year, to: month, day, year)	01 January 2020 to 31 December 2020
GA's Program ID (if any)	n/a
Name of Grant Agent	United Nations Children's Fund (UNICEF)
Program amount (original commitment)	US\$ 72.6 million (Total agreement amount US\$ 78.4 million)
Revised Amount (where applicable)	n/a
Disbursed Amount (during the reporting period)	US\$ 8,520,002.32
Disbursed Amount (cumulative)	US\$ 51,700,392.33
Disbursement of total agreement amount	71 per cent, as of 31 December 2020
Program approval date	May 22, 2013
Program effectiveness/start date <sup>1</sup>	March 28, 2014
Program closing date	March 31, 2018
Revised program closing date (in case of revision/extension)	June 30, 2021
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<sup>1</sup> Program effectiveness (start) date is considered as the date when the program implementation has effectively started, marked by the occurrence of an event defined in the grant application.

## 1. Program Implementation Progress

### 1-1. Program Overview

Within the larger Global Partnership for Education (GPE) in Yemen, UNICEF, the Ministry of Education (MoE) and Education Development Partners (DPs) have been advocating to re-establish and maintain basic education services functioning.

The implementation of the ESPIG has faced numerous implementation and governance challenges especially due to the coordination among geopolitical divided government structures across the country. The coordination with development partners continued to be challenging, as by end December 2020 due to the conflict in the country, the majority of bilateral and multi-lateral partners continued to be based outside of Yemen.

The ESPIG has been restructured three times to respond to immediate needs of the education sector arising due to the worsening crisis in country. An overview is given below: *Quality*

1. *Basic Education*: i) School-based Development, ii) Curriculum Development, iii) Pre-school Education, iv) Performance of teachers, inspectors and school management;
2. *Enrolment & Equity*: i) Physical school environment, ii) Promoting equitable access for Out-of-School Children (OOSC), iii) Adult literacy;
3. *Institutional Capacity*: i) Education Management and Information System (EMIS), ii) Training of School Accreditation Team – quality management, iii) Development of a new education strategy for 2016-2025;
4. *Education in Emergencies (EiE)*: i) Access of most vulnerable children (the majority of which conflict-affected) to school, learning, psychosocial support, ii) Mitigation of collapse of education system

Target areas under the ESPIG include 17 governorates, while activities related to strengthening of the MoE's institutional capacity have been targeted at a national scale. UNICEF has held the responsibility of Grant Agent for the GPE ESPIG in Yemen since 2014. This annual report provides an overview of progress achieved against the GPE ESPIG targets for the reporting period January to December 2020.

### 1-2. Major changes to the Program (if any)

The implementation of the ESPIG has faced numerous implementation and governance challenges especially due to the necessary coordination among government structures across the country. In addition, the coordination with development partners has been challenging, as most of the development partners continued to be based outside of Yemen due to security restrictions.

In view of the conflict, the ESPIG has been restructured three times to respond to immediate needs of the education sector in crisis. In addition, a nine-month extension was approved by the Secretariat in March 2019 to ensure the continuation of critical activities as an interim measure to allow the MoE, development partners and the grant agent to build consensus. The first two reprogramming efforts were able to allocate US\$12.2 million from the existing ESPIG to support education in emergency

activities. Reprogramming also included incorporation of activities supported earlier by the World Bank.

- *First reprogramming:* In July 2015, the GPE Secretariat approved a total of US\$9.6 million (13 percent of the total ESPIG) reprogramming request to address the arising needs of the sector. This first reprogramming allocated additional financing for the refurbishment/rehabilitation of affected schools; psychosocial support to students and basic learning supplies to schools.
- *Second reprogramming:* In April 2016, in view of the continued conflict, the Grants and Performance Committee (GPC) approved the revision of the ESPIG with an additional US\$2.6 million in support for education in emergencies activities. The reprogramming also included: (i) a 12-month extension; (ii) revised results framework; and (iii) budget adjustment for several activities, including an increase in US\$1.7 million management costs for the grant agent.
- *No-cost extension:* In March 2019, the GPE Secretariat approved the grant agent's request for a nine-month extension to ensure the continuation of critical activities, as well as to allow time to build consensus among Local Education Group (LEG) members, including the MoE, regarding Reprogramming III, i.e. reprogramming of the remaining balance of the grant for a more effective implementation.
- *Third reprogramming:* In October 2019, the GPC approved a third reprogramming request, for a total amount of US\$ 31.1 million. The finalization of the third reprogramming of the ESPIG has faced numerous challenges, including initial lack of consensus among education actors, the grant agent and development partners. The process was completed following a LEG meeting held in Beirut, 4-5 September 2019, with date of completion for implementation of Reprogramming III components by December 2020. Major changes to the ESPIG that were part of the third reprogramming included:
  - i) *Suspension of several activities* approved in the original proposal, i.e. Promote access to school for Out of School children, Support to pre-school education, provision of 420 schools with classroom libraries, Improvement of School Physical Environment;
  - ii) *Change in scope of activities*, i.e. related to Safe and protective Learning Space- Rehabilitation of School Infrastructure, School Operational Grants, School Furniture, Academic Supervision Visits, Support for Education Management System (EMIS), Support to Rural Female Teachers (RFTs) and Retroactive payment to Rural Female Teachers;
  - iii) *Addition of a new activity*, i.e. School Feeding and Healthy Meals Provision.
- i) *No-cost extension:* In October 2020, the GPE Secretariat approved the MoE's and grant agent's request for a six-month extension to allow sufficient time to implement the remaining balance of the grant.

### 1-3. Overall progress

#### Overall progress in Program implementation

Rating from Previous Reporting Period <sup>2</sup>	Rating for Current Reporting Period
<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input checked="" type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)	<input type="checkbox"/> Highly Satisfactory (HS) <input type="checkbox"/> Satisfactory (S) <input type="checkbox"/> Moderately Satisfactory (MS) <input checked="" type="checkbox"/> Moderately Unsatisfactory (MU) <input type="checkbox"/> Unsatisfactory (U) <input type="checkbox"/> Highly Unsatisfactory (HU)

The overall rating remains unchanged at 'moderately unsatisfactory' from 2019. Reasons for the unchanged rating are:

External factors beyond the MoE's, grant agent's and implementing partners control included the outbreak of the **COVID-19 pandemic**. Restriction of movement within and to/from Yemen, as well as nationwide closure of Education institutions between mid-March to October 2020 severely impacted the pace of the ESPIG implementation. Some of the negative effects included the postponement of national exams, halt of activities that need physical school presence of students and teachers (including the ESPIG components linked to academic supervision, school feeding activities). Capacity development and face-to-face training activities were put on halt temporarily by authorities as a preventative measure to regulate crowds. Furthermore, the restriction of movement also impacted supply chain delivery (including delivery of school desks under the ESPIG) and rehabilitation works.

Furthermore, restriction of movements as a result of the COVID-19 outbreak has also impacted monitoring abilities for all Yemen-based actors. To ensure continued **monitoring** is taking place, UNICEF increased its capacity through additional Third-Party Monitoring (TPM), Long-term Agreements (LTAs) and Remote Monitoring Capacity.

While with Reprogramming III the establishment of a new **MoE Programme Management Unit (PMU) was endorsed for Aden**, setting up of the unit and on-the-job capacity building of its 5 newly recruited members (Feb 2020) took time. Nonetheless, the establishment of the PMU Aden in addition to the existing PMU in Sana'a (9 members) has been gradually contributing to improved efficiency in terms of coordination and implementation of the ESPIG. While these two MoE PMUs play a facilitation and coordination role between the MoE and the grant agent, UNICEF as grant agent has the full oversight of Programme implementation.

Responding to the UNICEF Yemen Office Audit recommendations, UNICEF has strengthened its **risk mitigation measures** since November 2019. UNICEF directly oversees all procurement related issues, financing and budgeting. There are no direct cash transfers to counterparts with exception of salary payments and operational costs to the two MoE PMUs. All other payments are

<sup>2</sup> This does not apply for a new Program



being made through either direct payment or reimbursement modalities. This led at times to lengthy discussions with the MoE, resulting in delays of activity implementation.

## 1-4. Progress per component/sub-component

The following provides an update on ESPIG progress per component and sub-components. It does not include components and/or sub-components that were i) endorsed for suspension as outlined under chapter 1.2 of this report; ii) completed and reported under previous progress reports.

