

## APPENDIX-8 Standard School Facilities by the Ministry (Draft)

**(English Translated)\_**

**Standards of the capacity of the classroom and area specified for each student from the net area.**

		The required area of the class		STD Area/ Student		Area of Classroom		Area of Services facilities											
		No. Of Students	No. Of Students	M2	M2	M2	M2	Lab		Activities		Headmaster office		Bathrooms					
	Grade of class	Urban/ Rural Areas	Low Pop. Density Areas	Urban/ Rural Areas	Low Pop. Density Areas	Urban/ Rural Areas	Low Pop. Density Areas	Urban/ Rural Areas M2	Low Pop. Density Areas M2	Urban/ Rural Areas M2	Low Pop. Density Areas M2	Urban/ Rural Areas M2	Low Pop. Density Areas M2	M2					
1	Grade 1	40	20	0.9	0.9	36-48	18-24					155m2		9					
2	Grade 2	40	20	0.9	0.9	36-48	18-24												
3	Grade 3	40	20	0.9	0.9	36-48	18-24												
4	Grade 4	40	20	1	1	40-48	20-24												
5	Grade 5	40	20	1	1	40-48	20-24												
6	Grade 6	40	20	1	1	40-48	20-24												
7	Grade 7	50	35	1.2	1.2	48-60	42-36	70m2	60m2	70m2	70m2			9					
8	Grade 8	50	35	1.2	1.2	48-60	42-36												
9	Grade 9	50	35	1.2	1.2	48-60	42-36												
10	Grade 10	50	35	1.3	1.3	60-65	46-85	90m2	70m2	120m2	120m2	180m2	280m2						
11	Grade 11	50	35	1.3	1.3	60-65	46-85												
12	Grade 12	50	35	1.3	1.3	60-65	46-85												

- ❖ Lab furniture of the basic schools should not be supplied with fixed benches. Furniture should be at the terminals only, bench for the teacher in enough.
- ❖ The area of the bathrooms is for schools of 9 basic grades classes and high school grades. Grades 1-6: 6 bathrooms (males), 7 bathrooms (females). Grades 7-9: 3 bathrooms (males), 4 (females). Grades 10-12 one-bathroom/ class (males or females).
- ❖ In mixed males and females schools: for each 160 females students: 4 Bathrooms.
- ❖ For each 8 teachers one bathroom. For each 5 females teachers one bathroom.
- ❖ The area of headmaster office included other services such as emergency, storages and other activities rooms. In low population density areas the headmaster offices should be established in the center of the classes, food room and kitchen should be included as well.

## APPENDIX-9 Plan of Soft Component

# Project for Construction of Basic Schools in Yemen

## Schools Facilities Maintenance Setup Building

### Soft Components Plan

#### 1. Background

The Second Five-Year Plan for Education Development stresses the need to raise school attendance rates and improve the education environment. In particular, securing of the necessary number of classrooms is raised as the top priority issue, and it is thought that this project by the Government of Japan for construction of primary and junior high schools will make a big contribution to this objective. As one aspect of the Project, it is also necessary to prepare the operating environment for school facilities.

#### 2. Significance and Necessity for Introduction of Soft Components

Many of the existing schools, even those built during the 1990s, are deteriorated, mainly due to the fact that cleaning and maintenance activities were not carried out inside the facilities.

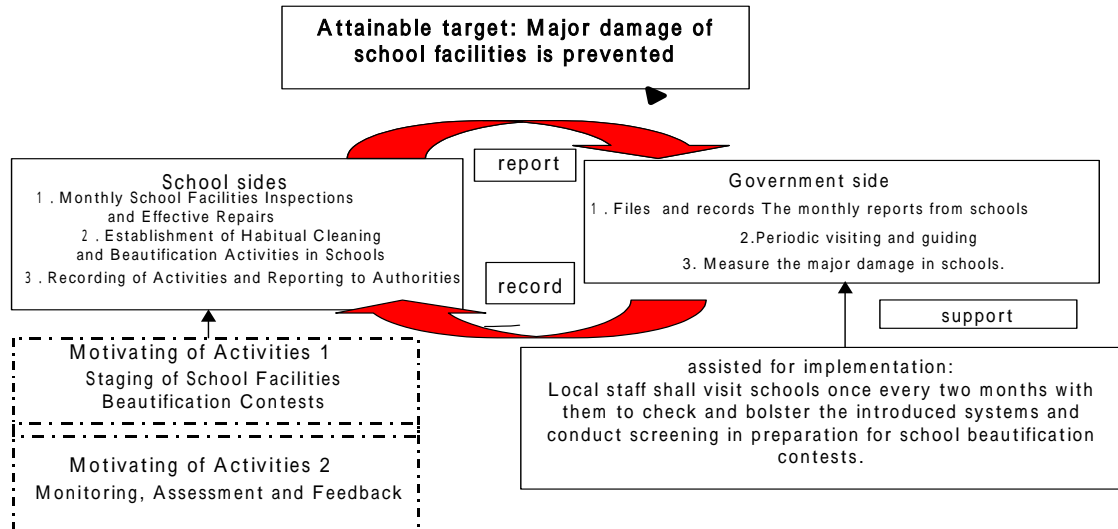
If newly constructed schools were simply handed over, it is clear that deterioration will occur at the same pace as in the past. However, by applying maintenance of school facilities based on utilization of human resources, it should be possible to prevent damage and deterioration of buildings in advance and to extend the service life of facilities at the minimum cost. In order to effectively use and obtain results from human resources, it is necessary to build an 'effective system,' and for this purpose it is necessary to introduce 'soft components for building the school facilities maintenance setup (establishment of smooth checking functions)' in line with implementation of the Project.

#### 3. Targets of Soft Component Introduction

In this soft component plan, the target is to build and establish as sustainable concerns setups for carrying out continuous maintenance of school buildings based on cooperation between schools and administrative authorities as shown in *Figure 1*. Concerning the primary targets, by systematically establishing school facilities cleaning and maintenance setups and carrying out cleaning, beautification activities, inspections and problem solving on a routine basis, it is aimed to prevent major damage and deterioration of school facilities and to ensure that schools are used in good environments over the long term.

Figure 1: Yemen Soft Components Plan: Schools Facilities Maintenance Setup Building

Targets: Based on the assumption that new school facilities are local assets, to prevent major damage of school facilities and ensure their long-term use by systematically preparing cleaning and maintenance setups and implementing everyday cleaning and beautification inspections and measures.



#### 4. Results

As is shown in *Table 1*, the results of successfully establishing the maintenance setups will be: 1) reduction of costs, 2) prevention of damage and deterioration, and 3) establishment of a universal system that can be transplanted to other schools and districts. In order to measure these effects, the following kind of indicators can be considered:

**Cost reduction:** In order to distinguish between target schools for soft component introduction and non-target schools in the first year (at the end of soft component introduction), comparison is carried out between the total estimate of repair costs and

Table 1 Results of Introducing Soft Components

\* Direct target: major damage of school facilities is prevented and maintenance costs are kept to a minimum.

	results	index		
		In the each stage end.	The next fiscal year.	After 2 years.
1	<b>The cost reduction.</b>	The object school is <u>lower</u> than the unpair elephant school for the cost for the school facilities.	Though initial cost put is high in respect of the school which is not an object newly introduced by the administration way of each place, it diminishes afterwards.	<u>Over 10 years</u> are extended in comparison with the estimation as reconstruction time of the school facilities is soft component non-introduction.
2	<b>The prevention of damage and deterioration.</b>	There is <u>no position</u> of the un-countermeasure.	There is <u>no position</u> of the un-countermeasure.	In the position where that large damage was previously able to be prevented is judged, there is <u>over 20%</u> in the record of the inspection.
3	<b>The possibility of high fixing and generalization.</b>	1. <u>Over 90%</u> of record notebook and actograph has sufficiently been written. 2. The record of the dealing is possible ( the transfer is possible for other school ) the case division.	It is introduced in the school which is not an object, and it becomes a condition equal to the object school.	The know-how in which the transfer is also possible to other school is sufficiently accumulated, and it becomes that the <u>manual can make</u> .

areas still under treatment at the end of the term in the target schools (since untreated areas are zero in the 'Prevention of Damage and Deterioration column, some kind of treatment is taking place), and the estimate of all damaged areas that are not treated in the non-target schools. As a result, total maintenance costs are lower in the target schools, where prevention is taking place.

