

付録 9

Appendix 9

**An Impact Analysis of the JICA Broadening Regional
Initiative for Developing Girls' Education (BRIDGE)
Project**

A Comparative Analysis of Baseline and Endline Surveys

By

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Abbreviations

BEDS:	Basic Education Development Strategy
BRIDGE:	Broadening Regional Initiatives for Developing Girls' Education
C/P:	Counterpart Personnel
CPU:	Community Participation Unit (Governorate Level)
DEO:	District Education Office
FC:	Fathers' Council
F/M ratio:	Female to Male Student Ratio
FY:	Fiscal Year
GEO:	Governorate Education Office
GES:	Girls' Education Sector (Ministry Level)
GEU:	Girls' Education Unit (Governorate Level)
GFO:	Governorate Finance Office
JICA:	Japan International Cooperation Agency
MC:	Mothers' Council
MOCS:	Ministry of Civil Service
MOE:	Ministry of Education
MOF:	Ministry of Finance
SC:	School Committee
SIP:	School Improvement Plan
SY:	School Year
YER:	Yemeni Rial

1. Objectives of the Assessment

The main objectives of the impact assessment report are as follows:

- A first objective of the report is to measure the changes between baseline and endline in terms of number of girls' student enrollment in pilot schools and control schools.
- The second objective of the report is to measure the changes occurred in pilot schools in terms of school environment including facilities, teachers and various activities.
- The third objective is measure the extent the behavior and ways of thinking changed toward school and education among head teachers, teachers and parents in the project area during the last three years by measuring the change between endline questionnaire and baseline questionnaire.
- The fourth objective is to identify which activities are the most useful for girls' education from the perspectives of head teacher, teachers and parents by comparing their responses.
- Last objective is, to measure the kind of appropriate approaches or activities most effective to increase the number of female students.

2. Methodology

For this comparison, BRIDGE Project has collected data from pilot schools and control schools in different period of time. At the project launching period in August 2005, the project has conducted the baseline survey and collected baseline information and enrollment data of the school year 2004/2005. On the other hand, at the project completion period in May and June of 2008, it has conducted the endline survey and collected endline information and enrollment data of the school year 2007/2008 from the same selected schools. The data were collected by using different questionnaires from schools, head teachers, teachers and parents and focus-group interviews with parents and students. The project used similar questionnaires for collecting data in both baseline and end line survey. This impact assessment is done based on the collected information from two surveys.

3. Sample Size of the Research

The data used in this analysis come from the JICA BRIDGE project, Yemen. Around 1,428 respondents from 59 pilot schools of 9 sub-districts in 6 districts and approximately 25 control schools of two sub-districts in two districts of Taiz governorate were selected for the analysis. For pilot schools 1 sub-district namely Serbait was selected from the district Same; 3 sub-districts namely Kama'ehrah, Akharak and Al-Awman from the district Mawiyah; 2 sub-districts namely Al-Akhooz and Al-Habaiba from the district Maqbana; 1 sub-district namely Al-Dharifa from the district Al-Waziyah; 1 sub-district namely Al-Gom'ah from Al Makha and lastly, 1 sub-district namely Bany Al-Hakam from Dubab.

One head teacher from each school was interviewed for both school survey and head teacher survey, five teachers from each school were interviewed for teacher survey and for parents' survey both father and mothers were selected. Among parents, five fathers including two father's council member and three non-council members and five mothers including two mother's council members and three non-council members were selected for the survey.

Table 1 Sample size of the pilot and control school for endline survey

	Questionnaire respondents per school	Number of planned schools			Number of actual respondents		
		Pilot	Control	Total	Pilot	Control	Total
School Survey	1	59	25	84	59	22	81
Head Teacher Survey	1	59	25	84	59	22	81
Teacher Survey	5	59	25	84	287	95	382
Parents Survey	5	59	25	84	591	261	852
Total					996	400	1,396

Source: JICA-BRIDGE Project Team.

4. Findings of the Analysis

4.1.1 Number of Enrollment

(1) Number of Enrollment in Pilot School

Table 2 and 3 indicate the increased female and male enrollment for all grades as a result of the project. First of all, from the tables, it is clear that both male and female student numbers were increased in the three years. In grade one and grade two enrollment rates for female increased 12.1 percent points and 15.8 percent points, while the enrollment rate for male increased 30.7 percent at grade one and 23.3 percent at grade two. Increase rate of the enrollment is higher for male students than female students at these grades. At other grades, the female enrollment increase rate is higher than one of male enrollment. It can be said that though the enrollment in last grade of basic education is less in comparison to grade one for both baseline and endline, enrollment rate in end line increased satisfactorily for all grades and both sexes as compared to that of baseline.

Table 2 Number of female students enrolled in different grades

Enrolled Female Students	Baseline (2004)	Endline (2007)	Retention Rate (%)	% Increased
Grade 1	1,888	2,117		12.1
Grade 2	1,507	1,745		15.8
Grade 3	857	1,698		98.1
Grade 4	622	1,287	68.2	106.9
Grade 5	622	984	65.3	58.2
Grade 6	336	627	73.2	86.6
Grade 7	214	436	70.1	103.7
Grade 8	143	294	47.3	105.6
Grade 9	92	245	72.9	166.3
Total	6,281	9,433		50.2

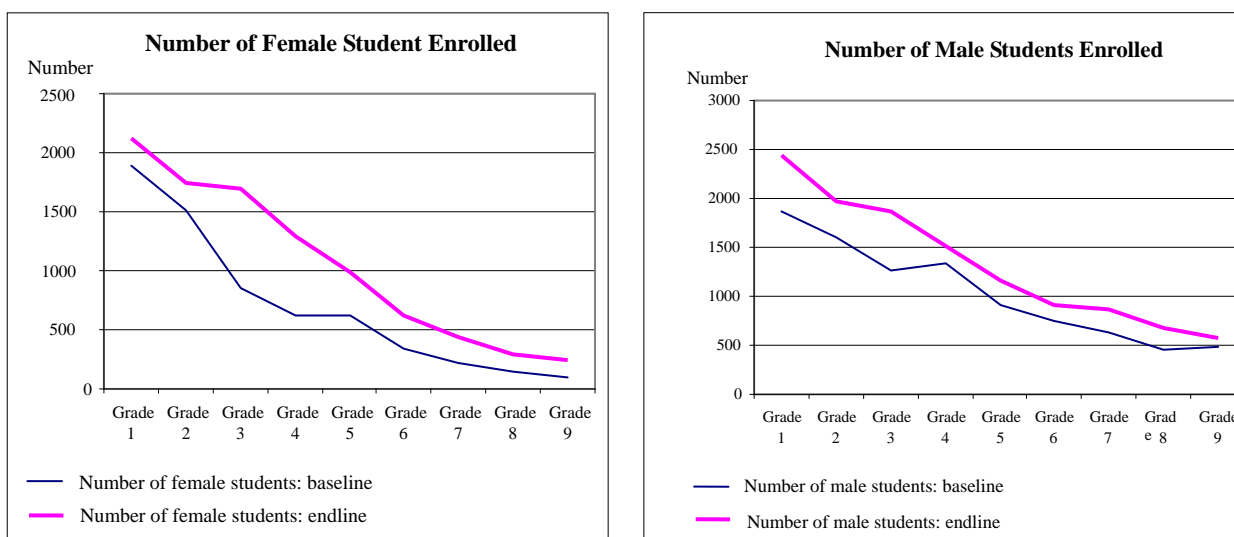
Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 3 Numbers of male students enrolled in different grades

Enrolled Male Students	Baseline (2004)	Endline (2007)	Retention Rate(%)	% Increased
Grade 1	1,870	2,444		30.7
Grade 2	1,599	1,972		23.3
Grade 3	1,261	1,865		47.9
Grade 4	1,341	1,519	81.2	13.3
Grade 5	916	1,164	72.8	27.1
Grade 6	749	918	72.8	22.6
Grade 7	639	871	65.0	36.3
Grade 8	457	676	73.8	47.9
Grade 9	480	574	76.6	19.6
Total	9,312	12,003		28.9

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 1 shows the trend of registered female and male students from grade 1 to grade 9.

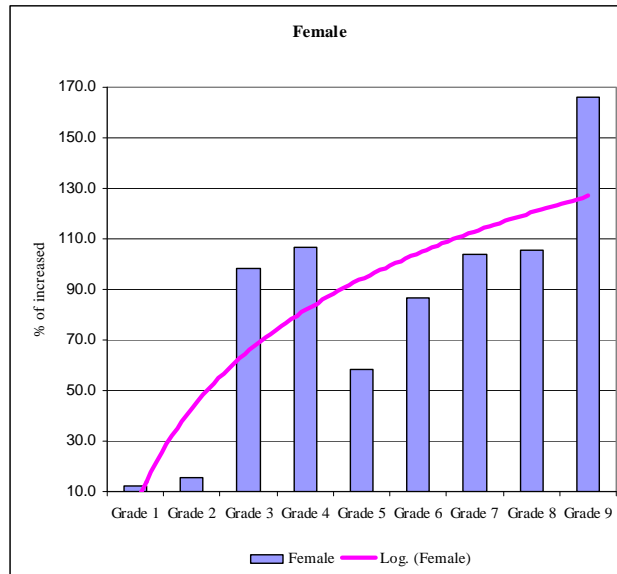


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 1 Trend of enrolled female students

The following Figure 2 and 3 show the percentage of male and female students increased between baseline and endline. Female enrollment in upper grades in BRIDGE Project increased more than boys' enrollment. There log of growth for female shows the continuous growth trends in higher grade. In 2005, the number of female students in grade one was 1,888 which grew up at 2,117 in 2007, at the same way number of female student at grade four was 622 in base line data which grew up 106.9% in 2007 endline data.