### (1) Improving the Quality of Basic Education (Component 1)

#### School-based development and community participation (Sub-component 1.1)

##### School Operational Grants (US\$14,007,000 – see Reprogramming III):

- *Background:* ESPIG funds were used to provide operational grants to 420 schools in 13 governorates until 2016. These grants were put on hold in 2017 by the grant agent. The LEG has proposed to scale-up school grants to 7,000 schools in 17 target governorates through the direct fiduciary oversight of UNICEF's PMU. These were extended to an additional 2 governorates, after DPG/LEG approval sought by the grant agent, with an additional 580 schools. These additional 580 schools will be funded by UNICEF through non-GPE resources.
- *Budget:* A budget of US\$14,007,000.00 has been endorsed for this activity under Reprogramming III. This budget includes funding for the school grant amount itself (US\$ 1500 per school), oversight by the grant agent, as well as for the orientation of school staff and Father-Mother Councils (FMCs).
- *Progress during the Reporting Period (January to December 2020):* Preparation activities for school grant implementation continued during the reporting period. This included identification of the list of 7,000 GPE-funded schools, agreement on the implementation roadmap for the activity, including identification of school signatories and school development committee members, processes for school development plan preparation, and planning for orientation sessions for school development team members; furthermore, contracting of service providers was prepared, including for verification services, payment agency and independent third-party monitoring. Strong risk mitigation measures were prepared, including the planned disbursement of the school grant in two tranches (the first tranche of 70% of the school grant amount, followed by a second tranche of 30%). Payment of the second tranche is conditional upon schools disbursing at least 70% of the first tranche.

##### Computer labs and Science Labs:

- *Background:* The computer and science labs are originally part of component I of the GPE ESPIG program. The procurement of these items was undertaken through the PMU (Sana'a), who have made a partial payment to the contractors. Per the discussions regarding Reprogramming III in October 2019, UNICEF committed to fund the remaining payment from non-GPE resources.
- *Progress during the Reporting Period (January to December 2020):* During 2020, the full remaining balance of computer labs were distributed (115 in total), meaning all 350 computer



labs have been delivered to the target schools<sup>3</sup>. In 2020, UNICEF initiated a third-party monitoring (100% sample) to verify that the equipment has been delivered according to the correct specifications. It is expected that this TPM will be completed by April 2021.

For the science labs, partial distribution was completed in 2020, with 71 science labs being distributed in the southern governorates (Aden, Abyan, Shabwah, Al Dhale'e, also Marib). As with the computer labs, UNICEF in 2021 will undertake a third-party monitoring (100% sample) to verify that the science labs equipment has been delivered according to the correct specifications.

**Table 1: GPE ESPIG Computer Labs**

GPE ESPIG Computer Labs			
Governorates	# of schools	Delivered	In progress
Aden	8	8	0
Al Dhale'a	30	30	0
Abyan	26	26	0
Shabwah	25	25	0
Al Jawf	9	9	0
Hajjah	26	26	0
Hodeidah	39	39	0
Raymah	11	11	0
Amran	45	45	0
Marib	17	17	0
Sana'a	56	56	0
Dhamar	35	35	0
Al Bayda	14	14	0
Sada'a	9	9	0
<b>Total</b>	<b>350</b>	<b>350</b>	<b>0</b>

<sup>3</sup> This is a correction from the 2019 Annual Report, where it was reported that 231 computer labs were delivered during 2019. This number was 235.

**Table 2: GPE ESPIG Science Labs**

GPE ESPIG Science Labs			
Governorate	# schools	Delivered	In progress
Aden	6	0	6
Abyan	20	0	20
Shabwah	22	0	22
Al Dhale'e	12	0	12
Marib	11	0	11
Sana'a	17	0	17
Amran	18	0	18
Ibb	5	0	5
Hodeidah	28	0	28
Hajjah	29	0	29
Dhamar	29	0	29
Al Bayda	12	0	12
Al Jawf	6	0	6
Sa'ada	15	0	15
<b>Total</b>	<b>230</b>	<b>0</b>	<b>230</b>

### Improvement of teachers' performance (Sub-component 1.3)

#### Academic Supervision (US\$350,000 – see Reprogramming III):

- *Background:* This activity was earlier suspended in view of the ongoing conflict. As agreed under Reprogramming III, an additional cycle of academic supervision field visits to support head-teachers and teachers on academic mentoring as well as monitoring of school grants.
- *Budget:* With Reprogramming III, a total budget of US\$350,000 has been approved for this activity, with academic supervision visits targeting the 7,000 schools that will be supported by school grants.
- *Progress during the Reporting Period (January to December 2020):* COVID-19 and the resulting nationwide closure of all education institutions resulted in having to put on hold activities related to academic supervision. These activities will take place in 2021.

### (2) Equitable access to quality basic education (Component 2)

#### Encouraging equitable access (Sub-component 2.2)

#### Support to Rural Female Teachers (US\$ 6,947,300 – see Reprogramming III):

- *Background:* In order to promote better access of girls to schools, the ESPIG and the World Bank's project initially supported the MoE in hiring temporary female teachers to fill the gap in teacher requirement. GPE funds were used to hire 1,600 female teachers, while the World Bank supported the hiring of 700. In 2016, at the time of the suspension of the World Bank project and as per the request of the World Bank and MoE, the 700 teachers were transferred under the ESPIG, bringing the total amount of teachers supported to 2,300. This transfer was approved under the second reprogramming by the GPC. The initial support was planned for two-years with the understanding that the government would transfer these teachers to the

regular payroll. However, due to the on-going conflict, the government requested that this support be continued until an alternate funding mechanism was identified.

Furthermore, due to unavailability of funds within the initially allocated ESPIG budget lines, the payment of salaries of RFTs was stopped for 700 teachers in January 2018 and for 1,600 teachers in December 2018. During a DPG/LEG meeting in Jordan (2019), the MoE and LEG members strongly recommended to include a retroactive payment to these teachers in the Reprogramming III proposal. UNICEF has agreed to follow a rigorous verification process of confirmation of identify, eligibility and compliance with pre-conditions such as attendance and confirmation that neither salary nor any other incentives were received.

- *Budget:* Based on DPG/LEG recommendation, the GPC approved with Reprogramming III to extend the payment of salary allowances for these teachers for the 2019-2020 academic school year incl. costs for training, as well as to cover costs associated with the retroactive salary allowance payment, incl. retroactive cost of trainings, amounting to a total of US\$6,947,300.
- *Progress during the Reporting Period (January to December 2020):* In 2020, two payment cycles of the Rural Female Teachers (RFT) Project were successfully implemented. To support education in rural areas, the RFT Project provides retroactive monthly remunerations of 145 USD (payable in YER at the applicable UN exchange rate) to female teachers working in rural areas in 16 governorates across Yemen. Prior to the start of each payment cycle a verification process was conducted, which verified the beneficiaries' identity and confirmation of eligibility and attendance. Only successfully verified and eligible teachers were entitled to collect remunerations. Since the RFT Project was implemented during the COVID-19 global pandemic the following preventative measures were implemented during the two verification processes and payment cycles. These included: i) Requesting physical distancing be maintained by beneficiaries during verification and at payment sites; ii) Ensuring that at all times, service provider staff wear masks and gloves; iii) Requesting beneficiaries cover their nose and mouth during the verification and payment processes; iv) Safe handling of cash by payment agents and beneficiaries, with provision of hand sanitizer at the payment sites and beneficiaries being asked to clean their hands with hand sanitizer before entering the payment site and after collecting their cash.

The first payment cycle took place from 19-22 May 2020 and 2,126 female teachers collected their remunerations for January and February 2020. When female teachers went to collect their remunerations at payment sites they were asked to complete necessary paperwork to open an e-payment account in which retroactive remuneration starting from December 2018 would be transferred, due to the potential risks associated with having beneficiaries collecting large amount of cash, making e-accounts a critical part of the cash delivery mechanism. Two e-payment transfers were conducted for teachers who successfully opened e-accounts and were eligible to collect.

