

CHAPTER 3 PROJECT EVALUATION AND RECOMMENDATIONS

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3.1 Project Effect

(1) Direct Effect

1) Improvement of the school environment

In the surveyed areas, the shortage of classrooms is chronic and schools are coping by holding lessons outdoors or in temporary classrooms with no roofs. By constructing 271 classrooms at 30 schools in Taiz and Ibb Governorates, the Project will prepare environments enabling 10,840 students per year to study in new classrooms. Moreover, when utilization of existing school buildings is taken into account, it means that 23,900 students will get the chance to learn in the new classroom environments at the 30 target schools.

2) Response to 9-years basic education

The Government of Yemen has prescribed nine years of basic education to be compulsory education, however, many primary schools in rural areas still operate on the old system of 1st~6th grades. In the Project, in order to enable students to sit nine years of compulsory education at the same school, the minimum requirement of one classroom per grade will be provided to make these schools complete.

Seven of the 30 target schools are incomplete, and 22 classrooms will be provided for use by the higher grades. This will allow a maximum of 880 students to study through to the higher grades at the same school.

3) Increase in the number of girls enrollment

Disparities between geographical regions and the sexes are pointed to as problems facing education in Yemen. In the site surveys in rural areas, the small number of girls compared to boys stood out and there were many schools where only a few girls remain until the upper grades. The Ministry of Education and World Bank consider it necessary to 1) build separate classrooms and school buildings for boys and girls, 2) provide separate toilets, and 3) implement lessons by female teachers, in order to rectify this situation.

In the Project, there were requests for construction of girls' schools or girls' classrooms from 14 schools. Upon conducting review, it was decided to construct nine schools and 76 classrooms as girls-only facilities. Therefore, assuming 40 students per class, it will be possible for a maximum of 3,040 girls to sit integrated education for nine years at school buildings for girls. In the hearing survey, many girl students in the upper grades expressed the desire for separate classrooms, and it is anticipated that improvement of the learning environment in the Project will lead to more girls being enrolled in rural areas.

(2) Indirect Effect

The illiteracy rate among women in rural areas is more than 70%, and the government is encouraging schools to utilize idle classroom time to implement literacy and adult education. Some of the targeted schools in the Project implement literacy and adult education with the help of teachers and local women volunteers, and it is hoped that this trend will spread to other schools. Moreover, if schools can come to be regarded as “community assets” through FMC’s (fathers’ and mothers’ council) school cleanliness activities, it is anticipated that schools will be used as centers for local community activities.

3.2 Issues and Recommendations

(1) Reassignment and Retraining of Teachers

Needless to say, teachers are just as essential as school facilities, desks and chairs, etc. in order to implement education. Reassignment of 173 additional teachers will be required in line with Project implementation. At the Ministry of Education, there is no problem concerning the number of teachers, but questions arise over biased assignment to urban areas and teacher qualifications. Accordingly, it is necessary for each Governorate to plan reassignment of teachers in short supply and secure the funding required for this.

In particular, since the Project includes construction of nine girls’ schools and school buildings, assignment of more female teachers will be required. This will take time to achieve, however, it is thought a support system will be required whereby local women can graduate teacher training colleges and become teachers in their own communities.

(2) Maintenance of School Facilities

The role of the principal is also important when it comes to operating and maintaining schools after construction. In the current situation, conditions of cleaning and maintenance greatly differ depending on the school. The impression gained from the hearing surveys was that awareness of cleaning and maintenance activities is generally low. In administrative terms, maintenance sections of Governorate education offices are responsible for implementing maintenance and repairs at schools; however, this system is not functioning due to lack of human resources and funds. Therefore, it is necessary to heighten awareness of the need for maintenance and cleaning among school personnel, in particular principals. And, in order to uphold such awareness, it is necessary to call on participation by not only teachers and students but also parents and community peoples.