## 5. Target Schools

*Table 2* shows the list of soft component target schools. Eight schools in Taiz Governorate and eight schools in Ibb Governorate are targeted in Phase 1 and Phase 2 respectively. The number of non-target schools is five in Phase 1 and nine in Phase 2 (see attached *Table 3: List of Schools Constructed Under Japanese Assistance* (including soft component non-target schools). Priority was given to schools that have active Fathers' and Mothers' Councils (F & M councils) when selecting the target schools. At the end of each phase, it is intended for administrative officers to use the collected know-how to introduce similar setups at the non-target schools and bring them up to the same standard as target schools.

Table 2 List of Soft Component Target Schools  
Phase 1: Taiz

	School Code	Existence of F&M	Contents
1	TZ-01	Yes	7 elected members; at least 2 meetings per year plus call-ups from the school whenever problems occur, or to help with maintenance, or whenever necessary . No remuneration
3	TZ-04	Yes	Problem solving, maintenance. Meetings held 2 times per year, and call-ups from the school are made whenever necessary
4	TZ-08	No	Efforts are being made to form a F & M council in order to pay out maintenance, sports events and problem solving, etc.
5	TZ-09	Don't know	
8	TZ-14	No	
9	TZ-15	Yes	Leaders serve at three local schools simultaneously.
11	TZ-17	Yes	6 elected members carry out meetings and maintenance.
13	TZ-20	No	The school has not required it, and parents have not made any move so far.

Phase 2: Ibb

	School Code	Existence of F&M	Contents
1	IB-03	Yes	Meetings held 2 times per year.
2	IB-05	Yes	7 members meet 3 or 4 times per year to discuss school problems, conditions of students, absentees and teachers. Meetings are held in cart
3	IB-06	Yes	Meetings held 2 times per year.
4	IB-08	Yes	Meetings held 2 times per year.
5	IB-09	Don't know	Good girls' school with good parental care.
6	IB-16	Yes	9 meetings were held last year to discuss problem solving, need for walls, purchase of chairs, students staying on, and so on. Funding was 5,400 riyal last year. Contributions are made by wealthy local inhabitants.
7	IB-17	Yes	There are 12 regular members and 30 other participants (who usually don't attend the meetings).
8	IB-19	Yes	Meetings are held 2 or 3 times per year to discuss handling of children living in poverty (buying and distributing shirts, etc.).

F&M:Fathers and Mothers' Council

## **6. Contents of Activities**

Activities shall be carried out with two main goals, i.e. activities intended to achieve the Project objective of establishing thorough maintenance setups for school facilities, and activities aimed at providing motivation for this. Attached *Table 4* shows the specific contents of activities.

### **6.1 Establishment of Thorough Maintenance Setups for School Facilities**

#### **6.1.1 Staging of Open Participation Consultations**

Opinions for building setups shall be heard by using PCM techniques. Important points are the cooperative setup between F & M council members, communications with households, reporting of the results of monthly school facilities inspections to the government, and so on. Local conditions shall be confirmed regarding detailed points. At this time, it should be explained that buildups will be decided based on the opinions that are given, and it should be confirmed that the participants consent to abiding by this.

#### **6.1.2 Decision of School Facilities Maintenance Setups and Preparation of Diagrams and Written Explanations**

Based on the results of consultations, final decision shall be carried out on a school facilities maintenance setup that is feasible and can be disseminated to each school. Based on this, a diagram of a setup in which the government side and school side cooperate shall be prepared. Enough diagrams to distribute to each school shall be printed, and at the same time common documentation, record ledgers and check sheets, etc. for each school shall be prepared. This documentation for setup building shall be distributed to each school together with the school facilities maintenance manual, and schools shall be encouraged to introduce setups. Prior to the school visits by Japanese experts and local staff, the local administrative authorities shall distribute the said documentation and follow this up with school visits.

#### **6.1.3 Implementation of Organized Work in Line with Building of School Facilities Maintenance Setups**

Government officers and Japanese experts shall offer guidance on implementation while visiting each school. By grasping the features of each school and identifying and discussing problems accompanying introduction, they shall pave the way for implementation. If necessary, schools shall be revisited and dialogue held until satisfactory conclusions are reached.

##### **6.1.3.1 Monthly School Facilities Inspections and Effective Repairs**

Men's groups from F & M councils (fathers and men from the local community) shall carry out monthly inspections of school facilities using check sheets. For this purpose,

ample prior discussions and awareness building shall be performed. Sample check sheets are shown in *Tables 5, 6* and *7*. Even if repairs are not immediately necessary, all noticeable points such as loose screws and furniture misplacements shall be raised, countermeasures discussed and entered onto sheets, and all measures taken shall be recorded. These check sheets shall be reported to the authorities, and both sides shall confirm countermeasures. Concerning major damage that cannot be prevented in advance, both sides shall discuss and come to agreement on costs and countermeasures.

#### **6.1.3.2 Establishment of Habitual Cleaning and Beautification Activities in Schools**

Student representatives and teachers shall discuss and prepare rosters and methods for allocating duties so that the students themselves can carry out the everyday cleaning activities.

Women's groups (mothers and women from the local community) shall join in with the students in cleaning activities and also take part in discussions for increasing beautification awareness by looking after flower beds, and so on. Cooperation of school staff shall be obtained in exploring ways of making these activities more accessible and connected to everyday lives (preparation of lunches and drinks, etc.).

#### **6.1.3.3 Recording of Activities and Reporting to Authorities**

**Reports from school sides:**

**Concerning repairs:** implementation or non-implementation of monthly inspections, dates and times, persons in charge, contents of inspections, areas in need of repair, disposition of such areas, and so on

**Concerning cleaning:** rosters, implementation or not of cleaning, dates and times, confirmation or not of cleaning conditions, and so on.

**Gauging by authorities:**

The monthly reports from schools shall be confirmed, filed and recorded. Progress of repairs shall be tracked and repairs shall be augmented and completed where necessary.

### **6.2 Motivation of Activities**

#### **6.2.1 Staging of School Facilities Beautification Contests**

Based on the accumulated scores of screening (four times in total) carried out by the local staff as they make their bi-monthly school visits, contests shall be held once per year and schools shall be given awards in order of merit for the state of their cleaning and beautification activities.

#### **6.2.2 Monitoring, Assessment and Feedback**

Monitoring, assessment and analysis shall be carried out once every six months, and the results of this shall be fed back to each school. At the end of each term, survey shall



also be implemented at schools that did not introduce soft components, and maintenance conditions shall be compared with those at the schools that did introduce soft components.