The second payment cycle was completed between 11-15 November 2020 and was aimed at reaching female teachers who had not collected during the first payment cycle and had not opened e-accounts. A total of 428 beneficiaries collected their remunerations for two months only, including 390 beneficiaries who worked during trainings conducted for RFTs in 2018

and were able to collect a one-time cash payment, pending successful confirmation of verification and eligibility. When female teachers visited the payment site, they were requested to complete the necessary paperwork to e-accounts. In December 2020, e-payment transfers were conducted covering remunerations for March 2020, for all female teachers who had opened e-accounts and eligible to collect. A total of 2,143 teachers have received payments in the e-transfer which took place on 14 and 15 December 2020.

### **(3) Strengthening Institutional Capacity (Component 3)**

#### **Education Management Information System (EMIS) (Sub-component 3.1)**

Support for Education Management Information System (EMIS) (US\$1,000,000 – see Reprogramming III):

- *Background:* The original ESPIG implementation framework for EMIS included close complementarity and coordination with the interventions under the World Bank's assistance and with support from other development partners. However, the suspension of the activities of the World Bank and other key development partners hindered the execution the activities to support the roll-out of the EMIS. In addition, the procurement and delivery of computers and other equipment for EMIS has been delayed.
- *Budget:* So far, a total US\$962,488.12 have been utilized for several activities. Given that EMIS equipment was procured through the MoE PMU in Sana'a instead through direct procurement by the grant agent, UNICEF agreed to fund the payment of the remaining contract value from its own resources. This EMIS equipment has been fully delivered and installed in schools and third-party monitoring exercise (100% sample) was initiated at the end of 2020 (expecting to be completed by April 2021).
- For EMIS in 2020, a total budget of US\$1 million has been approved under Reprogramming III to support the development of a strategic action plan and a roadmap for the strengthening of data collection and evidence-based planning in consultation with other key development partners.
- *Progress during the Reporting Period (January to December 2020):* Due to the impact of COVID-19 and the focus on time-sensitive and implementation of high-budget components under GPE, such of School Grants and Rural Female Teachers, the EMIS component has experienced some delays. However, a tripartite UN to UN agreement between UNICEF, UNESCO and WFP was signed October 2020 to support the implementation of phases 1 and 2 of the EMIS Strategic Roadmap, with implementation planned for completion by the new ESPIG expiry date of June 30, 2021.

#### **Supporting GPE Programme Management (PMU MoE, UNICEF) (Sub-component 3.4)**

Grant Agent cost (US\$1,635,447.50 – see Reprogramming III)<sup>4</sup>:

<sup>4</sup> The ESPIG was approved prior to the second round of 2016 in a managing entity modality with supervision fees funded from the grant budget. Therefore, there is no separate allocation request as the additional cost will be paid from the grant.

- *Background:* To effectively manage the programme, the grant agent has requested additional financing to cover the programmatic and fiduciary oversight responsibilities. For the Reprogramming III adjustments to the staffing structure allowed to increase the grant agent's capacity linked to its programmatic and fiduciary oversight responsibilities.
- *Budget:* In the past, a total of US\$2,700,000 had been allocated to the grant agent for the supervision and management of programmatic activities. Reallocation of US\$1,285,447.50 to cover the grant agent's staffing structure has been approved under this sub-component, bringing the total supervision amount to US\$3,985,447.50. In addition, US\$350,000 was approved to cover costs for Monitoring and Evaluation activities (conduct of an audit, TPM, spot-checks, end-user monitoring).
- *Progress during the Reporting Period (January to December 2020):* COVID-19 severely impacted overall recruitment processes and capacities of the grant agent, beyond Education, resulting in difficulties attracting candidates, delays due to disruption of usual day to day office functioning, and temporarily freezing of recruitment processes. In addition, the Office in general and the Education team was impacted by significant staff absences due to COVID-19 and other reasons, resulting in limited capacity during the majority of the first half-year in 2020. However, UNICEF was able to strengthen the capacity of its team in Aden through the recruitment of an additional NO-B Education Officer and a GS-5 Programme Associate, in addition to the already existing ESPIG funded positions in Sana'a (1 P4 Education Specialist, 1 NO-B Education Officer, 1 GS-6 Programme Associate, and 1 NO-C Construction Engineer). In Sana'a, the incumbent GPE Education Specialist (P4) separated from the Office and a new Education Manager (P4) was recruited (September 2020), assuming overall management responsibilities for the GPE ESPIG under the supervision of the Chief Education (P5). The recruitment of a NO-C M&E Specialist was challenging, and no suitable candidate could be found despite three rounds of advertisement and interviews held. Finally, the office recruited a P3 Construction Engineer (50 per cent funded by ESPIG) as well as an international Risk Manager in support of UNICEF's operations and programmes across sections, the latter funded through its own resources.

Project Management Unit Cost (US\$786,159.40 – see Reprogramming III):

- *Background:* In order to work with the two parallel education structures, the establishment of a new PMU in Aden (5 persons) along the existing PMU in Sana'a (9 persons) has been approved under Reprogramming III. This in addition to running costs of the 2 MoE PMUs.
- *Budget:* A total of US\$786,159.40 has been approved under Reprogramming III for salaries and operational costs for the two MoE PMUs.
- *Progress during the Reporting Period (January to December 2020):* During the reporting period, the establishment of the new MoE PMU in Aden was completed, which has been fully functional as of February 2020 and includes a total of 5 staff members: 1 PMU Coordinator, 1 Admin and Finance Officer, 1 Monitoring and Evaluation Officer and 2 Programme Officers.

Panel members of the recruitment process included the MoE, UNICEF and UNESCO. A thorough recruitment started end of 2019 and continued in 2020, which included development of TORs specifying job requirements, vacancy announcement in official newspaper and on the MoE website (<https://moe-ye.net/8054>), review of applications, shortlisting and selection

of candidates for interviews, conduct of interviews and issuance of contracts for panel-recommended persons.

The interviews were based on agreed upon parameters, in line with UNICEF Interview protocols and included technical and competency-based questions to test applicants experience and suitability for the respective positions; interviews were conducted during a 3-day period, between 26 January and 04 February 2020. A total of 26 applications were received for the PMU coordinator, 23 for the Admin & Finance Officer, 23 for the M&E Officer, and 37 for the two Programme Officer positions. Out of these 19 were shortlisted and 16 invited for an interview. A ministerial decree was issued by H.E. the Minister of Education officially establishing of the PMU in Aden.

#### **(4) Education in Emergencies (Component 4)**

##### **Rehabilitation of Schools (Sub-component 4.1)**

Safe and Protective Learning Spaces – Rehabilitation of School Infrastructures (US\$2,171,238 – see Reprogramming III):

- *Background:* Approximately 1,800 schools have been reported damaged in Yemen due to the armed conflict and an additional 900 occupied by Internally Displaced Persons (IDPs) or armed groups. Out of the 1,800 damaged schools, 321 were reported as totally damaged, while the remaining 1,488 were reported as partially damaged.
- *Budget:* Up to Reprogramming III, US\$7,341,294.39 have been utilized under the ESPIG for school rehabilitation. Based on the recommendation from the LEG, US\$2,171,238.00 have been included under Reprogramming III to continue and expand the scope of rehabilitation of schools.
- *Progress during the Reporting Period (January to December 2020):* During the reporting period, two tenders were issued, for the northern governorates and southern governorates respectively. 33 schools were contracted in the north, and 23 in the south. The rehabilitation of 8 schools has been completed by December 2020, with the remaining 48 to be completed before June 30, 2021. UNICEF is keeping the oversight and pursuing direct implementation modalities for all rehabilitation and construction related activities.