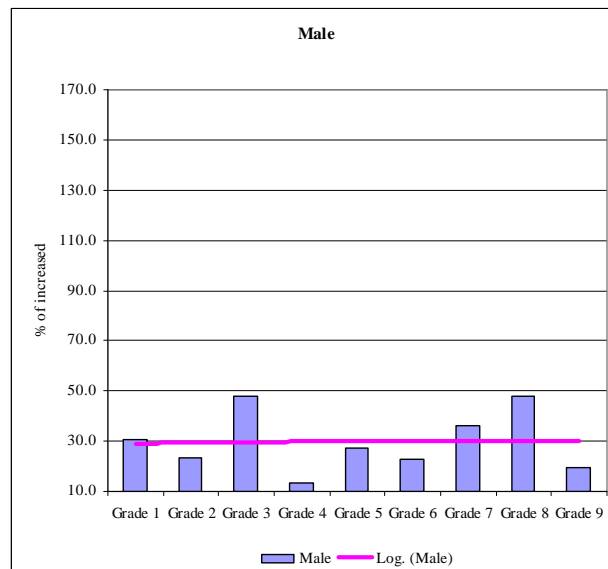
The remarkable change has been found in grade nine where the number of student increased by 166.3 percentages from the baseline data. It is a clear indication of the success of the BRIDGE Project that girl students in higher grade has responded to the BRIDGE project activities and continued their study to complete grade nine. The focus-group interviews at the end line survey with students also stated that 83% students want to study up to university. Focus group interviews with students also informed that 91.7% parents encourage them to go to schools.



Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 2 Percentage of growth for female students between 2004 and 2007 in each grade within pilot schools

It should be noted that increasing retention rate is remaining issue as shown in Table 2 and 3 in addition to increasing enrollment of male and female students.

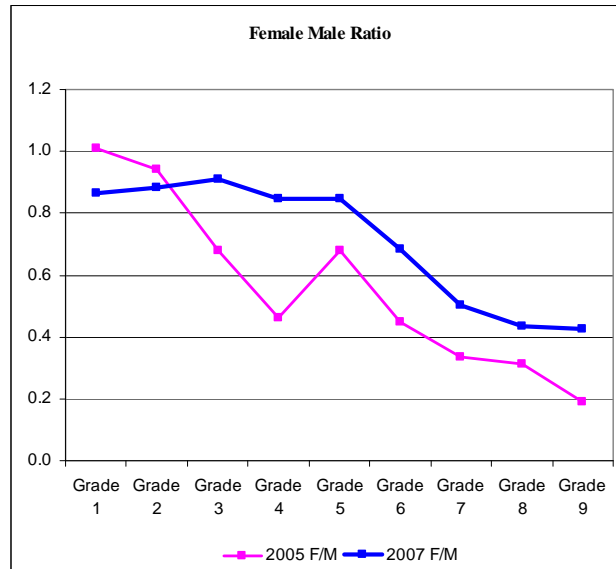


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 3 Percentage of growth for male students between 2004 and 2007 in each grade within pilot schools

Female to male student ratio (F/M ratio) in total was improved from 0.67 in 2004 to 0.79 in 2007. Figure 4 shows the F/M ratio by grade. F/M ratio was improved in all grades except grade one and grade two. This situation is linked to the higher increase rate of male students at grade one and grade two. Eighteen schools out of the 59 BRIDGE pilot schools received the food program for girls' students by WFP when the BRIDGE project was started. At these schools,

number of female enrollment was higher than male at the baseline year. Since the BRIDGE project encouraged female students' enrollment without excluding male students, higher male student increase were observed, and F/M ratio at grade one and grade two were slightly worsened.



Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 4 Female to male student ratio in each grade within pilot schools

(2) Number of Enrollment in Control Schools

Table 4 and 5 show the number of male and female enrollment at the control schools collected by BRIDGE project. In both cases, percentage of enrollment changed irregularly, which means, in some cases it increased while others decreased. The female enrollment at endline in grade one, grade two, grade six, grade eight and grade nine are decreased from the baseline data. On the other hand, male enrollment at grade two, grade three, grade six, grade eight and grade nine are decreased instead of increased from the baseline data. Highest percentage of retention rate for female is found in grade six while highest percentage of male retention is found at grade seven.

Comparing the enrollment trend between pilot schools and control schools, it could conclude that enrollment at pilot schools is improved in better way.

Table 4 Numbers of female students enrolled in different grades in control school

Grade	Baseline	Endline	Retention Rate (%)	% Changed
Grade 1	568	341		-40.0
Grade 2	485	284		-41.4
Grade 3	237	296		24.9
Grade 4	229	282	49.6	23.1
Grade 5	209	235	48.4	12.4
Grade 6	173	165	69.6	-4.6
Grade 7	106	117	51.0	10.4
Grade 8	127	115	55.0	-9.4
Grade 9	105	103	59.5	-1.9
Total	2,239	1,938		

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

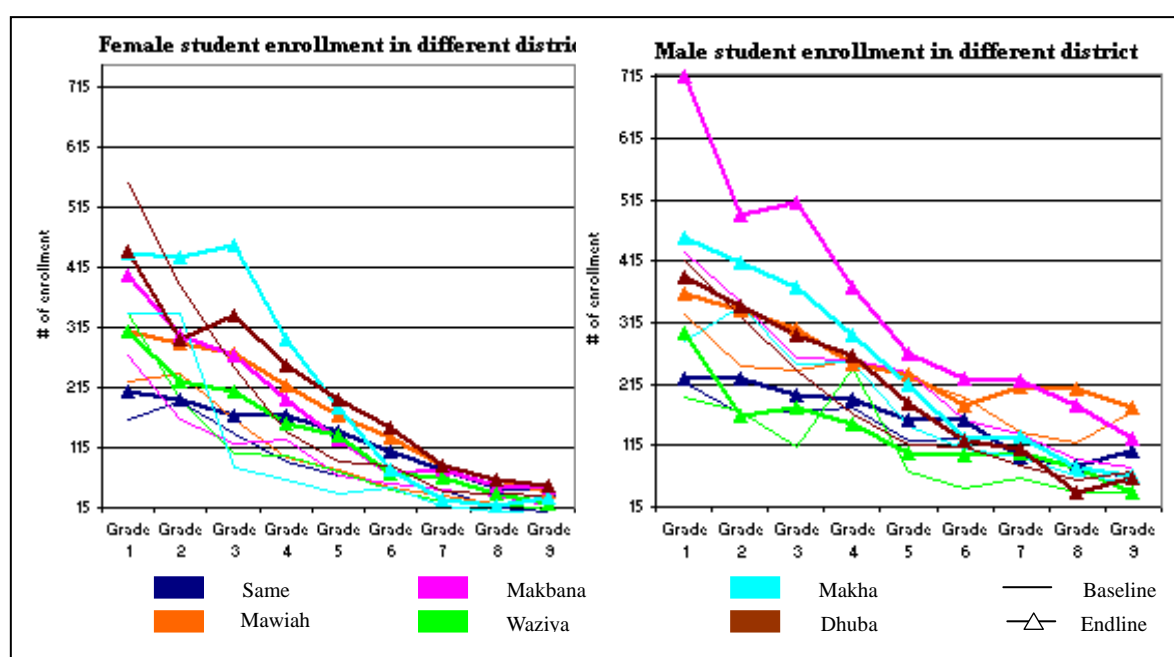
Table 5 Numbers of male students enrolled in different grades in control school

Grade	Baseline	Endline	Retention Rate (%)	% Changed
Grade 1	380	434		14.2
Grade 2	368	305		-17.1
Grade 3	290	223		-23.1
Grade 4	238	242	63.6	1.7
Grade 5	222	235	63.8	5.9
Grade 6	249	179	61.7	-28.1
Grade 7	174	162	68.0	-6.9
Grade 8	154	121	54.5	-21.4
Grade 9	166	138	55.4	-16.9
Total	2,241	2,039		

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.1.2 Number of Enrollment in Targeted Districts

Figure 5 shows male and female enrollment in baseline and endline by targeted districts of Taiz governorate. Female student enrollment for grade one is very high in Dubab for baseline while male enrollment at endline is very high at Maqbana district. Female student enrollment in Al Makha district increased slowly up to grade three but it decreased sharply from grade four at the endline. In almost all cases in both pictures, enrollment increased at the endline and the curve goes down slowly to the downwards up to grade nine compared to the baseline, which indicates the highest retention rate in all grades at the endline survey.