## 7. Implementation Approach

Japanese experts shall be dispatched with the aim of introducing school facilities maintenance setups. *Figure 2* indicates a personnel arrangement plan for implementation. Following introduction, local government officers assisted by local staff shall visit schools once every two months to check and bolster the introduced systems. At this time, the staff shall conduct screening in preparation for school beautification contests held at the end of each term.

*Figure 3* and *Figure 4* show the flow of local activities in Phase 1 Period 1 and Phase 1 Period 2 respectively. Corresponding schedules are shown in *Table 8* (Phase 1 Period 1) and *Table 9* (Phase 1 Period 2).

*Table 10* indicates the contents and division of work according to the Japan side, Yemen side, Yemen schools side and local staff.

## 8. Handling of School Facilities Maintenance Costs

Following introduction of the maintenance setup, each school must be accountable for handling costs. Handling of costs can be divided into the following areas: 1) funds from the Yemen Government, 2) funds from each school, and 3) contributions in each school, and also funds from the Japan side (only at the time of soft component introduction). It is thought that maintenance costs are fully covered in the present situation depending on the method of operation, but it will be necessary to carry out ample examination of the method of payment and incorporate this into final decision on the setup at the time of setup building.

### 8-1 Funds from the Yemen Side

On education budget of the state government, the elongation over 22% per year is shown from 52 hundred million real (about \$ 34 million) 1999 to 9 billion real (\$ 53 million) 2001 along *Table 11-1*, when it is observed referring to the Taiz district. However, the routine expenditure is 97.0%, when it is

Table11-1 : The change of Education budget in 2 district(1999-2001)(million  
A: Education budget in Taiz

	item	1999	2000	2001	rate
I.	current expenditure	4,947	6,964	8,787	97.00%
	1.personnel	4,782	6,174	7,778	-85.9
	2.commodity, service	15	6	10	-0.1
	3.repair	N.A.	2	7	-0.1
	4.subsidy	N.A.	N.A.	N.A.	N.A.
	.expenditure(building)	275	85	271	3.00%
	total( + )	5,222	7,049	9,059	
	(US\$)	34	44	53	

B: Education budget in Ibb

	item	1999	2000	2001	rate
I.	current expenditure	3,227	4,671	5,996	94.10%
	1.personnel	3,202	4,124	5,294	-83.1
	2.commodity, service	8	7	8	-0.1
	3.repair	6	8	7	-0.1
	4.subsidy	111	532	686	-10.8
	.expenditure(building)	398	265	373	5.90%
	total( + )	3,625	4,936	6,368	
	(US\$)	23	31	37	

source: collecting data in research

observed in the component ratio 2001, and personnel expenses occupy 85.9%, and there is repair cost allocated for the maintenance of facilities 0.1% 7 million real (about ¥ 490000). When only this repair cost is seen, *tables 12-2*. Though it is generously 1 school \$ 33 ~ 36US, what it utilized for the execution for the repair of the basic elementary and junior high school, is uncertain.

Table11-2: The change of funds for school maintenance in 2 district(1999-2001)(millionYR)

	1999	2000	2001	per each school
budget for repair in Taiz	N.A.	2,008,450	7,391,629	5,716 (33US\$)
budget for repair in lbb	5,851,600	8,350,400	7,450,773	6,137 (36US\$)

source: collecting data in research

## 8-2 Funds from Each School

Tuition fees are not charged in Yemen, however, each school collects fees of between 150-250 riyal per student. *Table 12* shows the details about each target school's student fee.

Table12: Income by student fee in each target schools in 2 district

Taiz

	school ID	fee per each student (YR) <sup>*1</sup>	total number of students	rate(%) or numbers of impossible to pay	income from student fee(30% of total emcome) (YR) <sup>*3</sup>	average imcome of household in the area(YR)	education expenditure of household per one child per year(YR)	rate of education expenditure of household per one child per one year(%)	
1	TZ-01 contribution	G1-G12	200	875	10%	47250	84000	18000	13.3
		G1-G9	20	875	10%	24534			
		G10-G12	40	244	10%				
2	TZ-04	G1-G9	200	733	15%	53958	70000	21000	10.0
		G10-G12	250	260	15%				
3	TZ-08	G1-G9	150	1667	10%	74804	30000	1000	50.0
		G10-G12	200	135	10%				
4	TZ-09	G1-G9	200	583	10%	31482	150000	2000	1.3
5	TZ-14	G1-G9	200	944	5%	63219	70000	15000-20000	21.4
		G10-G12	260	127	5%				
6	TZ-15	G1-G9	150	882	10%	35721	don't know	don't know	don't know
7	TZ-17	G1-G6	150	563	6%	31542	30000	2200	3.3
		G7-G11	200	137	6%				
8	TZ-20	G1-G9	200	926	40	53160	120000	23000	19.2

lbb

1	IB-03	G1-G9	220	1237	30%	57149	60000	8000	13.3
2	IB-05	G1-G9	210	778	4%	47053	120000	10000	8.3
3	IB-06	G1-G9	160	311	3%	14480	don't know	2000	don't know
4	IB-08	G1-G9	210	468	20%	23587	18720	don't know	don't know
5	IB-09	G1-G12	200	2546	don't know	152760	150000	8000-9000	5.3
6	IB-16	G1-G9	150	1341	15%	63107	41600	don't know	don't know
		G10-G12	205	226	15%				
7	IB-17	G1-G9	200	100	17	14520	20000-100000	5000	25.0
		G10-G12	300	122	16				
8	IB-19	G1-G9	200	420	18人 <sup>*2</sup>	24120	48000	5000	10.4

source: hearing from each schools in research (April 2002)

\*1:G (grade)1-9=basics(compulsory) education, G10-G12=secondary education, If the school has both education course, both are mentioned.

\*2: 8 students are impossible to pay, 10 students are no needed to pay because their parents are teacher in that

\*3: How the money was spent for maintenance, expenditure for studens impossible to pay and apare

Between 5-20% of students at each school are unable to pay this charge, and households containing more than one child are exempted from paying for all children. 70% of the collected funds are paid to local governments, while the remaining 30% is used to cover school operating expenses. It seems that these funds have until now been directed towards school facilities maintenance, however, channels of use are unknown because no records are kept. In future, concerning the control and operation of collected funds, consultations shall be carried out with a view to combining these with other funds and incorporating them into the new setup.

### **8-3 Contributions at Each School**

Voluntary contributions are collected at some schools. However, concerning the method of such contributions, school principals directly communicate to prominent members of the community that parts of the school are damaged and that money is required. Contributions are thus sought as problems arise, and no records are kept. Accordingly, greater transparency shall be exercised in the operation of maintenance costs to ensure that contributions are also shared as part of the maintenance budget and used in a planned manner.

## **9. Sustainability Following Introduction of Soft Components**

Since the aim of this plan is to introduce and establish school facilities maintenance setups, it is important that the introduced systems continue to operate. Therefore, in the soft component introduction stage, the Japanese experts shall act as the interface between authorities and schools on the Yemen side, and following that the local staff shall assist administrative officers and help them realize that prime responsibility lies with the local authorities and schools. In the soft component completion stage, it should be possible for the Yemen side alone to smoothly operate the setups. Conditions will differ between soft component target schools and non-target schools, however, it is important to achieve sustainability in the manner described below.

### **9-1 Concerning Target Schools of the Project Plan**

Representatives from the local authorities and schools, together with the Japanese experts and local staff, shall prepare the school facilities maintenance setup for each Governorate and introduce this in each target school. By doing this, the local authorities shall accumulate know-how concerning the introduction and operation of maintenance setups. Bimonthly patrols and guidance, semi-annual monitoring and annual contests shall be staged during introduction of soft components in order to provide motivation, however, it will be necessary to decide whether or not to continue this in the long term. Concerning the checking, recording and reporting by administrative and school sides that will proceed smoothly by the time of soft component completion, renewed efforts will be required to make sure that these functions continue and take root. Rather than relying on motivation from outside sources, it is hoped that schools are accepted as

community assets by local areas and that it becomes natural for sufficient maintenance to be carried out from within.