**Table 3: GPE ESPIG funded Rehabilitation of School Infrastructure**

<b>GPE ESPIG School Rehabilitation</b>				
<b>Location</b>	<b>Tender 1</b>	<b>Tender 2</b>	<b>Completed (2020)</b>	<b>In progress</b>
<b>North</b>	<b>33</b>		<b>8</b>	<b>25</b>
<b>South</b>		<b>23</b>	<b>0</b>	<b>23</b>
<b>Total</b>	<b>33</b>	<b>23</b>	<b>8</b>	<b>48</b>

##### **Equipment and Furniture (Sub-component 4.2)**

School Furniture (US\$2,805,000 – see Reprogramming III):



- *Background:* ESPIG funds have supported the procurement of 19,600 school desks up to end 2019.
- *Budget:* The LEG has proposed to expand the total number of desks to be procured by 25,500 desks, which will be distributed in the targeted governorates for an approved total allocated funding of US\$2,805,000 under Reprogramming III (US\$110/school desk).
- *Progress during the Reporting Period (January to December 2020):* During the reporting period, distribution modalities for the remaining school desks were agreed upon with the MoE. Some challenges were encountered in moving school desks to identified locations due to COVID-19 related restriction of movements, however, by end 2020, all desks procured under the Reprogramming III target were delivered to schools. Due to cost savings in the procurement process, **26,995** desks were able to be procured and delivered, representing an over-achievement against the target. Including desks delivered prior to this reporting period, the cumulative total number of desks delivered under the GPE ESPIG since 2014 will be **46,595** (19,600 from before 2020 plus 26,995 in 2020-21).

#### **School Feeding Sub-component 4.5 – New Activity)**

##### School Feeding and Healthy Meals Provision (US\$1,400,000 – see Reprogramming III):

- *Background:* This activity has been newly added and approved under Reprogramming III. In collaboration with the World Food Program (WFP), the grant agent supports the provision of healthy school meals to approximately 5,500 pre-primary and secondary school children (2 schools and 1 kindergarten) with the intention to strengthen the social safety net support in the district of Dar-Saad and Aden. WFP (sub-contracted by the grant agent) has been implementing the School Feeding Healthy Meals project through its implementing partner SHS, in collaboration with the MoE and in line with WFP's school feeding policy. The project aims at feeding hungry children, enhance education, food security, nutrition and mainstream gender. Furthermore, the project is expected to contribute to i) increased food intake of school children, ii) better hygiene and nutrition habits instilled in children through hygiene promotion campaigns and nutrition educational behavioural change; iii) provision of diversified meals to the targeted schools. Ultimately these will improve targeted school children's lives and build capacity of the MOE.
- *Budget:* A total of US\$1,400,000 has been budgeted for this activity. It is envisioned that the intervention will present an easily scalable, and replicable model, which can be transitioned to national authorities at a later stage.
- *Progress during the Reporting Period (January to December 2020):* During the reporting period, the Healthy Meal Kitchen structure was established. Against the ESPIG target of 5,500 children to be reached with this intervention, WFP managed to increase this target to reach a total of **9,956** school children ((5,098 boys and 4,858 girls) in the targeted 7 schools in Aden.

The Programme employs a team of 117 staff members, 45 of which are female workers coming from vulnerable households in the communities. In addition to Covid-19 preventive measures, female workers were trained on nutrition and hygiene practices to ensure that all staff is aware of the importance of nutrition for their children's balanced growth as well as



their family's health and well-being. At the school level, similar trainings were regularly conducted to children too to increase awareness about nutrition and hygiene practices. Children continued to receive sandwiches and fruit during the school day which helped alleviate short term hunger and enable them to concentrate on classes. Children provided positive feedback on the school meals since dietary diversity was ensured with varying food items provided.

## 1-5 Progress on Results Framework and Corporate Results

**Change in the results framework:** As part of Reprogramming III, the following summarizes two key changes to the results framework: i) Adjustment in targets of several activities; ii) Removal of several indicators related to the activities proposed to be dropped.

**Change in the Number of Beneficiaries:** Based on the approved Reprogramming III and emergency related interventions the number of targeted beneficiaries under the ESPIG increased to nearly 1 million school-age children (40 percent girls) in 17 target governorates of Yemen.

See also the attached Results Framework at the end of this report (Annex I).

## 1-6. Program Disbursement

The current ESPIG remains a high risk/critical grant in the GPE risk framework, and it is the largest single external funding to the education sector in Yemen. Up to Reprogramming III a total of US\$ 41.5 million has been utilized (57 per cent) leaving a balance of US\$ 31.1 (43 per cent) to be spent by grant expiry date, i.e., 30 June 2021.

By the end of this reporting period (31 December 2020), a total amount of **US\$ 51,700,392.33** had been utilized, i.e., 71 per cent of the overall GPE ESPIG programmable amount of US\$72,600,000. In addition, there were **US\$ 15,235,421.44** in commitments, with a balance of **US\$ 5,530,428.74** being available (uncommitted) as of December 31, 2020. Please see the below table for further details:

**Table 4: GPE ESPIG Financial Overview (as of 31 12 20)**

GPE ESPIG Financial Overview (DSA to 31 12 20)	
<b>Total Agreement Amount</b>	<b>78,408,000.00</b>
Funds Received	78,359,746.16
Funds Receivable	48,253.84
<b>Total Programmable Amount</b>	<b>72,600,000.00</b>
Total Indirect Costs	5,808,000.00
<b>Total Programmable Expenditure</b>	<b>51,700,392.33</b>
Indirect Costs	4,136,031.39
<b>Total Cumulative Expenditure</b>	<b>55,836,423.72</b>
Commitments	15,235,421.44

<b>Total Expenditure + Commitments</b>	<b>71,071,845.16</b>
Total Available	7,336,154.84
Indirect Costs (remaining)	1,671,968.61
<b>Available Programmable Balance</b>	<b>5,664,186.23</b>

## 1-7. Financial Management, Procurement, Safeguards, and other Fiduciary matters.

### Fiduciary Oversight and Risk Management

- Based on an overall office audit undertaken by the UNICEF Office of Internal Audit (OIA) and discussions held with the GPE Secretariat in 2019, UNICEF in general strengthened its risk posture, including its fiduciary oversight and risk management across programmes. This included an overall shift in strengthened financial controls put in place as of 01 November 2019, i.e. the unique use of direct payment modalities to beneficiaries or reimbursements instead of direct cash transfers to counterparts.
- UNICEF has strengthened its staffing structure, including through the support for enhanced risk management capacity in 2020, benefitting also the implementation of the ESPIG-funded GPE programme.

### Procurement

- UNICEF strengthened its staffing structure through the establishment of dedicated Construction Unit, separated from the Supply and Logistics section, headed by an international P4-level staff, who started work during the first quarter of 2020.
- While at earlier stages of the ESPIG-funded GPE programme some procurement was undertaken by the MoE PMU (such as computer and science labs, EMIS equipment), all procurement services are directly overseen by the grant agent. Following discussions held between LEG members, GPE and UNICEF at a meeting in September 2019 in Beirut, it was agreed that UNICEF would fund remaining elements of computer labs, science labs and EMIS equipment from its own resources outside of the GPE grant. During the reporting period follow-up took place between UNICEF and the MoE PMU on these elements with final payments foreseen to be settled in the first half of 2021.

### Audits and Enhanced Risk Assessment (ERA)

- UNICEF has initiated a HACT Audit covering the whole duration of the ESPIG, with an initially foreseen completion date by 03 August 2020.
- Actions during the reporting period included: i) Audit TOR revised to ensure compliance with global guidelines, ii) Firm selected to conduct the audit (Binder Dijker Otte, a global international consulting firm); iii) Required documentation submitted by UNICEF to the auditor.
- While the audit was expected to be completed by 31 March 2020, the process has been significantly delayed. GPE was informed at the Portfolio Review meeting December 7<sup>th</sup> that the audit had been completed for 96% of sampled expenditures, with constraints in accessing certain governorates delaying the audit of the remaining expenditures.
- In terms of Micro-Assessments as part of the ERA, UNICEF has been assessing all its partners (government and others) (see also chapter 1.8 of this report), with a desk review and

physical visits having been completed (PMU) during the first half-year of 2020. The ERA will be finalized following the completion of the audit.

## 1-8. Status of Progress on Previously Raised Issues

Outlined below are specific responses to earlier points raised by the GPC, which have also been reflected in a “Report Back” document shared with GPE in June 2020.

### a) Do No Harm Principle

UNICEF through its PMU for cash transfers, has incorporated in all aspects of the project robust risk mitigation measures. UNICEF maintains a risk registry which is monitored and updated with new risks and mitigation measures, including political, security, operational, reputational and implementation capacity risks. For School Grants and Rural Female Teachers (RFTs), the application of a mechanism to prevent and detect fraud and corruption activities and a Grievance and Redressal Mechanism (GRM) are part of the project design, alongside of verification mechanisms, third-party monitoring processes and targeted communication strategies.