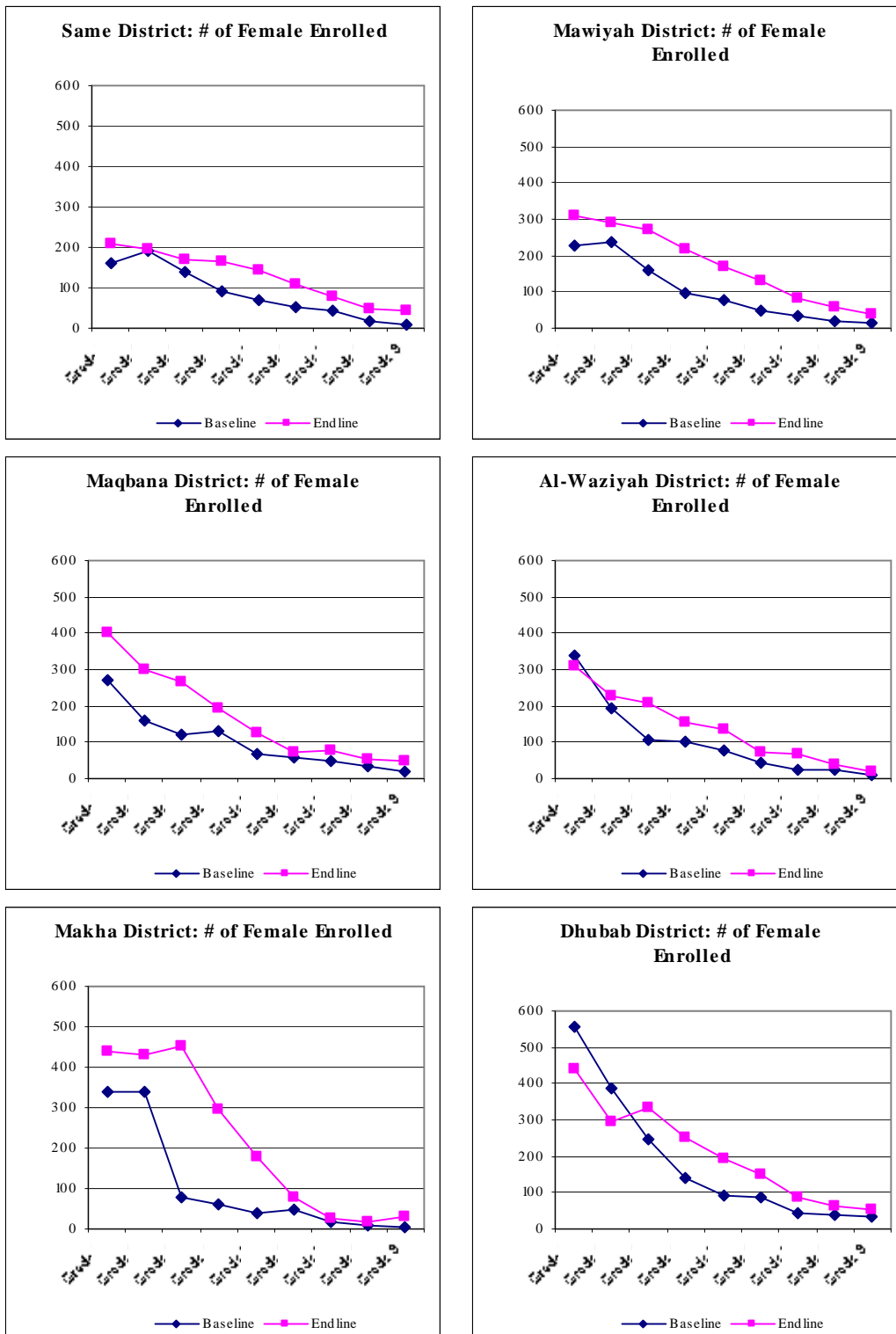
Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 5 Change of students enrolled in different grades in selected district

(1) Trend of enrolled female students in each district

Following graphs in Figure 6 show that a greater number of female students enrolled in grade one in all districts except Al Waziyah and Dhubab at endline as compare to baseline. For Al

Makha district, the enrollment goes up till grade three and the enrollment difference between baseline and endline is also high which shows a unique character among all districts.

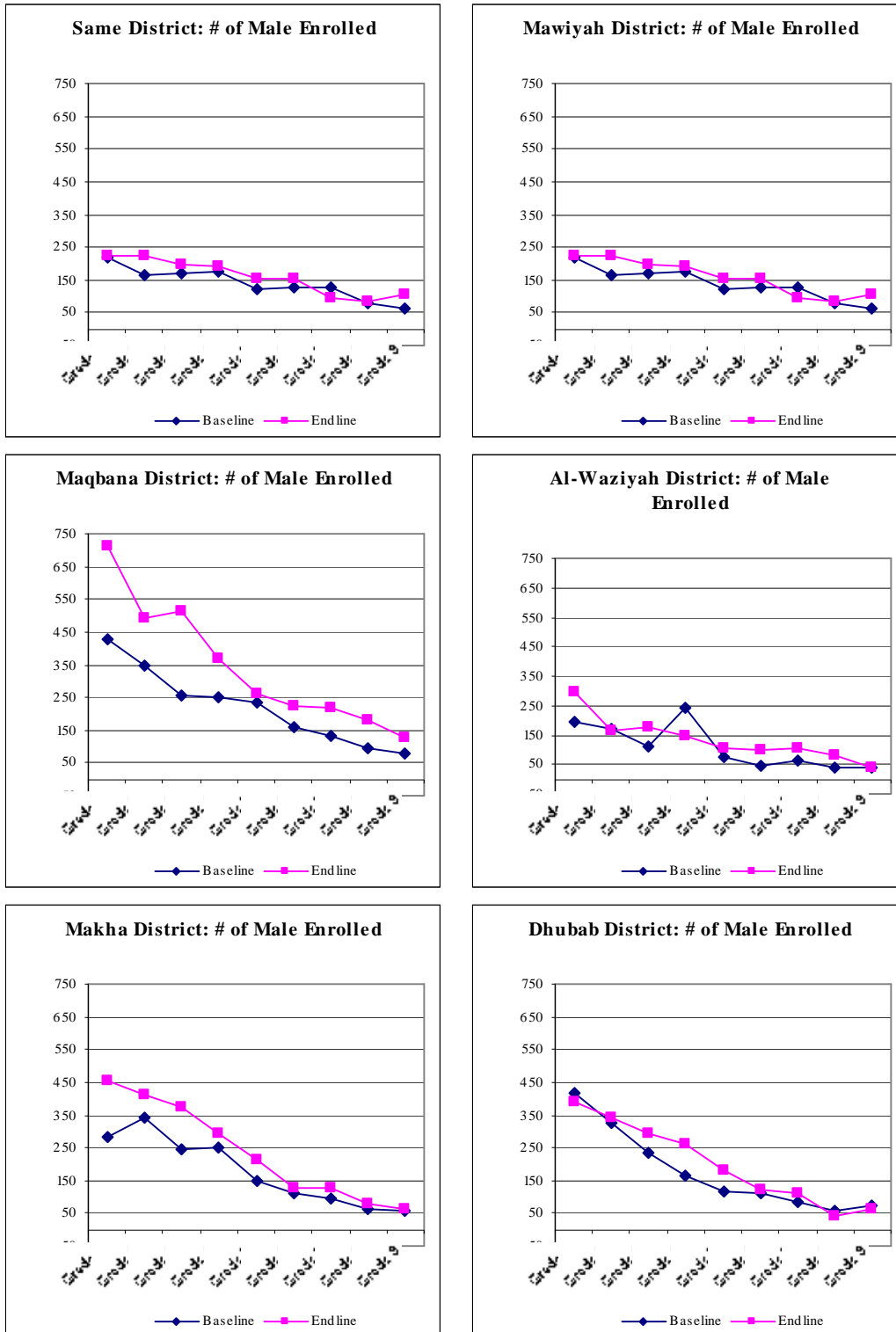


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 6 Trend of enrolled female students

(2) Trend of enrolled male students in each district

Although BRIDGE has not worked for increasing male enrollment, fortunately, male student increased in all districts except Dhubab. Huge difference between baseline and endline has found in Maqbana district.