Furthermore, rather than treating schools simply as facility buildings, it is desirable that steps be taken to create environments and an atmosphere suitable to learning that children will want to visit. The local climate is arid, however, it is desirable that trees and flowers be planted on those sites where water is available. Rock arrangements can be considered on sites without water. School environment beautification activities and

campaigns can be considered as methods for realizing these goals. Moreover, it will be necessary to sustain heightened awareness of maintenance through monitoring.

In Ibb Governorate, schools constructed by GTZ/DED and KfW act as cluster schools surrounded by satellite schools, and social workers are deployed in such areas to support maintenance, sanitary and environmental education. Concerning soft components, cooperation and sharing of basic methods shall be sought with GTZ in Ibb Governorate in preparing a setup for thoroughly implementing inspections of school facilities, efficient maintenance and repairs, and daily cleaning activities. Moreover, in Taiz Governorate, it will be necessary to support formation of a compatible system based on the lessons learned with GTZ.

(3) Concerning Dropout and Return to Studies by Girl Students

Enrolment of girls in Yemen is restricted by various factors. In social terms, these include: clear division of social roles between the sexes, lack of understanding by parents towards education for girls, early marriage of girls (14 years or before), and so forth. Economic factors include: lack of money for school fees, burden of cottage labor, possibilities for low-wage employment, and priority given to education for boys. The situation is well typified by frequent cases of girls dropping out in order to marry, engage in cottage labor or give birth. However, numerous cases were also observed where girls return to school while asking their parents to look after their children. Early marriages are a current social trend, so it is desirable to prepare a system whereby these girls are able to return to their studies.

(4) Utilization of School Facilities by Community Peoples

It is desirable that community peoples utilize schools in a variety of ways, however, until now access to schools by citizens has not been looked upon with favor. In particular, since men have dominated parent's councils, opportunities for mothers and women to become involved with schools have been limited. However, according to hearings carried out at gatherings of women, women have a lively system of neighborhood mutual aid whereby they watch each other's children and draw water for each other when, for example, somebody falls sick. By linking these social activities to schools and encouraging mothers and girls who marry early and drop out of school to take part, it is desirable to make such women's activities in each community livelier, thus leading to diffusion and improvement of education for girls.

As concrete examples, it is desirable to use school facilities for events that can be participated in by community peoples overall, for example, mothers' classes, fathers' classes, theme-based lectures and workshops (agriculture, etc.), health checkups, mother and child health and sanitary checkups, etc. Moreover, concerning literacy and adult education too, preferences can be registered concerning use and classes can be opened to the local citizenry during idle hours. If classrooms are cleaned and left in good condition on such occasions, this, combined with cleaning activities by students, will raise awareness and willingness concerning school environments and beautification.

3.3 Project Appropriateness

In consideration of the above conditions, the Project is considered to be highly appropriate, however, it is necessary for the Yemen side to earnestly deal with securing the necessary teaching personnel, executing its scope of works and implementing school operation and maintenance, etc. At the same time, if the Japan side cooperates as far as possible, an even bigger Project effect can be expected.

Beneficiaries are community peoples of rural villages living in poverty

The target areas are rural communities in the mountains of Yemen. These are poverty stricken areas where agriculture is practiced as the main means of living. It is estimated that 10,840 students per year will learn in the 271 classrooms that are constructed in the Project. Moreover, the number of students learning at the 30 target schools is currently 23,900. In this way, since the Project will benefit rural community residents living in poverty, it is desirable to see early implementation.

The Project entails construction of basic education school facilities

As something that will contribute to the dissemination of basic education, the Project is a top priority issue even going by the government's National Development Plan and Poverty Reduction Strategy Program (PRSP). In Yemen, the compulsory education system of 9-years is deteriorating because of the inability of school construction and teacher deployment to keep pace with the rapidly growing population.

The World Bank and KfW/GTZ are providing continued support to the education sector and are especially committed to supporting improvement of the enrolment rate for girls. In the Project too, by establishing a permanent learning environment at schools providing basic education based on the 9-year system, it is aimed to increase the number of enrolled students, in particular the number of girl students.