### b) Rural Female Teachers: Salary Allowances and impact on gender issues

Payment of 2,300 Rural Female Teachers (RFTs) was designed as an intervention to promote girls’ education. Retroactive payment will ensure that female teachers do not drop out and ensure girls in rural areas remain in school. ESPIG targets 2,300 RFTs since the start as a strategy to improve girls’ participation, particularly in rural areas, where the lack of female teachers was identified as a bottleneck to girls’ participation. While in the country estimated two-thirds of teachers have not been paid since 2016, female and male alike, continuation of paying rural female teachers remains crucial.

Teachers on the 2014 payroll who have been in non-receipt of salaries for more than 2 years are covered under the project “*Cash incentives to support teachers and school-based staff*”; RFTs paid under this project were not on the Government payroll and have not been included in the teacher incentive projects, i.e. they have not received salaries since 2018.

Without retroactive payment, RFTs would have been disadvantaged. As both teachers on the payroll who are in areas where salaries have not been paid for more than 2 years, as well as RFTs will receive salaries, this should mitigate any possible tension.

### c) Rational for School Feeding Intervention

The World Food Programme (WFP) has been providing school feeding (i.e. fortified bars) reaching around 1.2 million vulnerable children which has limited impact on addressing famine in Yemen. The “*Healthy Kitchen*” project under the ESPIG (newly added under Reprogramming III) concerns a new modality to improve the effectiveness of delivery of school feeding (meals rather than fortified bars), that is piloted. After successful completion

of the pilot, the project is expected to be rolled out to cover all vulnerable children (if funding allows) and substitute the fortified bars.

**d) Verification process for Transparency in Disbursement of Retroactive RFT salary allowances**

Disbursement of retroactive RFT salary allowances are based on a risk-informed operational multi-step workflow process implemented through UNICEF's PMU for Cash Transfers. Verification of beneficiaries is done through a third-party by verifying the RFT's identity against a project-accepted ID and eligibility criteria in addition to verification of valid contractual engagement and attendance to school over the period covered by the retroactive payment. In addition to cash, e-payment modalities have been introduced and the project offers a grievance redressal platform for beneficiaries and non-beneficiaries to file their complaints.

**e) Effectiveness of School Grants**

All conditions have been created for the efficient delivery of school grants. Effectiveness of school grants can only be measured after disbursement. The February deadline was put in place to ensure that firm agreement of conditions of implementation modalities and risk mitigation measures has been reached with MoE prior to initiation of the actual implementation process in the first half of 2021.

Due to COVID-19, schools had to close their doors earlier than planned, i.e. 16 March 2020 with an expected slow-down of the implementation of the school grant activity. Implementation has therefore been delayed with a completion date after the new school year 2020-2021 has started. Operational procedures necessary have been put in place to ensure smooth and effective implementation in terms of i) identification of schools, ii) verification mechanisms of eligibility of schools, and iii) disbursement procedures. The first instalment of 70 per cent of the school grant (total amount per school grant equals to US\$ 1,500 for each of the 7,000 schools) is conditional to review and validation of the school improvement plans by the MoE and UNICEF; second instalment of 30 per cent requires the submission of a validated implementation report and is subject to a utilization of at least 70 per cent of the first instalment.

**f) Distribution of ESPIG intervention between within the country**

Distribution of interventions follow evidence-based needs in 19 governorates. Distribution is done based on original districts targeted under the programme with exception for the school grants where 2 governorates have been added based on needs and in consultation with the DPG/LEG approval.

Funds are distributed accordingly with around 30 per cent focused towards intervention areas accessible by the administration of the Internationally Recognized Government (IRG), and 70 per cent focused towards intervention areas accessible via Sana'a/ While EMIS and school-feeding related interventions were designed to be implemented mostly in Aden, other

interventions such as school rehabilitation, provision of school desks, school grants, Rural Female Teachers and Academic Supervision are being implemented across the country in GPE targeted areas. The overall distribution of school grants follows a proportionate allocation of schools based on official data of number of enrolled children at school-age (6-17 years old).

**g) Programme Database**

Presentation of the database took place in April 2020. A comprehensive database has been established for UNICEF supported interventions across the country allowing to filter data by intervention, location (governorate, district, school), beneficiary, implementing partner/ donor and year.

**2. Reporting on the variable part (if applicable)**

n/a

**3. Key Partnerships and Interagency Collaboration**

The LEG has endorsed proposed changes under Reprogramming III, which subsequently were approved by the GPC in October 2019. As part of the endorsed Reprogramming III two reports were shared with LEG members and an official MoE endorsed report back, dated 01 June 2020 was shared with the GPE Secretariat by the grant agent via the Coordinating Agency as outlined under chapter 4 of this report. DPG members have been updated implementation progress of the ESPIG during monthly held DPG meetings. Regular coordination meetings continued to take place between the grant agent and the MoE in Aden as well as technical education teams in Sana'a throughout 2020.

UNICEF met with the GPE Secretariat on 15 January 2020 in Washington. An update on the programme progress and challenges experienced was shared including an overview of the situation in the country, security and social risks related to the implementation of the programme. Besides this face-to-face meeting, UNICEF also communicated with the GPE Secretariat via e-mail on topics such as selection of criteria for the school grants. A portfolio review meeting dedicated to Yemen took place between UNICEF including its Headquarters, Regional and Country Office and the GPE Secretariat on 27 March and 07 December 2020, where a progress update, impact of COVID-19 on programme implementation and related recommended actions for the way forward of the GPE Programme were presented. In addition, during the December portfolio review meeting, an update was given on the status of the audit and micro-assessment/ERA; challenges of auditors to access Governorate Education Offices (GEOs) was shared by UNICEF with GPE; during the meeting as it was also discussed between GPE and the grant agent to move ahead with an interim audit report (96 per cent of expenditures), while continue to seek access to the GEOs.

## 4. Lessons Learned

Lessons learned during the reporting period were marked by the impact of COVID-19 on overall and ESPIG specific programming. While significant progress was made including approval of Reprogramming III in 2019, the impact of COVID-19 has affected the sustainability of the progress at the same pace in 2020.

Reinforced restrictions by the Yemen authorities, such as a nationwide closure of all education institutions as of mid-March 2020, call for reduced training activities as well as closure of the airport, restriction of movements and instructions for crowd management within the country have impacted on the overall in-country coordination capacity with the MoE and interventions at local levels (data collection, implementation, monitoring, supply distribution, rehabilitation etc.). This also concerns the cash-based interventions, i.e. School Grants and RFTs, including related verification and payment processes.

Alternative ways have been discussed with the MoE to find viable solutions in order to continue implementation as much as possible, keeping the necessary quality assurance and risk-informed measures in place. However, timely implementation will be extremely challenging, and it has therefore been recommended by the grant agent to urgently explore the possibility for adjustment of the GPE Programme implementation.

A MoE endorsed Report Back (01 June 2020), shared with members of the wider DPG/LEG group and the GPE Secretariat led to the extension of the duration of the grant up to June 2021. This in response to the potential and unanticipated delays related to COVID-19, giving MoE staff the needed time to shift their attention to manage the emerging crisis.

## 5. Knowledge Product

The following knowledge products have been produced for this reporting period:

<https://www.youtube.com/watch?v=1P7dRMFhweA&feature=youtu.be>

<https://www.facebook.com/unicefyemen/posts/3365901700142516>

[https://twitter.com/UNICEF\\_Yemen/status/1295038313880059909?s=20](https://twitter.com/UNICEF_Yemen/status/1295038313880059909?s=20)

[https://twitter.com/UNICEF\\_Yemen/status/1290592899126755329?s=20](https://twitter.com/UNICEF_Yemen/status/1290592899126755329?s=20)

[https://twitter.com/UNICEF\\_Yemen/status/1290605311829716993?s=20](https://twitter.com/UNICEF_Yemen/status/1290605311829716993?s=20)

<https://www.facebook.com/unicefyemen/posts/3329210057145014>

<https://www.facebook.com/unicefyemen/posts/2895143497218341>

[https://twitter.com/UNICEF\\_Yemen/status/1366028415602688002](https://twitter.com/UNICEF_Yemen/status/1366028415602688002)



(Arabic: [https://twitter.com/UNICEF\\_Yemen/status/1366030932751355908](https://twitter.com/UNICEF_Yemen/status/1366030932751355908))

<https://www.facebook.com/unicefyemen/posts/3523078434424841>

<https://twitter.com/UNICEFmedia/status/1313111603957694467>

Press release: [https://www.unicef.org/yemen/press-releases/occasion-world-teachers-day-ecw-gpe-unesco-unicef-call-resumption-salary-payments?fbclid=IwAR1aEZrQeTM\\_Y8lw2y3Xx\\_Mu7wMOr9AuVYDbwTjBoCQRzltHr4ceNjKvyVQ](https://www.unicef.org/yemen/press-releases/occasion-world-teachers-day-ecw-gpe-unesco-unicef-call-resumption-salary-payments?fbclid=IwAR1aEZrQeTM_Y8lw2y3Xx_Mu7wMOr9AuVYDbwTjBoCQRzltHr4ceNjKvyVQ)

Arabic: <https://www.facebook.com/unicefyemen/posts/3523261137739904>

## 6. Future Work Plan

The following gives a summary overview of the estimated timelines needed for completion of remaining activities under the current ESPIG.