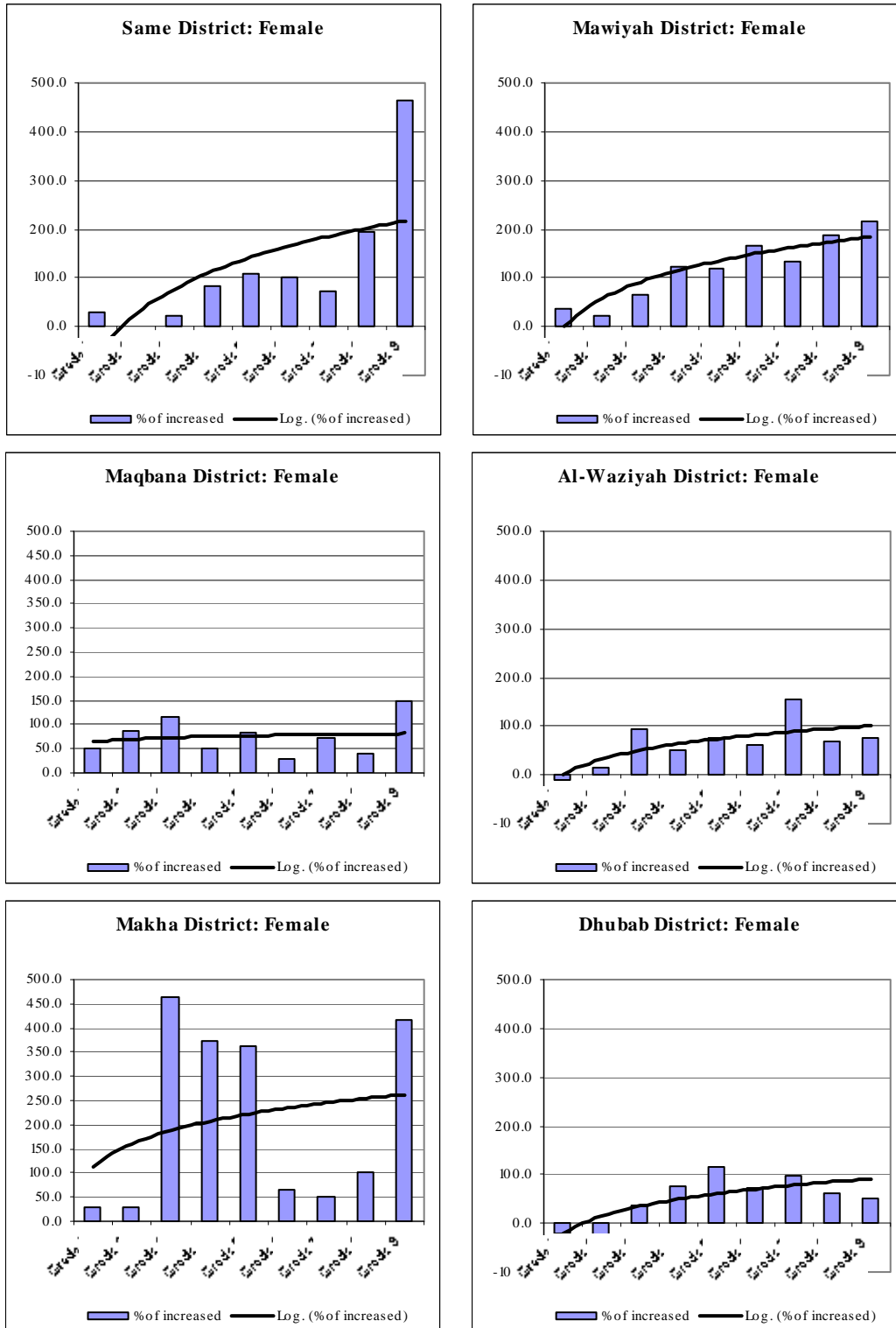


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 7 Trend of enrolled male students

(3) Percentage of change of female students between baseline and endline in each district

The graphs below tell the high percentage of growth of female enrollment in Al Makha and Same district for upper grade. The growth is low in Dhubab and Al Waziyah district. In Al Makah district the enrollment for grade three, four and five are the highest among all.



Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 8 Percentage of change of female students between baseline and endline

(4) Percentage of change of male students between baseline and endline in each district

The highest number of male students' enrollment in Maqbana district in all grades is found in the graph below. There is an upward trend in upper grades at all districts except Dhubab and Makah.



Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 9 Percentage of change of male students between baseline and endline

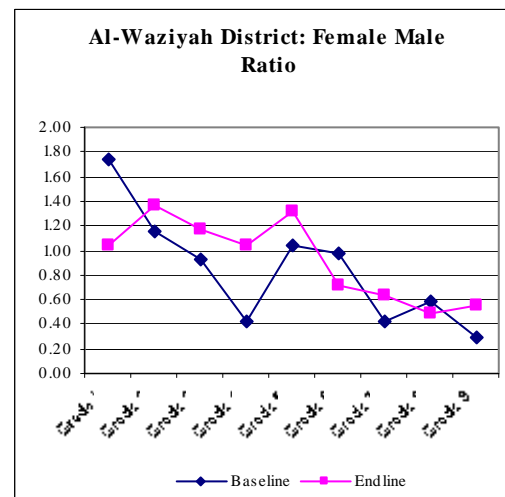
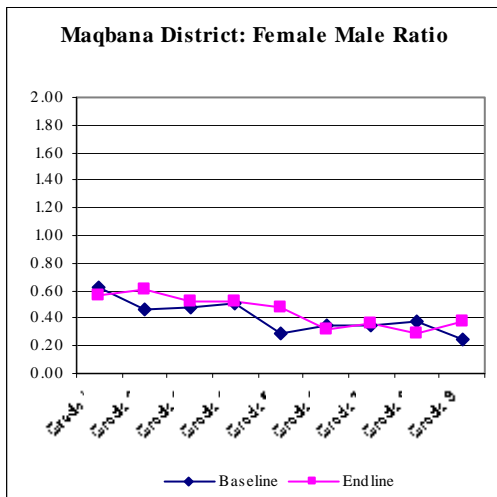
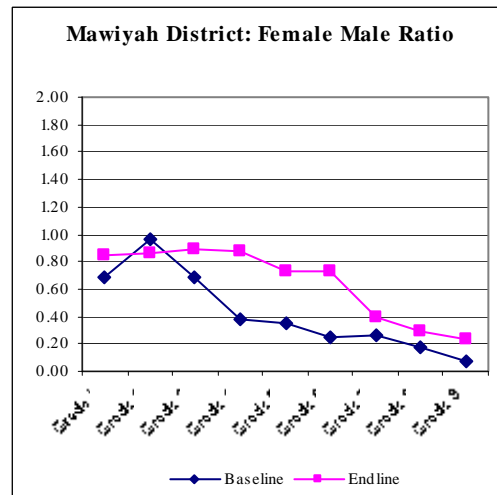
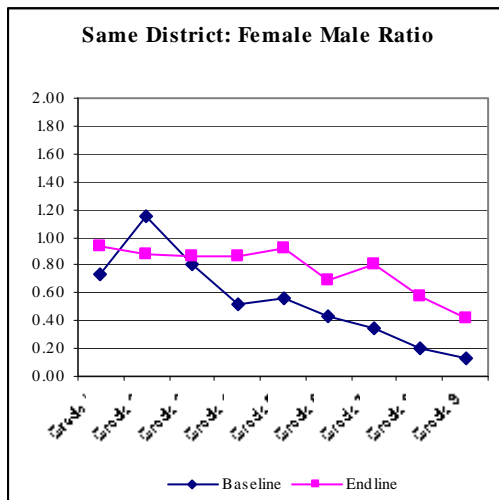
(5) Female male ratio in each Grade in Pilot Schools in each district

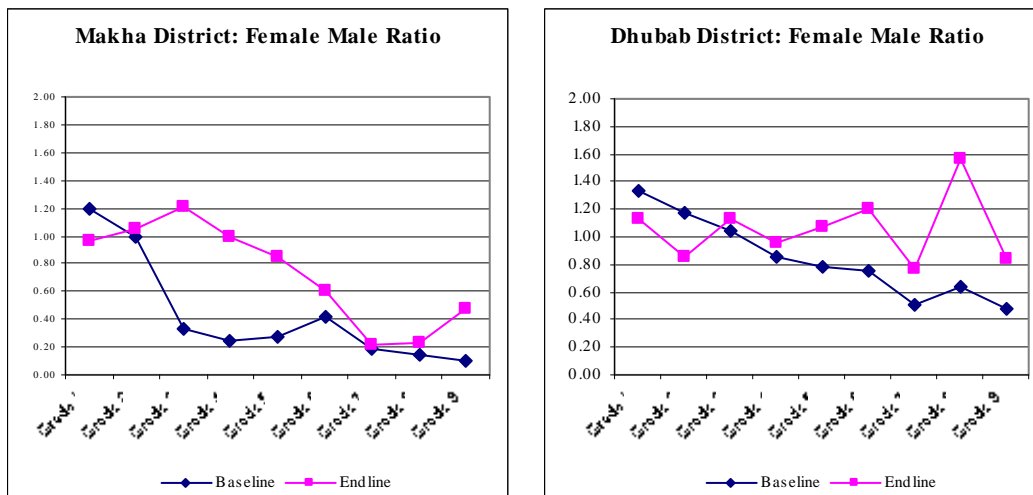
The table and figures below show the female male ratio for all selected districts. In all cases, the ratio goes up in the upper grade as compared to baseline. This trend indicates the comparatively low gap between female and male enrollment in upper grades.

Table 6 Changes of F/M ratio by pilot district between baseline and endline

	Same	Mawiyah	Maqbanah	Al Waziyah	Al Makha	Dhubab
2004	0.54	0.43	0.41	0.84	0.43	0.84
2007	0.77	0.65	0.45	0.93	0.73	1.06

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.





Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 10 Female male ratio in each Grade in Pilot Schools

4.2 Improvement of School Environment

Table 7 shows the changes made by BRIDGE project in case of teachers and classrooms. Total 192 number teachers increased within the period 2004/5 and 2007/8 among whom 154 are contract teachers and the rest are employed by government. In context of gender, percentage of female teachers raised in comparison to their counterpart. Especially, female contract teachers increased in highest proportion. On the other hand, 62 number classrooms increased within the project period.