### **9-2 Concerning Non-target Schools in the Project Plan**

Local authorities that experience introduction of setups in target schools shall use the accumulated know-how to introduce similar setups in non-target schools in subsequent years. In this way, the non-target schools will catch up with the target schools (untreated breakages will disappear and cooperation will be realized with local authorities) in one year. If these schools can be treated in the same way as the target schools, it will be possible to establish sustainable maintenance setups for all the schools constructed under Japanese assistance.

Attached materials:

*Table 3* List of Schools Constructed by Japanese Assistance (including soft component non-target schools)

*Table 4* Concrete contents of the soft component activity

*Table 5* Safety Inspection Check Sheet (sample)

*Table 6* Safety Inspection Sheet: For Entering Abnormal Points (sample)

*Table 7* Safety Inspection and Repair Confirmation Sheet (sample)

*Figure 2* Project for Construction of Primary and Junior High Schools in the Republic of Yemen: Soft Component Proposal: Personnel Arrangement

*Figure 3* Soft Component Proposal (flow of activities in Phase 1, 40 days)

*Figure 4* Soft Component Proposal (flow of activities in Phase 2, 45 days)

*Table 8* Yemen: First Soft Component, Final Schedule

*Table 9* Yemen: First Soft Component, Final Schedule

*Table 10* Work Contents by Area of Responsibility

Table 3 Soft Component Target Schools and Fathers and Mothers' Councils

Phase 1

Taiz

	Soft Component No.		Does F & M exist?	Specific Contents of F & M Activities
1	1	TZ-01	Yes	7 elected members; at least 2 meetings per year plus call-ups from the school whenever problems occur, or to help with maintenance, or whenever necessary . No remuneration
2		TZ-02	Don't know	
3	2	TZ-04	Yes	Problem solving, maintenance. Meetings held 2 times per year, and call-ups from the school are made whenever necessary
4	3	TZ-08	No	Efforts are being made to form a F & M council in order to pay out maintenance, sports events and problem solving, etc.
5	4	TZ-09	Don't know	
6		TZ-10	Don't know	
7		TZ-12	Don't know	
8	5	TZ-14	No	
9	6	TZ-15	Yes	Leaders serve at three local schools simultaneously.
10		TZ-16	Don't know	
11	7	TZ-17	Yes	6 elected members carry out meetings and maintenance.
12		TZ-18	No	
13	8	TZ-20	No	The school has not required it, and parents have not made any move so far.

Phase 2

Taiz

	Soft Component No.		Does F & M exist?	Specific Contents of F & M Activities
1		TZ-03	No	
2		TZ-05	Yes	15 members consisting of 13 parents and 2 teachers carry out maintenance, building relations with community, looking after students and resolving any school problems. Meetings held 2 times per year. Other activities are voluntary or called on by the school.
3		TZ-06	Yes	10 members discuss maintenance and other matters. They contact the school and gather when necessary.
4		TZ-13	No	Parents don't come to the school even if requested.
5		TZ-19	Don't know	

Ibb

1		IB-01	Don't know	
2		IB-02	Don't know	
3	1	IB-03	Yes	Meetings held 2 times per year.
4	2	IB-05	Yes	7 members meet 3 or 4 times per year to discuss school problems, conditions of students, absentees and teachers. Meetings are held in cart parties
5	3	IB-06	Yes	Meetings held 2 times per year.
6	4	IB-08	Yes	Meetings held 2 times per year.
7	5	IB-09	Don't know	Good girls' school with good parental care.
8		IB-10	Don't know	
9		IB-13	Don't know	
10	6	IB-16	Yes	9 meetings were held last year to discuss problem solving, need for walls, purchase of chairs, students staying on, and so on. Funding was 5,400 riyal last year. Contributions are made by wealthy local inhabitants.
11	7	IB-17	Yes	There are 12 regular members and 30 other participants (who usually don't attend the meetings).
12	8	IB-19	Yes	Meetings are held 2 or 3 times per year to discuss handling of children living in poverty (buying and distributing shirts, etc.).

	Soft component target school
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Table 6 Safety Inspection Sheet: For Entering Abnormal Points (sample)

Place:

Person in charge:

	Inspection status (do abnormalities exist or not) * Describe specifically if problems do exist	School Inspection Column	
		Officer	Head Teacher
April			
May			
June			
July			
August			
September			
October			
November			
December			
January			
February			
March			

\* Enter if abnormalities existed in areas already inspected.

Table 5 Safety Inspection (sample)

Place:

Person in charge:

		Inspection Item	April	May	June	July	August	September	October	November	December	January	February	March	
Ordinary classroom, special classroom	1	Is there any risk of unnecessary nails coming into contact with people?													
	2	Is there any deterioration of floorboards or walls?													
	3	Is there any breakage to desks or chairs?													
	4	Are drawing pins attached so that they won't come out?													
	5	Are doorways and windows firmly attached?													
	6	Are items affixed to walls not in danger of detaching?													
	7	Are blackboards, notice boards and frames well attached?													
	8	Are window sills and rails not decayed?													
	9	Are switches and sockets not broken?													
	10	Are storage fixtures, etc. not in danger of falling?													
	11	Are there any slippery areas?													
	12	Are window nets and handrails in place?													
	13	Are there no desks, etc. placed near to windows?													
	14	Other													
Corridors, slabs	1	Are there no items obstructing passage?													
	2	Are umbrella and sports clothing peg nails safe?													
	3	Is there any damage to floorboards, walls and slabs?													
	4	Are windows and doors not in danger of falling out?													
	5	Are there no glass pieces, bottles or pins on the floor?													
	6	Are there signs allowing safe passage on foot (white lines, etc.)?													
	7	Other													
Stairs	1	Are slip prevention measures on stairs sufficient?													
	2	Are there no broken handrails or protruding nails?													
	3	Are there any slippery parts of floors?													
	4	Are there signs allowing safe passage on foot (white lines, etc.)?													
	5	Other													
School check		Officer													
		Head teacher													

\* Enter O or X to indicate if inspection is complete

Table4 : Concrete contents of the soft component activity

The goal : As a result that by systematically arranging "school facilities cleaning, maintenance system", it makes daily cleaning and beautification activity and inspection and treatment, and that it prevents large damage of the school facilities, it is utilized long-term in the condition in which the school facilities is good.