- **Rural Female Teachers:** A final payment of two months will be made in the first half of 2021. In addition, the planned training for RFTs will also take place in the first half of 2021.
- **Rehabilitation of School Infrastructure:** All contracts for school rehabilitation are issued and completion of the remaining 40 schools will take place before June 30, 2021.
- **Equipment and Furniture:** All desks have been delivered to schools. A third-party monitoring exercise will be undertaken in 2021 to verify delivery in accordance with the approved distribution plan and specifications.
- **School Grants:** Verification of bank account signatory's identity and eligibility of schools is planned to begin in April 2020, followed by finalisation of orientation trainings and development of school plans. Payment of the first tranche of school grants is planned for May 2021. Payment of the second tranche for December 2020 will need to be discussed with the MoE, the LEG, and the GPE Secretariat as there is a risk of delay.
- **Academic Supervision:** This activity had to be put on hold due to nationwide closure of all education institutions since March 2016; the activity is foreseen to resume upon physical reopening of schools (date to be confirmed by MoE) and will be completed by May 2021.
- **School Feeding:** The healthy kitchens school feeding program has achieved its targets under Reprogramming III. Moving forward, WFP seeks to continue operating the kitchen and provide assistance to the most vulnerable children in the targeted district. The program also seeks to expand and scale up to other vulnerable areas of Yemen.
- **Education Management Information System (EMIS):** The agreement has been signed and implementation will be undertaken in the first half of 2021. It is to be noted that additional time may be needed beyond June 30, 2021 to complete this activity as per the foreseen workplan, which will be discussed with the MoE, GPE Secretariat, and the LEG.
- **Supporting GPE Programme Management (PMU MoE, UNICEF):** This activity was extended to June 30, 2021, following the approval of the no cost extension, to ensure the operational and implementation capacity is in place through the no cost extension period.
- **GPE Audit:** Completion and sharing of recommendations of the Audit and the ERA with LEG members and GPE (final date to be confirmed)



Furthermore, based on discussion held during a LEG meeting in Beirut, 4-5 September 2019, the UNICEF agreed to the recommendation of the LEG to fund remaining costs related to procurement and distribution of computer labs, science labs and EMIS equipment from its own resources. This since contracts with suppliers were issued by the MoE PMU instead of directly via the grant agent, which according to GPE contradicted at the time the GPE Board decision.

- *Computer Labs, Science Labs and EMIS Equipment:* Final payment for instalment of EMIS equipment is foreseen to be made by UNICEF from its own resources in the first half of 2021, based on satisfactory reports received from independent Third-Party Monitoring reports (i.e., proof of completed installation in planned locations).

## Annex I: Results Framework

Reprogramming III (endorsed in Oct 2019) proposed not to change the first three outcome level indicators as the PDO remains the same. The targets reflect the intention of the Programme to contribute to keeping schools open, or, in other terms, not aggravating the situation as per the latest (2018) baseline. Furthermore, it was proposed to drop the two last outcome indicators as the Programme does not include specific interventions to target additional OOSC (which though may result in an indirect effect of keeping schools open). No annual reviews have been taken place since the onset of the crisis.

**Table 1: Outcome level Indicators**

Initial Indicators	Proposed changes (Reprogramming III)	Justification of Proposed Change (if any)	Source/ Responsible	Baseline (2014)	Original target End of Project year	Achievement to date (new baseline)	Revised Target by End of Programme
							December 2020
1. G 3 retention rate in 13 targeted governorates improved	Remains – but a change of target	According to the latest EMIS, G3 retention rate has reduced since the Programme inception. Suggestion to reduce the target, based on the new baseline as less has been done in terms of quality of education.	MoE Database <sup>5</sup>	77.8%	81.0%	70%	70% with possible drop
2. System for learning assessment in place (Nat'l)	Remains – but a change of target	Suggestion for this indicator to be modified, as national assessment only concerns G 4 – 6. Remaining activities were supposed to be covered within the BEDP-2 which is suspended.	Education Research Centre	System developed for G 1-6	The pilot of system in G 9	System developed completed for G 4-6	System developed completed for G 4-6
3. Gender parity index in 13 targeted governorates improved	Gender parity index improved (compared to the original baseline)	Suggestion to look at national parity index given that support to 2,300 female rural teachers appearing to have a positive impact on girls' education in general. Besides, some anecdotal evidence suggests that conflict is negatively impacting more boys' participation.	MoE Database	0.69	0.72	0.77	0.77
4. Out-of-school rate in 13 targeted governorates reduced	N/A	Suggestion for this indicator to be removed given the complications with the data collection at school and household level.	MoE Database	28.0%	26.6%	0% reduction	N/A (to be removed from results matrix)
5. Governorate Performance Reports reflected in Joint Annual Reviews (JAR)	No longer applicable	Suggestion for this indicator to be removed as no governorate performance reports have been developed since the onset of the crisis nor any JAR conducted.	MoE	N/A	Available (13 target governorates)	0	N/A (to be removed from results matrix)

<sup>5</sup> EMIS report of 2015-2016 school year (<https://www.gpevemen.org/gpeEn/index.php/gpe-unit/gpe-product>)

**Table 2: Output level Indicators**

Initial Indicators	Proposed changes	Justification of Proposed Changes (if any)	Source/ Responsible	Baseline (2014)	Overall Planned target	Achievements (cumulative to Dec 2019)	Achievements during the reporting period	Overall achievements to date
<b>1.1.1. No. of school committees trained</b>								
1.1.1. No. of school committees trained	No change	Increased target as explained in Annex 2.	Education Sector	0	7,419	419	School grants preparation phase: translation of School Development Plan manual, identification of the list of eligible schools (7000)	419
<b>1.1.2 No. of schools implementing a school-based development programme</b>								
1.1.2 No. of schools implementing a school-based development programme	No change	Increased target as explained in Annex 2.	Education Sector	0	7,419	419	0	419
<b>1.1.3 No. of schools provided with science labs &amp; computer labs</b>								
1.1.3 No. of schools provided with science labs & computer labs	Change in target	Reduced targets as explained in Annex 2.	Project + Education Sectors	0	230 science lab equipment, 350 computer lab equipment	235 computer labs delivered	115 computer labs delivered: partial installation of 71 science labs (except chemistry solutions)	350 computer labs delivered: partial installation of 71 science labs (except chemistry solutions)
<b>1.2.1 New curricula and textbooks developed for Maths, science in G 2-to 6 &amp; for Arabic language in G 2-4-5</b>								
1.2.1 New curricula and textbooks developed for Maths, science in G 2-to 6 & for Arabic language in G 2-4-5	New curricula and textbooks developed for G 2 Arabic, G 2-3 Science and Maths	Target change proposed considering accomplishment so far given no further work will take place on curriculum (as explained in Annex 1 and 2).	Curriculum + Research Centre	None	All textbooks developed	G 2 Arabic, G 2&3 for Science and Math	N/A	All textbooks developed for G 2 Arabic, G 2&3 for Science and Math
<b>1.3.1 Teachers competency standards designed based on curricula</b>								
1.3.1 Teachers competency standards designed based on curricula	Teachers competency standards updated and available	Only change in formulation.	Curriculum + Research Centre	None	Yes	Yes	N/A	Yes
<b>1.3.2 No. of teachers trained in active learning (in-service training)</b>								
1.3.2 No. of teachers trained in active learning (in-service training)	New target	Training of remaining teachers is proposed for cancellation as	Training Sector	0	37,250	8,059	N/A	8,059 teachers