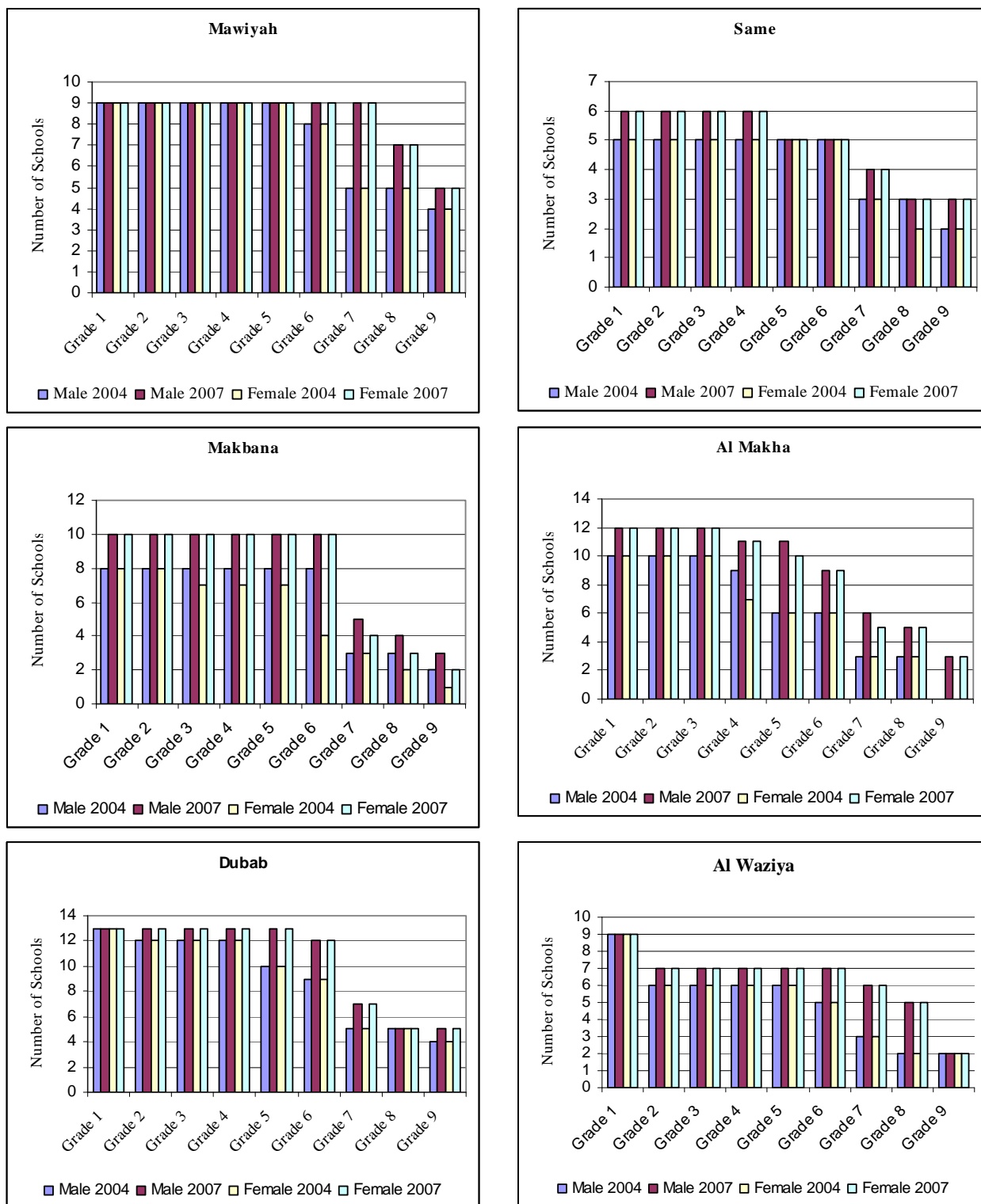
Table 7 Numbers of Teachers and Classrooms in different Year

Changes made by BRIDGE Project: Teachers, Classrooms	Number of Teachers				Classrooms
	Government		Contract		
	Male	Female	Male	Female	
2004/5	497	30	10	4	278
2007/8 (June 2008)	515	50	111	57	340
Difference:	18	20	101	53	62

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.2.1 Number of Offered Grades

The number of grades offered at the schools was increased after introduction of BRIDGE Project. In 2004, 13 schools out of 59 (22.0%) offered complete grades of basic education from grade 1 to grade 9, which raised to 20 schools in 2007. Figure 11 shows schools in the selected districts by offering new grades.



Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 11 Change made by BRIDGE Project by offering new grades

4.2.2 Improvement of School Facilities

From Table 8, it is revealed that BRIDGE project has contributed significantly to increase school facilities in pilot schools. Total number of all school facilities has increased except textbooks. Numbers of classrooms has increased by 25 percent from baseline to endline while classrooms for female students almost doubled. Toilet for female students increased tremendously which plays an important role for increased female enrollment. Previously there was only one drinking water facility, while with the intervention of BRIDGE 39 drinking water facilities have been introduced. Quantity of other school facilities, including sport field, school fence, desks and chairs for students, blackboards, have also been raised during the endline of the project in compare to the baseline.

Table 8 Available School Facilities and Equipments

School Facilities	Numbers	
	Baseline (2004)	Endline (2007)
Classrooms	337	420
Classrooms for female students	44	79
School library	1	5
Books in the library	0	310
Laboratory	2	2
Teachers room	11	25
Sport field	11	20
Toilet for male students	39	64
Toilet for female students	9	66
Drinking water	1	39
Electricity	2	1
School fence	5	26
Desks and chairs for students	2,844	5,118
Blackboards	310	377
Text books	2,061	912

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.2.3 Opinions of Head Teacher Regarding the Condition of School Facilities

To assess the opinion of head teachers, the answer sheet is normalized by weighted method. In this method, the frequency of answer is calculated in percentage. Based on the relative importance of each condition the five point scale is converted from high to low. The percentage of the each answer is then multiplied by each value of weight. In this calculation, “Very Bad” and “Bad” are negative answer and the intensity of “Very Bad” is high than “Bad”. In the same way, “Very Good” is more positive than “Good”. The “Fair” seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for “Very Bad”, “Bad”, “Fair”, “Good” and “Very Good” responses respectively. Then the percentage of frequency is multiplied by the corresponding given weight to get the score. The explanation is given based on the score. The minimum value of the score is -2 and maximum value is +2.

Table 9, indicates the opinions of head teacher regarding the condition of school facilities and equipments. Data shows that condition of the most of the school facilities has been improved, such as, classrooms, classrooms for female students, teachers room, toilet for both male and female students, drinking water, school fence, desks and chairs for students, blackboards, etc. It is seen from Table in annex that 22 percent classrooms were in very bad condition and 20 percent in bad condition during baseline of the project, while only 1.69 percent was in very bad and 6.78 percent in bad condition during end line of the project. Data shows that 27 percent

classrooms are found in very good condition and 49 percent in good condition through the intervention of BRIDGE Project. In case of classrooms for female students, most responses are missing, so the actual feature is not revealed. In case of toilet for female students, only 3.7 percent were in good condition during baseline, while in end line 29 percent found in good condition. Condition of desks and chairs for students and blackboards was also improved markedly. Data reveals that condition of only 9 percent desks and chairs for students found in very good condition during baseline, while it rose to 25 percent at the end of the project. Electricity still not provided by the BRIDGE Project. The normalize-weighted score summarized the results of the head teachers' opinion.

Table 9 Opinions of head teacher regarding the condition of school

School Facilities	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Classrooms	-0.25	0.93	There is a significant difference between baseline and endline. The score in the baseline is negative but the endline score is positive. BRIDGE has constructed a lots of class rooms in the selected schools. So a significant change has found between endline and baseline results. It changes from negative to positive. The baseline data in 2004 shows that the selected schools have 337 classrooms which rose to 420 in 2007. The value is very close to one and also got the highest score. Among the all indicators shown here indicates that head teachers are much more satisfied with the condition and facilities of the class rooms.
Classrooms for female students	-0.02	0.19	The score in baseline is negative which indicates that the condition of class rooms for female student were insufficient which changed to positive value indicating that head teachers are satisfied with the condition of class rooms for female student. BRIDGE has constructed and repaired a lots of class rooms for girls in the selected schools. Local community with the activities of BRIDGE project regularly cleans up class rooms. So a significant change has found between endline and baseline results.
School library	0.00	-0.15	Form baseline data it is seen that only one school has one library among the 56 schools. Most of the head teacher had no idea about the library and they did not say anything in response to this question. With the assistance of BRIDGE project five schools has built library among the 59 schools. At the endline survey it is seen that head teacher realized the necessity of school library and they gave their opinion to response to the question about school library though they are not satisfied with the present condition of the library.
Books in the library	-0.04	-0.17	It seems that head teachers are not satisfied with the condition of the books in the library. The baseline data tells that only one school has one library among the 56 schools but it has no books. However, endline data shows 310 books in 5 libraries among 59 schools.
Laboratory	-0.02	-0.09	BRIDGE supported only one school laboratory. Therefore, conditions of laboratory cannot be much improved.
Teachers room	-0.02	0.19	BRIDGE has some activities to cleanup and to repair the teachers' room in the selected schools. So a significant change has found between endline and baseline results. It has changed from negative to positive. In the baseline, no. of teachers' room was 11 which climb up to 25 at the endline.