	The concrete goal	The item	The activity	The execution side	The purpose	The method	Execution person and subject	
1	The completeness of the school facilities maintenance system.	1-1	The opening of the participative negotiation.	local government and school side.	1. The effect which agrees that the system made in the element is positively introduced in respect of the opinion of these 2. which sufficiently draw each opinion is confirmed.	The PCM technique is used.	The government side : Local government administrator and engineer, school side : Principal, faculty member,	
		1-2	Decision and mapping and manual preparation of the school facilities maintenance system.	The local government side	1. On the basis of the result got by conferring, "system" that each school is common and that it is practicable is decided and is diagrammatized.	It confers, and the work is carried out.	Japanese speciality man, local administration government, field staff.	
		1-3	The execution of the flow of the systematic business along the school facilities maintenance system.		The school side	1. It is guided in order to smoothly carry out, though the problem is grasped and is discussed, . 2. Features of each school are grasped.	It is visited to each school.	The school side : Principal, teacher, member of the F&M council.
			1-3-1	School facilities inspection in the every month and effective repair.		1. The implemental method of the school facilities inspection of every month 1 time is transmitted.	The consciousness bill is done to man group ( man of father and region ) of the F&M council.	
			1-3-2	The habit of cleaning and beautification activity in the school is given.		1. Cleaning and beautification activity in the school are added in the habit.	The consciousness bill is done to the introduction which commands the cleaning being on duty of the pupil and woman group ( woman of mother and region ) of the F&M council.	
1-3-3	Record of the activity content and report to the administration side.	local government and school side.	1. It is made that completes and writes filling up method of the each activity execution record into the duty. The method for reporting to the administration side from the 2. school side is established, and it is made into the duty.	The following are carried out : Recognition bill to the school staff and sure consensus building with the administration side.	The school side : Principal, teacher, administration side : The local administration government.			
2	The motivation of the activity.	2-1	The opening of the school facilities beautification contest.	The local government side	1. It is made to be an incentive for introduction and activity of the school facilities maintenance system.	The ranking is decided by the total of the examination ( totals 4 times ) in the visit guidance of local administration government subject of 1 time in 2 months, and the contest is held at the end in each stage, it is commended.	The opening : Administration side, participant : The school side.	
		2-2	Monitoring, evaluation and feedback.	The local government side	1. As an incentive of the school facilities maintenance system for the introduction and activity , , 2. The efficient introduction to the school which is not an object of the soft component and other school becomes possible.	When the evaluation analysis was carried out, the monitoring of the once is carried out in the half year, and it will be back to each schools. the difference between school and school facilities maintenance situation that simultaneously, also carried out and introduced the investigation of the school which did not introduce the soft component at the end in each stage is compared.	The execution : Administration side and field staff, object : The project execution school.	

\* F&M council =Fathers and Mothers' Council ( the father and mother association ).



Table 7 Safety Inspection and Repair Confirmation Sheet (sample)

Block (B)

Place/Month										

\* Enter the repair status of areas identified in inspections.

Figure 2 Project for Construction of Primary and Junior High Schools in the Republic of Yemen: Soft Component Proposal: Personnel Arrangement

		2003												#												Total																																									
		5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12																																														
Building works schedule	Phase 1	[Cyan bar]												[Cyan bar]												MM (man)																																									
	Phase 2	[Cyan bar]												[Cyan bar]																																																					
Soft component phases	Phase 1	← [Arrow]												[Arrow]												MM (man)																																									
	Phase 2	← [Arrow]												[Arrow]																																																					
Japanese experts	Education experts	Work in Yemen													School facilities maintenance setup building: 40 days													Contest (4th screening) and school facilities maintenance setup building: 45 days	85 days																																						
		Work in Japan													Finalization: 15 days													after arriving the questionnaire Report preparation: 10 days		Report finalization: 15 days	35 days																																				
Local staff (including interpreting)	Expert assistance													Expert assistance: 40 days													Continuing guidance, 1st contest screening: 10 days													Continuing guidance, 2nd contest screening: 10 days													Continuing guidance, 3rd contest screening: 10 days													Expert assistance: 45 days	115 days

\* In the continuing guidance, local administrative officers will take the lead and local staff will assist in providing guidance. Also, preparation shall be made to ensure that setups are maintained by the administrative and school sides only.

\* In monitoring, carry out fact-finding survey (contents and frequency of cleaning activities, communications with administration, etc.) and awareness survey (changes in the awareness of each side over time).

\* In contests, decide the order of scores by totaling results from each contest screening (4 including the final screening).

Figure 3 Soft Components Plan (Flow of Activity Contents in Phase 1 Period 1, 40 Days)

Targets: Direct target: based on the assumption that new school facilities are local assets, to prevent major damage of school facilities and ensure their long-term use by systematically preparing cleaning and maintenance setups and implementing everyday cleaning and beautification inspections and measures.

	Sana'a		Ibb	Taiz					San'a		
	1	2	3	4	5	6	7	8	9	10	11
Classification	1.Consultations with Ministry of Education	2.Consultations with GTZ	2.Consultations with GTZ	3.Consultations with local governments	4.Open participation consultations participated in by government and school representatives for establishment of school maintenance setups	3.Consultations with local governments	5.Preparation of diagrams and written explanations of consultation results, and distribution to schools. * Continue to distribute during the visits too.	6.Thorough practice of setups through school visits	3.Consultations with local governments	2.Consultations with GTZ	1.Consultations with Ministry of Education
Participants from Yemen side	Ministry of Education	GTZ (Sana'a)	PEO officials, GTZ (Ibbb)	PEO·DEO officials (local government side)	Government side: local government education officers, engineers; school side: principals, teachers, F & M	PEO·DEO officials (local government side)	To schools via the government	* School side at all target schools: principal, teachers, F & M, students; government side: local government	PEO·DEO officials (local government side)	GTZ (Sana'a)	Ministry of Education
Contents	Preparation of legislation, notification to Taiz and Ibb Governorates and schools, and other public procedures	Formation of consensus on the cooperation setups in Ibb and Taiz	Preparation for following week's open participation consultations with governments and schools; instructions regarding F & M confirmation and preparation; consultations with GTZ (Ibb) concerning shared items; viewing of GTZ project sites (schools, training, activities, etc.); decision on areas of cooperation with GTZ; consensus on	Planning, confirmation and scheduling for future setup building	2 days	Preparation of office setup, files and documents on the local government side	Prepare setup diagrams and written explanations; request local government officials to distribute documents. Prepare for the coming week's school visits.	Cleaning: cleaning by students checked by principals and teachers; maintenance: filling out of monthly damage check sheets, guidance for F & M council activities; reporting: items for government presentation, method of response from government	Finalization and confirmation of future method of cooperation	Finalization and confirmation of future method of cooperation	Finalization and confirmation of future method of cooperation

F&M: Fathers and Mothers' Council, PEO: Province Education Office, DEO: District Education Office, PC: Parents Council

1.Consultations with Ministry of Education

2.Consultations with GTZ

3.Consultations with local governments

4.Open participation consultations participated in by government and school representatives for establishment of school maintenance setups

5.Preparation of setup diagrams and written explanations of consultation results, and distribution to schools

6.Thorough practice of setups through school visits

7. Monitoring contest-related

Figure 4 Soft Components Plan (Flow of Activity Contents in Phase 1 Period 2, 45 Days)

Targets: Direct target: based on the assumption that new school facilities are local assets, to prevent major damage of school facilities and ensure their long-term use by systematically preparing cleaning and maintenance setups and implementing everyday cleaning and beautification inspections and measures.