Initial Indicators	Proposed changes	Justification of Proposed Changes (if any)	Source/ Responsible	Baseline (2014)	Overall Planned target	Achievements (cumulative to Dec 2019)	Achievements during the reporting period	Overall achievements to date
		explained in Annex 1 and 2.						
1.3.3 National Learning Assessment System for end of basic Education in place	New target	Target to be changed as national assessment done only concerns G 4 – 6 as explained in Annex 1 and 2.	Education Research Centre	No	Final Evaluation instrument in place	System development completed for grade 4-6	N/A	System development completed for grade 4-6
1.4.1 No. of pre-school (KG) classrooms provided with learning materials	Indicator to be removed	Suggestion for the indicator to be removed as activity has been cancelled as explained in Annex 1 and 2.	Project + Education Sector	0	200	0	0	0
1.4.2 No. of preschool (KG) teachers trained	Indicator to be removed	Suggestion that indicator is removed as activity is proposed to be suspended as explained in Annex 1.	Education Sector	0	960	0	0	0
2.1.1 No. of new classrooms built	Indicator to be removed	Suggestion for the indicator to be removed as activity has been suspended as explained in Annex 1 and 2.	Project Sector	0	340	0	0	0
2.2.1 No. of new female teachers employed & trained in rural areas	No change	N/A	Education Sector	0	2,300	2,126	Payments for 2126 RFTs and 348 trainers across two payment cycles	2126 RFTs and 348 trainers
2.2.2 No. of school kits delivered for students in G 1-6	Target reduced	Higher unit cost	Girls' Education Sector	0	105,000	65,156	N/A	65,156
2.3.1 Advocacy campaigns to increase enrolment implemented	Indicator to be removed	Suggestion for the indicator to be	Girls' Education Sector	No	Advocacy campaigns	Material developed	N/A	0.

Initial Indicators	Proposed changes	Justification of Proposed Changes (if any)	Source/ Responsible	Baseline (2014)	Overall Planned target	Achievements (cumulative to Dec 2019)	Achievements during the reporting period	Overall achievements to date
		removed as explained in Annex 1 and 2.			implemented in targeted districts			
2.3.2 OOSC strategy prepared	Indicator to be removed	Suggestion for the indicator to be removed as explained in Annex 1 and 2.	MoE -All Sectors	No	Programme implemented	None	N/A	0
3.1.1 EMIS operational at GEO & DEO level	New target	The work on EMIS will be continued to ensure the sustainability of the investment as explained in Annex 2.	Technical Office	EMIS software developed and available at the central level	EMIS software installed in all 63 DEOs in 14 governorates	EMIS software installed and 160 DEOs and 32 GEOs officers trained on use. Procurement of EMIS equipment for 65 districts and solar panels for 40 targeted districts with a shortage of electricity on-going expected to be completed by the end of 2019	A tripartite UN to UN agreement between UNICEF, UNESCO and WFP signed in October 2020; installation of EMIS equipment and solar panels completed in 14 DEOs and 63 DEOs completed	14 GEOs and 63 DEOs receive EMIS equipment and solar panels.
3.3.1 National General Education and Literacy Program Strategy (NGELS) 2016-2025 developed and adopted	Indicator change: TEP 2019-2021 developed and endorsed	Change in the activity	Technical Office	No	TEP approved & adopted by MOE	Under preparation	TEP formally approved and adopted by MOE.	TEP endorsed & adopted by MOE.
4.1 No. of schools rehabilitated	New target	Target will increase as explained in Annex 1.	Project Sector	0	247	191	Contracts issued for 56 schools; 8 completed (48 remaining for completion in 2021)	199 (191 + 8)

Initial Indicators	Proposed changes	Justification of Proposed Changes (if any)	Source/ Responsible	Baseline (2014)	Overall Planned target	Achievements (cumulative to Dec 2019)	Achievements during the reporting period	Overall achievements to date
4.2 2 Number of schools having received classroom supplies and furniture	New target	The target for the provision of school desk will increase as explained in Annex 1.	Project Sector	0	538	170	26,995 desks delivered to 368 schools.	538
4.3 Number of children having received psychosocial support	No change	Target completed	Training Sector	0	87,500	98,621	N/A	98,621
4.4 Number of pupils having received basic learning supplies	Target reduced	Increased unit cost	Project + Girls Sectors	0	130,844	86,844	N/A	86,844
4.5 Number of children provided with daily healthy meals	New indicator	New activity added	WFP	0	Approx. 5,500	0	the Healthy Meal Kitchen structure was established. Against the ESPIG target of 5,500 children to be reached with this intervention, WFP managed to increase this target to reach a total of 9,956 school children (5,098 boys and 4,858 girls) in the targeted 7 schools in Aden.	9,956 school children (5,098 boys and 4,858 girls)

**Annex II: Financial Expenditure Overview**

GPE ESPIG FINANCIAL EXPENDITURE OVERVIEW - December 31, 2020					
Project Components	Sub-Components	Activities implemented in 2020	Disbursement to Dec 31 2019	Disbursement Jan - Dec 2020	Total Cumulative Disbursement
<b>Component 1: Developing the quality of basic education</b>	<b>1.1: School-based development and community participation*</b>	School grants preparation phase: translation of School Development Plan manual, identification of the list of eligible schools (7000)	6,010,821.26	255,431.10	6,266,252.36
	1.2 Curriculum development	N/A	860,098.00	0.00	860,098.00
	<b>1.3 Improvement of teachers' performance*</b>	Academic supervision visits will take place during the 2020/21 school year	2,861,134.00	0.00	2,861,134.00
	1.4 Pre-school education	N/A	127,118.00	0.00	127,118.00
<b>SUBTOTAL COMPONENT 1</b>			<b>9,859,171.26</b>	<b>255,431.10</b>	<b>10,114,602.36</b>
<b>Component 2: Enrolment and Equity (Access)</b>	2.1 Infrastructure and school environment	N/A	195,065.00	0.00	195,065.00
	<b>2.2 Increasing social demand for education*</b>	Payments for 2195 RFTs across two payment cycles	14,802,761.00	4,512,967.02	19,315,728.02
	2.3 Compensation opportunities for children out of school	N/A	302,320.00	0.00	302,320.00
<b>SUBTOTAL COMPONENT 2</b>			<b>15,300,146.00</b>	<b>4,512,967.02</b>	<b>19,813,113.02</b>
<b>Component 3: Institutional Capacities</b>	<b>3.1 EMIS*</b>	UN to UN Agreement signed between UNICEF, UNESCO, WFP; installation of EMIS equipment to 14 GEOs and 63 DEOs	962,488.00	0.00	962,488.00
	3.3 Strategies of general education and literacy 2016-25	N/A	513,313.00	0.00	513,313.00
	<b>3.4 MoE (PMU) and UNICEF Operating Costs*</b>	Staff Salaries and Operation Costs for the Sana'a and Aden PMUs	1,656,267.56	716,425.35	2,372,692.91
		UNICEF Staff and Operating Costs	2,843,974.74	833,086.51	3,677,061.25
Consultation on the 3rd reprogramming proposal	N/A	22,915.79	0.00	22,915.79	
<b>SUBTOTAL COMPONENT 3</b>			<b>5,998,959.09</b>	<b>1,549,511.86</b>	<b>7,548,470.95</b>
<b>Component 4: Supporting Education in Emergency</b>	<b>4.1 School Rehabilitation*</b>	Contracts issued for 56 schools (after Tenders 1 and 2); 16 schools completed	7,110,263.66	73,710.77	7,183,974.43
	<b>4.2 Equipment and Furniture*</b>	26,995 school desks procured and delivered	1,857,894.00	2,128,381.57	3,986,275.57
	4.3 Psychosocial support	N/A	411,654.00	0.00	411,654.00
	4.4 Provision of basic learning supplies	N/A	1,242,302.00	0.00	1,242,302.00
	<b>4.5 School feeding*</b>	Healthy Kitchen established; 9,956 children reached	1,400,000.00	0.00	1,400,000.00
<b>SUBTOTAL COMPONENT 4</b>			<b>12,022,113.66</b>	<b>2,202,092.34</b>	<b>14,224,206.00</b>
<b>TOTAL PROGRAMMABLE EXPENDITURE (against ESPIG Total Programmable Amount, 72,600,000 USD)</b>			<b>43,180,390.01</b>	<b>8,520,002.32</b>	<b>51,700,392.33</b>
<b>Indirect costs (8%)</b>			<b>3,454,431.20</b>	<b>681,600.19</b>	<b>4,136,031.39</b>
<b>Commitments</b>				<b>15,235,421.44</b>	<b>15,235,421.44</b>
<b>TOTAL EXPENDITURE (against ESPIG Total Agreement Amount, 78,408,000 USD)</b>			<b>46,634,821.21</b>	<b>24,437,023.95</b>	<b>71,071,845.16</b>