School Facilities	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Sports field	0.04	-0.05	BRIDGE had no activities to upgrade sports field.
Toilet for male students	-0.02	0.41	BRIDGE has constructed toilets for male students in the selected schools. So a significant change has found between endline and baseline results. It changes from negative to positive value which indicates that at the time of baseline the condition of toilet for male students were bad but now head teachers are quite satisfied with the condition of the male toilets.
Toilet for female students	-0.02	0.61	BRIDGE has constructed lots of toilets for girls in the selected schools. So a significant change has found between endline and baseline results. Its change from negative to positive value indicates that at the time of baseline the condition of toilet for female students were bad but now head teachers are quite satisfied with the condition of the female toilets. The value at the endline also indicates that toilets for female are better than male toilets. BRIDGE has especial activities to regularly clean up and maintain and ensure sufficient water in the female toilets.
Drinking water	0.02	0.66	Schools could not use JICA funding for purchasing water. However, local contribution supported providing drinking water. With the activities of the BRIDGE project 39 schools have drinking water facilities. So a significant change has found between endline and baseline results.
Electricity	0.02	-0.05	BRIDGE has not done any activities to improve the electricity problem.
School fence	0.02	0.58	BRIDGE has no direct activity to construct school fence but it has indirectly supported to build, repair and maintain school fences while BRIDGE constructed classrooms. At the baseline result, only five schools has school fence which increased to 26 in the endline result.
Desks and chairs for students	0.11	0.68	With the activities of the BRIDGE Project, almost all selected schools improved or bought desks and chairs for students to ensure sufficient seating facilities for both male and female students. So a significant change has found between endline and baseline results. The score in endline improved more than the baseline which clearly indicates the improvement result.
Blackboards	-0.20	0.75	BRIDGE has constructed or bought, repaired and maintained a lot of blackboards to ensure sufficient class room facilities and quality education. So a significant change has found between baseline and end line results. It changes from negative to positive. It has got the second highest score among the end line scores which indicates that head teachers are quite satisfied about the improvement of this facility done by the BRIDGE project during the last three years.
Textbooks	0.24	0.14	BRIDGE has not worked on Textbooks

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.3 Head teacher’s Perception Toward School Management

4.3.1 Head teacher’s Role for School Management

Recognizing that head teacher plays a vital role for school management, BRIDGE project developed a pilot training for selected districts’ head teachers in Year 2 and expanded the training to all the 59 head teachers in Year 3. However, the table below on head teacher’s views for better school management at the endline of the project does not show satisfactory changes in compare to the baseline result. According to the survey data, head teachers found active in improving school management in both the cases of baseline and end line of the project. The reason that much changes could not be made was that it takes more time for head teachers to change their behavior on school management, and that after having clearer ideas on head teachers’ roles and responsibilities, evaluation standard toward themselves became more severe.

To assess the opinion of head teachers’ role, the answer sheet is normalized by weighted method. In this method, the frequency of answer is calculated in percentage. Based on the relative importance of each condition the five point scale is converted from high to low. The percentage of the each answer is then multiplied by each value of weight. In this calculation, “None” and “Seldom” are negative answer and the intensity of “None” is high than “Seldom”. In the same way, “Always” is more positive than “Often”. The “Some Time” seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for “None”, “Seldom”, “Some Time”, “Seldom” and “Always” responses respectively. Then the percentage of frequency is multiplied by the corresponding given weight to get the score. The explanation is given based on the score. The minimum value of the score is -2 and maximum vale is +2.

Table 10 Head teacher’s role for school management

Initiatives (View) of Head Teacher	Total Normalize Weighted Score		Comments
	Baseline	Endline	
I set up an annual goal of school management and share it with school members.	1.55	0.83	The normalize weighted positive value in both baseline and endline indicates that head teacher set up an annual goal of school management and share it with school members though the result does not show any improvement during end line
When problems occur in school, I discuss with teachers about the causes and indicate solutions.	1.66	1.59	The normalize weighted positive value in both baseline and endline indicates that head teacher discuss with other teachers to solve any problem at school. But the result does not show any improvement during end line.
I talk with teachers who do not come to school everyday to improve their attendance.	1.75	1.88	The value at the endline is very close to the maximum score (two) and at the same time it is the highest score among the all other school management activities done by head teachers. This indicates that most of the head teacher in the selected school talks with other teachers when they face any problem at school.
I ask school members to clean up school facilities when school got dirty.	1.66	1.54	The indicators at baseline and endline both are positive which tells that head teacher ask other members of the school to clean up school facilities. However the result shows better condition during baseline.

Initiatives (View) of Head Teacher	Total Normalize Weighted Score		Comments
	Baseline	Endline	
I look for better school teachers.	1.72	1.07	The both value here are positive which indicates most of the head teacher works to hire better school teacher. But the result shows better condition during baseline.
I encourage teachers to be involved in school improvement.	1.64	1.46	The value indicates that most of the head teachers encourage teachers to be involved in school improvement. But the end line score does not indicate any improvement on this issue.
I discuss on school improvement with school inspectors.	1.60	1.19	Data at the baseline and endline indicates that most of the head teacher discuss on school improvement with school inspectors. But the decreased score at end line does not show good performance of head teacher in this regard.
I listen to parents on what kind of requests parents have on school education.	1.45	1.34	A good number of head teacher among the selected schools are aware to listen parents request on school education. However, the weighted score decreased for the end line.
I discuss with a community leader on how to make the community's participation in school education.	1.17	0.75	Head teacher in both baseline and endline indicated that they are active to discuss with a community leader on how to make the community's participation in school education. But the decreased score at end line does not show good performance of head teacher in this regard.
I request to District Education Office (DEO) to increase the number of female teachers	1.25	0.98	The data indicates that a good number of head teachers at selected school request District Education Office (DEO) to increase the number of female teachers at both baseline and endline. But the decreased score at end line does not show good performance of head teacher in this regard.
I request to DEO to increase school expenditure to improve school environment.	0.70	0.17	The value at the endline result for this indicator got the lowest score which indicate that only a few head teacher request DEO to increase school expenditure to improve school environment.
I share ideas and experiences on school management with other school Head Teachers.	0.70	0.73	The value at the endline increased from the baseline indicates that head teacher is comparatively better position than baseline in terms of sharing ideas and experiences on school management with other school Head Teachers. They have build up quite a good liaison among themselves to improve the girls' enrollment.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.3.2 Practice of School Management Activities

All 59 school head teachers were asked to inform 3 school management activities that BRIDGE made them most helpful and least helpful to practice (Table 11). Since in each case 3 responses were collected the number of total respondent should be 177 in total but some head teacher had less than three opinions. So the number varies from the actual respondent number. The data was analyzed through multiple response option in SPSS. From the table it is seen that around 14.9% head teacher who discuss with a community leader on how to make the community's participation in school education, found BRIDGE most helpful to practice this. Following this 13.2% think BRIDGE most helpful to share ideas and experiences on school management with other school Head Teachers. According to 15.6% of head teachers BRIDGE was least helpful to request to DEO to increase school expenditure to improve school environment. This could be explained because schools have already received enough funding, so that there were no needs to request additional funding to DEOs. Following this, 12.1% think that BRIDGE did not help head teachers to look for better school teachers and to discuss on school improvement with school inspectors. From this table contribution of BRIDGE Project can be pointed out in case of school management activities.

Table 11 Contribution of BRIDGE for Head Teacher to practice school management

School Management Activities	Most helpful		Least helpful	
	N=59	Percent	N=59	Percent
I set up an annual goal of school management and share it with school members.	20	11.5%	16	9.2%
When problems occur in school, I discuss with teachers about the causes and indicate solutions.	17	9.8%	16	9.2%
I talk with teachers who do not come to school everyday to improve their attendance.	10	5.7%	15	8.7%
I ask school members to clean up school facilities when school got dirty.	7	4.0%	13	7.5%
I look for better school teachers.	8	4.6%	21	12.1%
I encourage teachers to be involved in school improvement. ? (In Arabic Translation: "I encourage teachers to improve their level.")	17	9.8%	7	4.0%
I discuss on school improvement with school inspectors.	7	4.0%	21	12.1%
I listen to parents on what kind of requests parents have on school education.	22	12.6%	6	3.5%
I discuss with a community leader on how to make the community's participation in school education.	26	14.9%	7	4.0%
I request to District Education Office (DEO) to increase the number of female teachers	14	8.0%	18	10.4%
I request to DEO to increase school expenditure to improve school environment.	3	1.7%	27	15.6%
I share ideas and experiences on school management with other school Head Teachers.	23	13.2%	6	3.5%
Total	174	100.0%	173	100.0%

Source: Created by BRIDGE Project based on 2008 Endline Survey

Note: a Dichotomy group tabulated at value 1.

4.3.3 Head teacher's Perception toward Community Participation

Table 12 illustrates head teacher's assessment about the situation of the community changed by the BRIDGE Project. According to 47 percent of the head teacher, level of community aspiration to school education has got much better, and according to 51 percent, the situation got better. In case of degree of parent cooperation in terms of support for the school education and for girls' education, most of head teacher gave opinion that the situation got better due to the activities of BRIDGE Project.

Table 12 Head teacher's assessment about the situation of the community

Head Teacher's assessment about the changed made by BRIDGE during the last three years	Got Worst (n=59)	Same (n=59)	Got better (n=59)	Got much better (n=59)
Level of community aspiration to school education	0	1.7	50.9	47.4
Degree of parent cooperation in terms of support for the school education	1.7	1.7	71.2	25.4
Degree of parent cooperation in terms of support for girls' education	0	6.78	61.0	32.2

Source: Created by BRIDGE Project based on the 2008 Endline Survey.