	Sana'a		Taiz		Ibb				タイズ州	サナア				
	1	2	3	4	3	4	5	6	7	8	9	10	11	12
Classification	1.Consultations with Ministry of Education	2.Consultations with GTZ	7.Fourth and final monitoring contest screening	3.Consultations with local governments	2.Consultations with GTZ	3.Consultations with local governments	4.Open participation consultations participated in by government and school representatives for establishment of school maintenance setups	3.Consultations with local governments	5.Preparation of diagrams and written explanations of consultation results, and distribution to schools. * Continue to distribute during the visits too.	6.Thorough practice of setups through school visits	3.Consultations with local governments	7.Contest awards ceremony	2.Consultations with GTZ	1.Consultations with Ministry of Education
Participants from Yemen side	Ministry of Education	GTZ (Sana'a)	Judges, each school	PEO·DEO officials (local government side)	PEO officials, GTZ (Ibb)	PEO·DEO officials (local government side)	Government side: local government education officers, engineers; school side: principals, teachers, F & M	PEO·DEO officials (local government side)	To schools via the government	* School side at all target schools: principal, teachers, F & M, students; government side: local government	PEO·DEO officials (local government side)	Each school and local administrative officers	GTZ (Sana'a)	Ministry of Education
Contents	Preparation of legislation, notification to Taiz and Ibb Governorates and schools, and other public procedures	Formation of consensus on the cooperation setup in Ibb	Conduct assessment using monitoring and question forms. Contest: patrol together with judges and fill out the screening and voting forms. After visits, consult with judges and local government staff to prepare for awards ceremonies.	Planning, confirmation and scheduling for future setup building	Preparation for following week's open participation consultations with governments and schools; instructions regarding F & M confirmation and preparation; consultations with GTZ (Ibb) concerning shared items; viewing of GTZ project sites (schools, training, activities, etc.); decision on areas	Planning, confirmation and scheduling for future setup building	2 days	Preparation of office setup, files and documents on the local government side	Prepare setup diagrams and written explanations; request local government officials to distribute documents. Prepare for the coming week's school visits.	Cleaning: cleaning by students checked by principals and teachers; maintenance: filling out of monthly damage check sheets, guidance for F & M council activities; reporting: items for government presentation, method of response from government	Finalization and confirmation of future method of cooperation	Finalization and confirmation of future method of cooperation	Finalization and confirmation of future method of cooperation	Finalization and confirmation of future method of cooperation

F&M: Fathers and Mothers' Council, PEO: Province Education Office, DEO: District Education Office, PC: Parents Council

1.Consultations with Ministry of Education

2.Consultations with GTZ

3.Consultations with local governments

4.Open participation consultations participated in by government and school representatives for establishment of school maintenance setups

5.Preparation of setup diagrams and written explanations of consultation results, and distribution to schools

6.Thorough practice of setups through school visits

7. Monitoring contest-related

Table 8 Yemen Soft Component: First Proposed Schedule

Phase 1 Period 1 (40 days)

Months	Days	Day	Place	Classification	Major Item	Contents	Yemen Side	Days
	1			Leave Japan				
1	2	Mon	Sana'a	1. Consultations with	Building at target primary and junior high schools	Preparation of legislation, notification to Taiz and Ibb Governorates and schools, and other public procedures	Ministry of Education	1
1	3	Tue	Sana'a	2. Consultations with	GTZ	Formation of consensus on the cooperation setup in Ibb and Taiz	GTZ (Sana'a)	1
	4	Wed	Sana'a	Preparation and data	Visits to international agencies and NGOs, etc.			1
1	5	Thu	Travel	To Ibb				
1	6	Fri	Ibb					
1	7	Sat	Ibb	2. Consultations with	Consultations in the PEO and with GTZ	Preparations for government and school open participating consultations from next week onwards, confirmation of F & M and instructions on formation if F & M don't currently exist, consultations with GTZ (Ibb) concerning joint use areas.	PEO officials, GTZ (Ibb)	4
1	8	Sun	Ibb					
1	9	Mon	Ibb		Site observation tours	Viewing of GTZ project sites (schools, training, activities, etc.)		
1	10	Tue	Ibb					
1	11	Wed	Ibb		Final decision	Decide on areas of cooperation with GTZ and form consensus on the cooperation setup		
1	12	Thu	Travel	To Taiz				
1	13	Fri						
1	14	Sat	Taiz	3. Consultations with	Preliminary discussions with PEO and DEO officials, and preparation for open participation consultations	Planning, confirmation and scheduling for future setup building, and preparation for open participation consultations	PEO·DEO officials (local government side)	1
1	15	Sun	Taiz	4. Open participation consultations participated in by government and school representatives for establishment of school maintenance	Awareness building and preparation of feasible plans for school facilities maintenance setups	Day 1: explain objectives and hear opinions and gauge current conditions by using the PCM approach	Government side: local government education officers, engineers; school side: principals, teachers, F & M	2
1	16	Mon	Taiz			Day 2: hear opinions and gauge current conditions by using the PCM approach		
1	17	Tue	Taiz	3. Consultations with	Based on the contents of open participation consultations, finalization of overall setup building and establishment of the liaising window on the local	Preparation of office setup, files and documents on the local government side	PEO·DEO officials (local government side)	2
1	18	Wed	Taiz					
1	19	Thu	Taiz	5. Preparation of setup diagrams and written explanations of consultation results, and distribution to schools	Preparation of setup diagrams and written explanations		(Work)	
1	20	Fri	Taiz					
1	21	Sat	Taiz		Prepare setup diagrams and written explanations; request local government officials to distribute documents. Prepare for the coming week's school	Prepare setup diagrams and written explanations; request local government officials to distribute documents. Prepare for the coming week's school visits.	To schools via government	1
1	22	Sun	Taiz	6. Thorough practice of setups through school visits	School visits 1 TZ-01	Same as next week	School side: principal, teachers, F & M, students; government side: local government	1
1	23	Mon	Taiz		School visits 2 TZ-04			1
1	24	Tue	Taiz		School visits 3 TZ-08			1
2	25	Wed	Taiz		School visits 4 TZ-09			1
2	26	Thu	Taiz		Summarization of school visits			
2	27	Fri	Taiz					
2	28	Sat	Taiz	6. Thorough practice of setups through school visits	School visits 5 TZ-14	Cleaning: cleaning by students checked by principals and teachers; maintenance: filling out of monthly damage check sheets, guidance for F & M council activities; reporting: items for government presentation, method of response from government	School side: principal, teachers, F & M, students; government side: local government officers, engineers	1
2	29	Sun	Taiz		School visits 6 TZ-15			1
2	30	Mon	Taiz		School visits 7 TZ-17			1
2	31	Tue	Taiz		School visits 8 TZ-20			1
2	32	Wed	Taiz		Spare day, additional visits			1
2	33	Thu	Taiz					
2	34	Fri	Taiz					
2	35	Sat	Taiz	3. Consultations with	Finalization and confirmation of future me	Report preparation	PEO·DEO officials	1
2	36	Sun	Travel	To Sana'a	Data collection			1
2	37	Mon	Sana'a	2. Consultations with	GTZ	Finalization and confirmation of future me	GTZ (Sana'a)	1
2	38	Tue	Sana'a	1. Consultations with	Ministry of Education	Finalization and confirmation of future me	Ministry of Education	1
2	39	Wed		Leave Sana'a				
2	40	Thu		Arrive in Japan				

1. Consultations with Ministry of Education

2. Consultations with GTZ

3. Consultations with local governments

4. Open participation consultations participated in by government and school representatives for establishment of school maintenance setups

5. Preparation of setup diagrams and written explanations of consultation results, and distribution to schools

6. Thorough practice of setups through school visits

7. Monitoring contest-related

Note: PEO=Province Education Office, DEO=Directorate Education Office

Note: GTZ may take part in open participation consultations depending on the cooperation setup.