No special technology is required for operation and maintenance

Since the Project facilities only consist of school buildings and toilets and do not include any complicated installations, it should be possible for operation and maintenance to be carried out based on everyday cleaning and maintenance by school personnel and FMC members and maintenance work by maintenance staff of Governorate Education Offices.

There is no negative environmental impact.

All Project work entails extension to 30 existing schools, i.e. no new school construction. Moreover, many of the construction sites are on or next to existing buildings, and the community peoples in some cases have leveled slopes and sites for construction. Accordingly, the Project will entail no major upheavals. The target facilities will not generate solid waste, but sanitary sewage from toilets will be percolated into the ground after first being treated in simple septic tanks. Therefore, the Project will have no major negative impact on the environment.

3.4 Conclusion

To sum up, since the Project will have major effects and make a major contribution to the BHN of many citizens, implementation under the Grant Aid Scheme of the Government of Japan is confirmed with respect to part of the education components. Project implementation does entail the following kind of problems, however, if these are improved and the following measures are adopted, it should be possible to implement the Project smoothly and effectively.

(1) Securing Teachers in Rural Areas

The Project will result in construction of 271 classrooms at 30 existing basic schools. Concerning assignment of teachers, if it is assumed that one class teacher is needed for each class over nine grades, it is possible to manage with the existing teaching personnel. However, according to Ministry of Education regulations, it is prescribed that class teachers be assigned for each class in the first through third grades and that two subject teachers be assigned for seven subjects in the fourth through ninth grades. Going by these regulations, it works out that there is a shortage of 161 teachers at the target schools, breaking down as 36 teachers in Taiz and 127 in Ibb.

In order to resolve the shortage of teachers, it is desirable to implement the following: reassign surplus teachers from urban areas to rural areas, train new teachers in each Governorate, and train locally born teachers in rural areas.

(2) Establishment of Periodical Maintenance

Daily inspections and fast response setup are important aspects of facilities and furniture maintenance. It is necessary to deal with faults before they turn into major problems. Facilities management personnel at Governorate Education Offices and district education sections are responsible for maintaining school facilities. However, in reality, due to staff and fund shortages, these offices and sections are unable to carry out regular school patrols and repairs. Therefore, it is becoming increasingly necessary for community peoples (fathers' and mothers' councils) to cooperate in the maintenance of schools.

In other words, school personnel, students and community peoples (fathers' and mothers' councils) should periodically check the state of facilities and equipment and, when problems are found, either deal with them by themselves or contact their district or Governorate education offices and request budget allocation for repairs. It is anticipated that patrol checks will be periodically implemented and that systems are established so that problems can be resolved before becoming too serious.

(3) Establishment of School Cleaning by Parent's Councils

Schools traditionally organize parent's councils, however, in future it is planned to form fathers' and mothers' councils to carry out cleaning and beautification and daily inspections. GTZ has supported these kinds of organized activities by fathers' and

mothers' councils at schools in Ibb, with some success.

In particular, in consideration of the way in which girls' schools having female principals are kept in a clean state, it is hoped that, as a soft component, learning environments can be similarly maintained at the Project target schools by organizing fathers and mothers to carry out cleaning activities.

To sum up, despite the fact that basic education in Yemen is designated as compulsory, the overall enrolment rate is still low, and the enrolment rate of girls especially is around half that of boys. Home economics and social customs are important factors here, however, underdevelopment of learning environments due to shortage of school facilities is also a major cause. In these circumstances, it is not possible for the nationally prescribed compulsory education to take place. Although the Project only makes a minor contribution to improving the school enrolment rate in the target areas, when combined with support for the construction of basic education facilities being implemented by the World Bank and Germany, etc., it will go a long way to improving basic education in Yemen. From the viewpoint of cooperating with the Government of Yemen in its quest for total enrolment in basic education, it is desirable to see the early realization of the Project.