4.4 Parent's Perception Toward Children's Education

4.4.1 Information about Parents' Education Care at Home

To assess the opinion of parents, the answer sheet is normalized by weighted method. In this calculation, "None" and "Seldom" are negative answer and the intensity of "None" is high than "Seldom". In the same way, "Always" is more positive than "Often". The "Some Time" seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for "None", "Seldom", "Some Time", "Seldom" and "Always" responses respectively.

Table 13 shows parent's information about the education care at home. Home environment is very important for children for successful learning. It is revealed from the table in annex that 45 percent family members during baseline never helped children to do their homework at home, while at the end line 25 percent always helped, 13 percent often helped, 23 percent sometime helped and 24 percent never helped. So, helping tendency of family members to children education has improved to some extent. Awareness to participate in school meetings has been raised moderately. At the baseline stage, 55 percent parents never attended the meeting, while at the end line of the BRIDGE project 31 percent parents always and 19 percent parents often participated the meetings. Similar kind of positive changes have also been found in other matters related to education care at home. The normalize-weighted score summarized the results of the parent's opinion.

Table 13 Parent's Information about the Education Care at Home

Initiatives (View) of parents	Total Normalize Weighted Score		Comments
	Baseline	Endline	
How often do your family members help children to do their homework at home?	-0.43	0.02	BRIDGE has worked intensively on this issue to change the negative view of parents to the positive view by introducing awareness raising activities like parents' awareness meeting and focus group discussion and invested 323,600 YR in the past three years to improve the situation. At the baseline, parents' view was negative which changed to positive to take care of their children to do their home work at home.

Initiatives (View) of parents	Total Normalize Weighted Score		Comments
	Baseline	Endline	
How often do you participate in school meetings?	-0.73	0.30	BRIDGE has worked on the awareness raising activities like awareness meeting, focus group discussion and organizes school events to make a good link between parents and schools. The score indicates the view of parents has also improved from negative to positive.
How often do you talk with your children's teachers regarding their education and school?	-0.21	0.43	The score indicates the view of parents to talk with their children's teachers regarding their education and school has improved from negative to positive due to the awareness raising activities of BRIDGE.
My children's teachers come to listen to me about my request to school.	-0.09	0.85	Among the four variables it has got the highest score which is very nearer to one indicate the huge change of parents view to make a close contact with the school teachers. This happens due to the awareness raising activities of BRIDGE. The score indicates the view of parents has improved a lot from negative to positive.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.4.2 Parent's Perception Regarding School

Table 14 illustrates parent's perception regarding school. To assess the opinion of parents, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answer and the intensity of 'Fully Disagree' is high than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. The 'Don't Know' seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

It is clearly evident from the table that parents' perception regarding school has been enriched to a greater extent through the awareness raising program of BRIDGE Project. The data from the table clearly state that parents are now very conscious to the improvement of their children's school. Even now they feel the ownership of the school situated at their own community which is a good achievement of BRIDGE Project. It is found from table in the Annex that 91 percent of the parents respect their children's school teachers at the end line, while at the baseline 79 percent were not aware at all about this issue. According to 78 percent of the parents, now they are willing to help school, while 67 percent did not have any idea about this during baseline. BRIDGE awareness raising program has created consciousness among parents about their right on their children's school. For instance, 93 percent of the parents at the end line think that schools should cooperate with communities and parents to improve school education and its management and 93 percent of the parents feel that school at their community is for their selves, while most of them did not have know anything about these matters during baseline.

Table 14 Parent's Perception Regarding School

	Total Normalize Weighted Score		Comments
	Baseline	Endline	
I respect my children's school teachers.	0.08	1.90	The data of normalize weighted score shows a huge change of parents views to respect school teacher. Among the indicators it has got the highest score which indicates that views of most of the parent in the project area has improved from the .earlier time when BRIDGE has done its baseline survey. The score tells us that there is good understanding between teachers and parents in the selected pilot schools due to all activities.
I am happy with school buildings.	0.85	1.63	Japan has built six new schools in the project area which makes a very good impression in the community. The community recognizes this positive change by positive responding towards the project.
I have problems with teachers' using sticks to my children.	1.03	-0.83	BRIDGE has worked on the awareness raising activities like parents meeting, focus group discussion, and school events and disseminates lots of flyers, festoons, leaflets to accelerate the awareness raising activities. As a result parents' and teachers' view changed a lot. According to parents, previously teachers used stick to teach their children but now they agree that teachers do not use stick to their children for teaching. Parents are happy with the teachers' realization that it is not good to bit a student for teaching. This is a violation of universal human right and also the violation of child right. The score has changed from the positive view to the negative views very significantly.
I am willing to help school.	0.07	1.77	The score indicates a huge change of parents view towards helping school. Previously a few parents were agreed to help schools which changed very significantly. Now, most of the parents are willing to help school for its improvement.
Schools should cooperate with communities and parents to improve school education and its management.	0.06	1.90	The normalize weighted score shows a huge change of parents views to cooperate schools with the community to improve school education and its management. Among the indicators it has got the highest score which indicates that perception of most of the parent in the project area has improved regarding this issue in compare to other issues. The value in the base line indicates that only a very few parents had positive view to cooperate with the school committees. The score also tells us that there is good understanding between school committees and parents in the selected pilot schools due to all BRIDGE activities.
School at my community is for ourselves	-0.01	1.89	This is the most significant change made by the BRIDGE project through its all activities. The data indicates that most of the parents now believe that school of their community is for themselves. They realize the ownership rights of the school. Now the community group can take initiative to improve their schools. They can make action plan to go forward towards girls' education.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.5 Perception Changed regarding Girls' Education

4.5.1 Head Teacher's Perception

Table 15 illustrates head teacher's perception about the reasons for females not to come to schools. To assess the opinion of head teachers, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answer and the intensity of 'Fully Disagree' is high than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. The 'Don't Know' seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

According to the responses of head teachers during baseline main reasons for females absence in schools were – lack of female teacher, lack of separated classrooms for boys and girls, difficulty in transportation, lack of school fence, lack of decent toilets for girls, too much work at home for girls, early marriage, parents inability to afford girls' education economically, unemployment and farness of school from house. It can be recognized from the data that obstacles for girls' education were in general reduced and shifted from physical conditions of schools to awareness of parents. Lack of parents' appreciation for girls' education was increasingly perceived as obstacles for girls' education. It is interesting that not useful lectures and use of sticks were not regarded as obstacles both at baseline and endline survey even though the Project emphasized the importance of making school environment friendly for girls by encouraging not using sticks at school. Obstacles that the BRIDGE project could not tackle including early marriage and economic conditions of families were also reduced. It might be thought that these reduction came from awareness raising activities that emphasized importance of taking actions for changes before complaining about the current life situation.

Table 15 Head Teacher's reasons for females not to come to schools

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Lack of female teacher	1.68	0.59	BRIDGE has made contract with many teachers both male and female, but still there is a shortage of female teachers in the BRIDGE schools though the situation has been improving. The data indicates that still there is lack of female teacher. However, from head teacher's opinion it is revealed that situation has been improved to some extent regarding shortage of female teacher. At the end line survey, some more head teachers than that of baseline believes that lack of female teacher is a matter for girls not to come to school. They believe male teacher also can teach a girls or in a girls schools.
Lack of separated classrooms for boys and girls	1.72	0.51	This indicates also positive change. It indicates that some head teachers are quite relax about the separated classrooms for boys and girls. They believe girls can study in the same classes with boys in the same schools. But still there are a number of head teachers who agree that there is shortage of separated classrooms for boys and girls.
Lack of fathers' appreciation for girls' education	0.68	1.20	Data shows that Head teacher thinks that fathers' appreciation for girls' education did not improve. Most of the head teacher believes that lack of fathers' appreciation hinder girls not to go to school.

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Lack of mothers' appreciation for girls' education	0.72	0.83	The data proves that head teacher believes that lack of mother appreciation hinder girls not to go to school. Among the fathers and mothers' appreciation to the girls to go to school, the father appreciation got highest at the endline which tells about the greater influence of father appreciation to encourage girls to go to school in the project area.
Difficulty in transportation	0.87	0.02	BRIDGE project has supported activities to transport students by hiring bus and driver.
Lack of school fence	1.19	-0.37	BRIDGE has no direct activity to construct school fence but it has indirectly supported to build, repair and maintain school fences. At the baseline result, only five schools has school fence which increased to 26 in the endline result. In the endline result, negative sign indicates that majority of head teacher don't believe that lack of school fence hinder girls not to go to school.
Lack of decent toilets for girls	1.59	0.31	BRIDGE has constructed a lot of toilets for girls in the selected schools. So a positive change has found at the endline results. Lower score the end line indicates that many of the head teachers agree on the statement that lack of decent toilets for girls is not a reason for female not to come to school. However BRIDGE has taken special activities to regularly clean up and maintain and ensure sufficient water in the female toilets at school.
Too much work at home for girls	1.45	0.81	This value in the endline tells us head teachers perception about the female student. Only a few head teacher believe that too much work obstruct girls not to go to school.
Early marriage	1.30	0.76	BRIDGE project has not worked on this issue. However, it shows that only a few head teacher believes that early marriage is a barrier for girls not to go to school.
Parents cannot afford girls' education economically	1.60	0.49	Baseline data tells us financial incapability is a strong reason for female not to go to school. But government of Yemen abolished the school fees from 2007. So, at the end line, some of head teacher believe that financial support provide by the government is very helpful to increase girls' education.
Not useful lectures for daughters	-0.34	0.00	The head teachers' perception is neutral here. However, BRIDGE has worked on this issue by purchasing teaching materials to improve the quality of education in the selected schools.
Teachers' use of stick at school	-0.66	-0.69	The endline information from the head teachers shows that teachers' use of stick at school is not a barrier for the girls to go to school.
No work after graduation	1.64	0.53	No work after graduation is not a barrier for the girls to go to school according to some head teacher at the end line. The lower score at end line indicates a positive change in this regard.
Lack of textbooks	0.00	-0.71	This activity is not done by BRIDGE Project. However, end line result shows us that there is no shortage of books at school.