Table 9 Yemen Soft Component: First Proposed Schedule

Phase 1 Period 2 (45 days)

Months	Days	Day	Place	Classification	Major Item	Contents	Yemen Side	Days	
	1				Leave Japan				
1	2	Mon	Sana'a	1. Consultations with Ministry of Education	Consultations on maintenance setup building at target primary and junior high schools	Preparation of legislation, notification to Taiz and Ibb Governorates and schools, and other public procedures	Ministry of Education	1	
1	3	Tue	Sana'a	2. Consultations with GTZ	Consultations with GTZ	Formation of consensus on the cooperation setup in Ibb and Taiz	GTZ (Sana'a)	1	
1	4	Wed	Sana'a	Preparation and data collection	Visits to international agencies and NGOs, etc.			1	
1	5	Thu	Travel	To Taiz					
1	6	Fri	Taiz						
1	7	Sat	Taiz	3. Consultations with local government	Preliminary discussions with PEO and DEO officials	Preliminary discussions on monitoring contest	PEO·DEO officials (local government side)	1	
1	8	Sun	Taiz		School visits 1 TZ-01·2 TZ-04+ TZ-02	Monitoring: use questionnaires, contest: patrol with judges and fill out the contest screening forms	8 schools in Taiz that built setups in Phase 1	4	
1	9	Mon	Taiz		School visits 3 TZ-08·4 TZ-09+ TZ-10				
1	10	Tue	Taiz	7. Fourth and final monitoring contest screening	School visits 5 TZ-14·6 TZ-15 + TZ-12				
1	11	Wed	Taiz		School visits 7 TZ-17·8 TZ-20 + TZ-16 Adding up, consultations, and decisions on awards for TZ-18				Following visits, consult with judges and local administrative officers and hold preliminary discussions on awards
1	12	Thu	Travel	To Ibb					
1	13	Fri	Ibb						
1	14	Sat	Ibb	2. Consultations with	Consultations in the PEO and with GTZ	Summarization of Phase 1, grasping of current conditions, cooperation with activities in Taiz, etc.	PEO officials, GTZ (Ibb)	1	
			Ibb	3. Consultations with	Preliminary discussions with PEO and DEO officials, and preparation for open participation consultations	Planning, confirmation and scheduling for future setup building, and preparation for open participation consultations	PEO·DEO officials (local government side)	1	
1	15	Sun	Ibb	4. Open participation consultations participated in by government and school representatives for establishment of school maintenance setups	Awareness building and preparation of feasible plans for school facilities maintenance setups	Day 1: explain objectives and hear opinions and gauge current conditions by using the PCM approach	Government side: local government education officers, engineers; school side: principals, teachers, F & M	2	
1	16	Mon	Ibb			Day 2: hear opinions and gauge current conditions by using the PCM approach			
1	17	Tue	Ibb	3. Consultations with	Based on the contents of open participation consultations, finalization of overall setup building and establishment of the liaising window on the local government side	Preparation of office setup, files and documents on the local government side	PEO·DEO officials (local government side)	2	
1	18	Wed	Ibb						
1	19	Thu	Ibb	5. Preparation of setup diagrams and written explanations of consultation results, and distribution to schools	Preparation of setup diagram and written explanation		(Work)		
1	20	Fri	Ibb						
1	21	Sat	Ibb		Prepare setup diagrams and written explanations; request local government officials to distribute documents. Prepare for the coming week's school visits	Prepare setup diagrams and written explanations; request local government officials to distribute documents. Prepare for the coming week's school visits.	To schools via government	1	
1	22	Sun	Ibb	6. Thorough practice of setups through school visits	School visits 1 IB-03	Same as next week	School side: principal, teachers, F & M, students; government side: local government	1	
1	23	Mon	Ibb		School visits 2 IB-05			1	
1	24	Tue	Ibb		School visits 3 IB-06			1	
2	25	Wed	Ibb		School visits 4 IB-08			1	
2	26	Thu	Ibb		Summarization of school visits				
2	27	Fri	Ibb						
2	28	Sat	Ibb	6. Thorough practice of setups through school visits	School visits 5 IB-09	Cleaning: cleaning by students checked by principals and teachers; maintenance: filling out of monthly damage check sheets, guidance for F & M council activities; reporting: items for government presentation, method of response from government	School side: principal, teachers, F & M, students; government side: local government officers, engineers	1	
2	29	Sun	Ibb		School visits 6 IB-16			1	
2	30	Mon	Ibb		School visits 7 IB-17			1	
2	31	Tue	Ibb		School visits 8 IB-19			1	
2	32	Wed	Ibb		Spare day, additional visits			1	
2	33	Thu	Ibb		Summarization of school visits				
2	34	Fri	Ibb						
2	35	Sat	Ibb	3. Consultations with	Finalization and confirmation of future method of cooperation	Report preparation	PEO·DEO officials	1	
2	36	Sun	Ibb		Finalization and confirmation of future method of cooperation	Report preparation	GTZ (Ibb)	1	
2	37	Mon	Taiz	3. Consultations with	Concerning preparation for awards ceremony	Notification to awards ceremony site and each school, reasons for awarded schools and support of lessons for other schools, confirmation of participants, certificates and prizes, etc.	PEO·DEO officials	1	
2	38	Tue	Taiz		Staging of awards ceremony		8 schools in Taiz that built setups in Phase 1	1	
2	39	Wed	Travel	To Sana'a					
2	40	Thu	Sana'a		Data collection, etc.			1	
2	41	Fri	Sana'a						
2	42	Sat	Sana'a	2. Consultations with GTZ	Finalization and confirmation of future method of cooperation	Report preparation	GTZ (Sana'a)	1	
2	43	Sun	Sana'a	1. Consultations with Ministry of Education	Finalization and confirmation of future method of cooperation	Report preparation	Ministry of Education	1	
2	43	Mon	Sana'a	Preparation for future work	Visits to Sana'a University, NGOs and so on	Preparation for future setup building		1	
2	44	Tue	Sana'a	Leave Sana'a					
2	45	Wed	Sana'a	Arrive in Japan					

1. Consultations with Ministry of Education

2. Consultations with GTZ

3. Consultations with local governments

4. Open participation consultations participated in by government and school representatives for establishment of school maintenance setups

5. Preparation of setup diagrams and written explanations of consultation results, and distribution to schools

6. Thorough practice of setups through school visits

7. Monitoring contest-related

Note: PEO=Province Education Office, DEO=Directorate Education Office

Note: GTZ may take part in open participation consultations depending on the cooperation setup.

Note: contents in red indicate schools not targeted for soft components.

Table 10 Work Contents by Area of Responsibility

		Work Contents	Burden	
1	Japan side	1	In consultations with GTZ, grasp lessons learned from activities and overlapping points, and use this knowledge in future activities	Introduction of PCM to open participation consultations, distribution of necessary data, set of records and cleaning utensils, etc. Paper and other stationery for preparing setup diagrams. Provision of vehicles Preparation of monitoring survey forms
		2	Stage open participation type consultations.	
		3	Based on the results of open participation consultations, prepare feasible setups in final consultations with the authorities (administration), and draw up diagrams.	
		4	Visit each school and conduct explanations and guidance to enable the setups that were distributed in advance as diagrams by the authorities to be implemented.	
		5	Follow-up continuing guidance once every two months. Analyze the monitoring results.	
		6	At the end of each period, carry out final contest screening and assist the awards ceremonies conducted by the authorities.	
		7		
2	Yemen administrati	1	Prepare for the open participation consultations and secure each school's participation.	Thorough dispatch of call up forms to each school, preparation for staging over two days, securing of meeting rooms on the day Provision of vehicles Assistance in forming F & M in those schools that have none prior to introduction of soft components Personnel arrangements and supply of vehicles Preparation for staging awards ceremonies, calling up at each school, securing of ceremony rooms, prizes and certificates Arrangement of departments and officers in charge and preparation of record files from each school The cost of the repairing of major damage in schools Supervision, continuing visits and guidance, and irregular monitoring, etc. at each school
		2	consultations with the authorities (administration), and draw up diagrams with Japanese expert	
		3	Distribution the diagrams (with record registers, etc.) to each school prior to the visits by Japanese experts.	
		4	Secure bases for effective activities by F & M councils.	
		5	Conduct guidance and take the main initiative in contest screening when visiting each school once every two months.	
		6	Take the lead in staging contents and award ceremonies for each school.	
		7	Prepare the way for the administrative side's response and assume responsibility for supervising the smooth operation of the setup.	
		8	Measure the major damage in schools.	
		9	Following each period, conduct preparation and guidance at non-target schools to help them adopt similar systems.	
		10	Following each period, continue similar activities to ensure that the introduced setups take root at each school.	
		11		
3	Yemen school side	1	School staff and F & M representatives should actively take part in the open participation consultations.	Securing of part of the maintenance cost
		2	Vigorously introduce the setups that are decided in the open participation consultations.	
		3	1. Schools and F & M should fully cooperate in carrying out monthly inspections and effective repairs of facilities.	
		4	2. Instruct students to give them awareness of cleaning and introduce systems for duty and work division.	
		5	3. Keep records of activities and report to the authorities once per month.	
		6		
4	Local staff	1	2. Assist the Japanese experts (including interpreting).	
		2	Working as assistant staff of the administrative authorities, visit schools once every two months and offer guidance on contests and screening.	
		3		