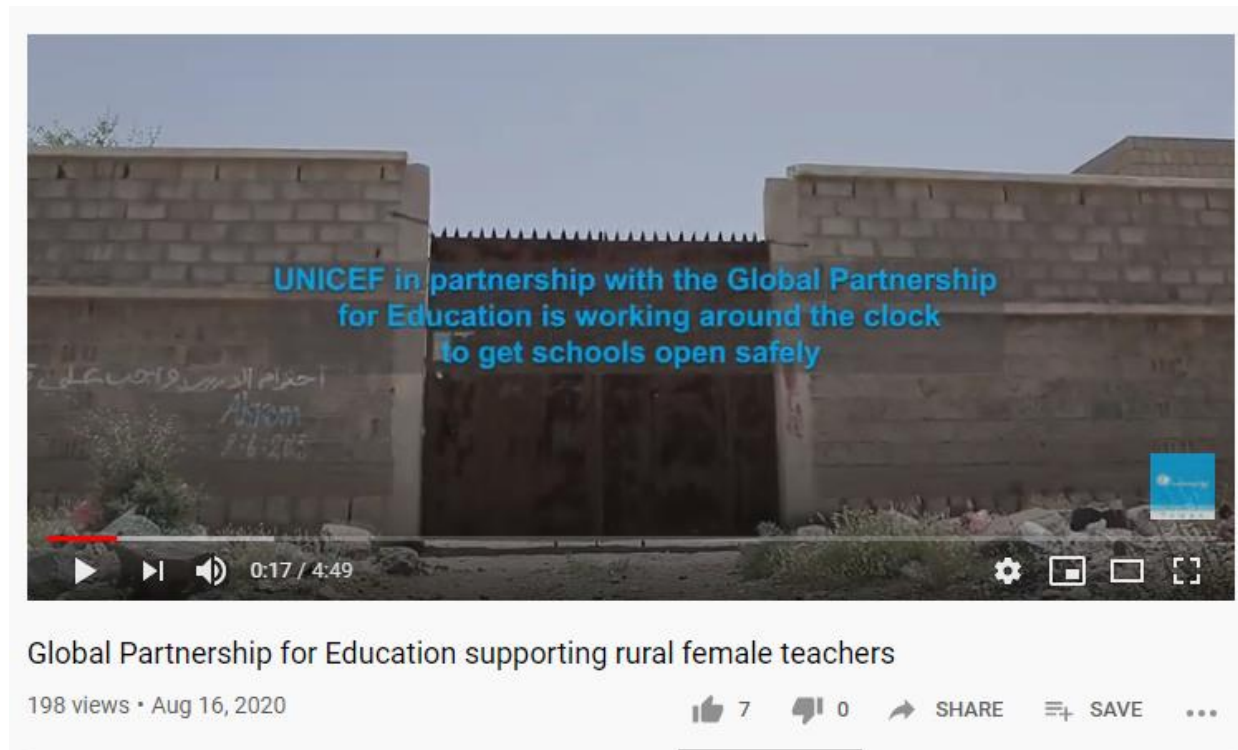
## Annex III: Visibility Digest

### EDUCATION SECTOR PROGRAMME IMPLEMENTATION GRANT (ESPIG) YEMEN

The main objective of UNICEF's communication, visibility and recognition efforts is to highlight the partnership's contribution towards results for children, and to raise public awareness about the situation of children and their caregivers.

**Multimedia content acknowledging GPE support posted on UNICEF Yemen online platforms**

**Video created to document UNICEF interventions implemented with GPE contribution**



<https://www.youtube.com/watch?v=1P7dRMFhweA&feature=youtu.be>

**Photos and key messages acknowledging GPE support posted on UNICEF Yemen social media accounts**

 UNICEF Yemen – اليونسف – اليمن  4 August · 

"The female teacher has the biggest impact on society & in building a new generation," says Fatima a teacher supported through the Rural Female Teachers Programme run with support from the Global Partnership for Education. She cannot wait to get back to her students! #ForEveryChild, a chance to learn

المعلمة هي صاحبة الأثر الأكبر على المجتمع وفي بناء جيل جديد". تقول فاطمة وهي إحدى المعلمات التي @GPforEducation يتم دعمهن من خلال برنامج معلمات الريف بدعم من منحة الشراكة العالمية .  
إنتشرق فاطمة شوقاً حتى تعود إلى طلابها  
فرصة للتعلم. #لكل\_طفل

See Translation



<https://www.facebook.com/unicefyemen/posts/3329210057145014>

<https://www.facebook.com/unicefyemen/posts/3365901700142516>

 UNICEF Yemen – اليونسف – اليمن  16 August · 

Fatima, a rural teacher, receives support from the Global Partnership for Education so she can keep the education system running in her community, especially for girls. Despite #COVID19 she remains positive that schools will reopen soon and she can return the gift of learning to her students. #ForEveryChild, an education

حتى تتلقى فاطمة، معلمة ريفية، الدعم من مبادرة الشراكة العالمية من أجل التعليم تستمر منظومة التعليم في مجتمعها وخاصة بالمسبة للفتيات. على الرغم من #كوفيد19، لا تزال فاطمة على ثقة بأن المدارس ستعيد فتح أبوابها قريباً وستتمكن من منح طلابها التعليم الذي يحتاجونه. #لكل\_طفل، التعليم.

<https://www.youtube.com/watch?v=1P7dRMFhweA>

See Translation



**HANZAH ALHAMZI**  
Monitoring and Evaluation Office  
Global Partnership for Education

The project was built from previous experience and is an important part of a range of interventions

YOUTUBE.COM

**Global Partnership for Education supporting rural female teachers**



[https://twitter.com/UNICEF\\_Yemen/status/1295038313880059909?s=20](https://twitter.com/UNICEF_Yemen/status/1295038313880059909?s=20)  
[https://twitter.com/UNICEF\\_Yemen/status/1290592899126755329?s=20](https://twitter.com/UNICEF_Yemen/status/1290592899126755329?s=20)  
[https://twitter.com/UNICEF\\_Yemen/status/1290605311829716993?s=20](https://twitter.com/UNICEF_Yemen/status/1290605311829716993?s=20)



<https://www.facebook.com/unicefyemen/posts/3523078434424841>

<https://twitter.com/UNICEFmedia/status/1313111603957694467>

Press release: [https://www.unicef.org/yemen/press-releases/occasion-world-teachers-day-ecw-gpe-unesco-unicef-call-resumption-salary-payments?fbclid=IwAR1aEZrQeTM\\_Y8lw2y3Xx\\_Mu7wMOr9AuVYDbwTjBoCQRzltHr4ceNjKvyVQ](https://www.unicef.org/yemen/press-releases/occasion-world-teachers-day-ecw-gpe-unesco-unicef-call-resumption-salary-payments?fbclid=IwAR1aEZrQeTM_Y8lw2y3Xx_Mu7wMOr9AuVYDbwTjBoCQRzltHr4ceNjKvyVQ)

Arabic: <https://www.facebook.com/unicefyemen/posts/3523261137739904>

<https://www.facebook.com/unicefyemen/posts/2895143497218341>

[https://twitter.com/UNICEF\\_Yemen/status/1366028415602688002](https://twitter.com/UNICEF_Yemen/status/1366028415602688002)

(Arabic: [https://twitter.com/UNICEF\\_Yemen/status/1366030932751355908](https://twitter.com/UNICEF_Yemen/status/1366030932751355908))