## APPENDIX-10 References



## The Project for Construction of Basic Schools

### References

#### General

Code	Source	Title	Language	Year	Pages	Type
GN-01	Dept. of Statistics	General Report on Periodical Educational Survey for 2000/2001	English	2001	405	Copy
GN-02	CSO	Statistical Year-book 2000	English	2001	464	Original
GN-03	CSO	Statistical Year-book 1998	English	1999	408	Original
GN-04	MOPD	Yemen: Human Development Report 2000/2001 (Draft)	English	2002		Copy
GN-05	MOPD	Yemen: Human Development Report 1998	English	1998		Original
GN-06	MoPD(CSO)	Summary of Final Results Household Budget Survey	English	1999	55	Original
GN-07	MOE,Statistics	Final Report, Results of the Educational Survey, Country 1999/98	Arabic	1999		Copy
GN-08	MOE,Statistics	Final Report, Results of the Educational Survey, Ibb, 1999/98	Arabic	1999		Copy
GN-09	MOE,Statistics	Final Report, Results of the Educational Survey, Taiz,	Arabic	1999		Copy
GN-10	MOE,Training & Qn	Students' Guidance to join in High Institute for Teachers	Arabic	N.A.		Copy
GN-11	MOE,Training & Qn	Digital Distribution for Training Courses, External Visits and Qualification Activities 2001-2005	Arabic	2001		Copy
GN-12	MOE,Statistics	Statistics, High Institutes, Students and Employees, 1998/99	Arabic	1999		Copy
GN-13	MOE	Curriculum 2002, Curriculum sector	Arabic	2002		Copy
GN-14	MOE	Standards of Determination of School	English Trans.	N.A.	10	Copy
GN-15	NSOC	Annual Seismological Bulletin: National Seismological Network	English	2001	30	Original
GN-16	NSOC	The Earthquake Ground Cracks in Jahran Basin & Adjacent Areas "DHAMAR - YR"	English	N.A.	11	Copy
GN-17	MOE	National Education Law	Arabic	1998		Copy
GN-18	MOE	Education 5 Year Plan	Arabic	N.A.	18	Copy
GN-19	MOE	New School Implementation	Arabic	N.A.	2	Copy
GN-20	MOE	Cschool Mapping Survey Sheets	Arabic	N.A.	15	
GN-21	MoE	Strategy paper for Girl's education	Arabic	2001	32	Copy
GN-22	MoE	Contract Condition in Yemen	Arabic	1991	24	Original
GN-23	MoE	General Specification	Arabic	1995	175	Original
GN-24	MoE	Cost Analysis 2002 Sanaa	Arabic	2002	22	Copy
GN-25	MoE	Cost Coefficient in Yemen	Arabic	N.A.	19	Copy
GN-26	MoE	36 classroom type basic school in Sanaa building cost table	Arabic	2001	35	Copy
GN-27	Sana'a Univ. Education Dept.	Statistical Year 2000/99	English	2000	213	Original
GN-28	Sana'a Univ. Education Dept.	Education system in Yemen	Arabic	2002	256	Original
GN-29	Sana'a Univ. Education Dept.	All about Education in Yemen Past and Future	Arabic	1994	448	Original
GN-30	Sana'a Univ. Education Dept.	Training and Vocational -organization, development and direction in Republic of Yemen,	Arabic	2002	285	Original
GN-31	Sana'a Univ. Education Dept.	Islamic practice in University	Arabic	2000	284	Original

## Donor Related

Code	Source	Title	Language	Year	Pages	Type
DN-01	UNDP,ESCWA, MoPD CSO,	Woman and Men in Yemen Statistical Portrait	English	1997	176	Original
DN-02	GTZ,RoY,MoE	Training of Teacher Trainer - Course : Yemeni - German Project	English	2001	4	Copy
DN-03	GTZ,RoY,MoE	Yemeni - German Project Health & Environmental Education in Primary School	English	2001	3	Copy
DN-04	GTZ, Ibb	Workshop on Parents Councils and Their Role in Creating A Model School	English	2000	33	Copy
DN-05	Governorate kfw	2 Classroom type basic school drawing (Arabic)	Arabic	2001	13	Copy
DN-06	KfW	3 Classroom type basic school drawing (Arabic)	Arabic	2001	14	Copy
DN-07	KfW	4 Classroom type basic school drawing (Arabic)	Arabic	2001	16	Copy
DN-08	KfW	8 Classroom type basic school drawing (Arabic)	Arabic	2001	15	Copy
DN-09	KfW	4 Classroom type basic school building cost table (Arabic)	Arabic	2001	14	Copy
DN-10	World Bank	6 Classroom type basic school in Sanaa building cost table (Arabic)	Arabic	2001	28	Copy
DN-11	SFD	Clinic Building Cost Table (Arabic)	Arabic	2001	17	Copy
DN-12	SFD	8 Classroom type basic school drawing (Arabic)	Arabic	2000	8	Copy
DN-13	SFD	8 Classroom type basic school building cost table (Arabic)	Arabic	2000	33	Copy
DN-14	SFD	Social Fund for Development, 2000 Annual Report	English	2000	33	Original
DN-15	GTZ/KfW/DED	Improvement of Basic Education: Planning Workshop for PhaseII (2002-2002)	English	2002	26	Copy
DN-16	GTZ	Status Report of Technical Cooperation with FGR	English	2002	3	Copy
DN-17	GTZ	M&E Report Health and Environmental Education In Primary Schools Project	English	1999	13	Copy
DN-18	DED	Project Framework	English	2002		
DN-19	DED	The Social Service in the Governorate Ibb	English	2002		
DN-20	GTZ	Training of Teacher Trainers-Course II	English	N.A.		

## Taiz Governorate

Code	Source	Title	Language	Year	Pages	Type
TZ-01	MoE	8 Classroom type basic school drawing (Arabic)	Arabic	2000	8	Copy
TZ-02	MoE	8 Classroom type basic school building cost table (Arabic)	Arabic	2000	32	Copy

## Ibb Governorate

Code	Source	Title	Language	Year	Pages	Type
IB-01	GEO Ibb	Standard School Building Drawings (3 - 6 Classroom type)	Arabic	N.A.	8	
IB-02	UNICEF, Ibb	Standard School Building Drawings (1 classroom type)	Arabic	N.A.	5	