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
The school is so far from the house	0.59	-0.31	During the BRIDGE project embassy of Japan has supported to construct six new school buildings in the project area. Still there is a huge shortage of schools in the selected project area. Most of the area has no school and some school is very far from house. However the head teacher perception about the reasons for female not to come to schoPDM0ue to farness is negative in endline survey because only a few head teacher identified it is a problem. Most of the head teacher disagrees with this statement.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 16 depicts the head teacher's view regarding girls' education. To assess the opinion of head teachers, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answer and the intensity of 'Fully Disagree' is high than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. The 'Don't Know' seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

The table shows the remarkable change of head teacher's perception between the endline and baseline of the project to recognize the necessity of girls' education. It is appreciable that head teachers awareness about gender balance in education has risen through the intervention of BRIDGE project. Data in table of Annex shows that while during baseline of the project only 9 percent of the head teachers thought that male and female have an equal right to receive education and 81 percent fully disagreed this, during end line almost all of them (97%) fully agree on this. During baseline 67 percent of them fully agreed about the preference of their son going to school to their daughter, while at the end of the project this percentage lowered to only 5%.

Additionally, it was also asked to them if having son and daughter, whether they do best to make both of their son and daughter to go to schoPDM0uring baseline 85 percent fully disagreed this matter and only 11 percent fully agreed. In contrast, 95 percent respondents fully agreed on this issue at the end line. Females marriage was a hindrance to girls' education since during baseline it is found that 40 percent of the head teachers fully agreed that females should stay home if get married. It is appreciable that BRIDGE has changed this conventional view as at the end line 48 percent of the respondents fully disagree this view. There is another interesting finding, 63 percent of the head teachers at end line fully disagree that basic skills of reading and writing are enough for females' education, but contradictorily, 68 percent fully agreed on this during the baseline. Having more children was another obstruction to increase female enrollment. Because, 23 percent at the baseline fully agreed that having more children is happiness to females, while at the end line only 5 percent fully agreed on this matter.

Table 16 Head Teacher’s Perception Regarding Girls’ Education

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Male and female have an equal right to receive education	-1.51	1.95	A greater significant change have found between the end line and baseline results regarding head teacher’s perception that male and female have equal right on any issues. So they have equal right to go to school and learn. This information also inform us that people in the BRIDGE area realize and are aware about the rights of others, right of a girl student, right of parents and rights of a head teachers. Parents or a head teacher have no problem to send their girls to the schools. The result shows a huge achievement of the community awareness regarding girls’ right to go to school.
If having son and daughter, I prefer my son going to school to my daughter	1.06	-1.64	BRIDGE has worked on the awareness raising activities like parents meeting and focus group discussion. As a result head teachers think that a significant change has been found in the community. The perception changed from positive to negative which inform that parents or a head teacher are very aware about the right of children to go to school.. They ensure equal right to their sons and daughters to go to school. Most of the head teachers don’t agree with the statement that if having son and daughter, they prefer their son going to school to their daughter.
If having son and daughter, I do my best to make both of my son and daughter to go to school	-1.49	1.92	Head teachers’ perception about the girls’ education is also very much positive. Parents or a head teacher’s attitude has changed from negative to positives due to all BRIDGE activities done during the last three years. The majority of head teacher agree with the statement.
Females should stay home if get married	0.60	-0.64	The negative value at the endline state that maximum numbers of head teacher don’t agree with the statement.
Basic skills of reading and writing are enough for females' education	1.36	-1.14	There is a huge change found between endline and baseline in response to the question. The attitude of head teacher during baseline was almost completely opposite with the endline result. Most of the head teachers do not comply with the statement. It means head teacher thinks that girls need more reading and writing skills than basic skills.
I support an idea that females have professional careers in a society	-1.23	1.49	The head teacher perception about the female professional careers in the society also changed from negative to positive. Most of the head teachers now think that female can work if they like.
Having more children is happiness to females	-0.21	-0.61	At the baseline data, it was negative but at the endline it is more negative than baseline information. It represents that majority of the head teacher disagree with the statement.
I believe that community participation is necessary to improve school education	-1.28	1.80	A greater positive change is found regarding this statement. It tells us that most of the head teachers now believe that community participation is very necessary to improve the school education.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.5.2 Teacher's Perception

Table 17 illustrates teacher's perception about the reasons for females not to come to schools. To assess the opinion of teachers, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answer and the intensity of 'Fully Disagree' is high than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. The 'Don't Know' seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

According to the responses of teachers during baseline main reasons for females absence in schools were – lack of female teacher, lack of separated classrooms for boys and girls, difficulty in transportation, lack of school fence, lack of decent toilets for girls, too much work at home for girls, early marriage, parents inability to afford girls' education economically, unemployment and farness of school from house. It can be recognized that obstacles for girls' education were in general reduced and shifted from physical conditions of schools to awareness of parents. Lack of parents' appreciation for girls' education was increasingly perceived as obstacles for girls' education. It is interesting that not useful lectures and use of sticks were not regarded as obstacles both at baseline and endline survey. These are the same trend as ones of head teachers.

However, from table in Annex, it is important to note that though 27 percent of the teacher fully disagree about lack of female teacher, still a larger portion of teacher (36%) fully agree with this. Around 50 percent of the teachers fully agreed with the opinion that there is lack of parents' appreciation for girls' education. Furthermore, 35 percent teachers fully agree transportation problem, 42 percent fully agree pressure of domestic work, 50 percent fully agree early marriage and 37 percent fully agree parents' economic condition as the reasons for females' absence in school. Moreover, despite 25 percent teachers fully disagree with lack of decent toilets for girls at end line, 34 percent fully agree with the problem.

Table 17 Teacher's Reasons for Females not to come to schools

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Lack of female teacher	1.43	0.24	The data indicates that teachers' impression is positive. At the endline survey lower number of teachers as compare to baseline survey believes that lack of female teacher is a matter for girls not to come to school. They believe male teacher also can teach a girls or in a girls schools. However, still a large number of teachers think that shortage of female teacher is a reason for females not to come to school.
Lack of separated classrooms for boys and girls	1.54	0.50	This indicator has also positive value. The value indicate that lower number of teachers at the end line survey as compare to baseline survey believes that lack of separated classrooms for boys and girls teachers is a matter for girls not to come to school. They believe that girls can study in the same classes with boys in the same schools. However, still a large number of teachers identified this as a problem.
Lack of fathers' appreciation for girls' education	0.98	1.01	Most of the teachers at the end line believe that lack of father appreciation hinder girls not to go to school.

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Lack of mothers' appreciation for girls' education	0.82	0.85	Teacher believes that lack of mother appreciation hinder girls not to go to school.
Difficulty in transportation	0.83	0.20	BRIDGE project has supported activities to improve the transportation system.
Lack of school fence	0.94	-0.74	BRIDGE has no direct activity to construct school fence but it has indirectly supported to build, repair and maintain school fences. The negative score of end line indicate that majority of teachers have not identified lack of school fence as a problem.
Lack of decent toilets for girls	1.47	0.24	BRIDGE has constructed lots of decent toilets for girls in the selected schools. The lower score at end line indicate that lower number of teachers as compared to baseline think shortage of decent toilets as a problem. The positive value at the endline indicates that many of the teachers agree on the statement that lack of decent toilets for girls is a reason for female not to come to school.
Too much work at home for girls	1.06	0.63	This value in the endline tells us teachers' perception about the female student. The positive value at end line illustrates that larger number of teachers believe that too much work obstruct girls not to go to school.
Early marriage	1.15	0.83	BRIDGE project has not worked on this issue. End line score tells that still a larger number of teachers believe that early marriage is a barrier for girls not to go to school.
Parents cannot afford girls' education economically	1.41	0.78	Baseline data tells us that financial incapability is a reason for female not to go to school, but government of Yemen abolished the school fees from 2007. So at the endline, some more teachers as compared to baseline believe that financial support provide by the government is very helpful to increase girls education.
Not useful lectures for daughters	-0.22	-0.78	Teachers' perception is negative here. It means most of the teachers do not comply with this statement. BRIDGE has worked on this issue by purchasing teaching materials to improve the quality of education in the selected schools.
Teachers' use of stick at school	-0.56	-0.71	The endline information from the teachers shows that teachers' use of stick at school is not a barrier for the girls not to go to school.
No work after graduation	1.36	0.52	No work after graduation is a barrier for the girls not to go to school according to the teachers' information from the endline score.
Lack of textbooks	0.24	-0.41	This activity is not done by BRIDGE Project. However, most of the teachers at the end line disagree with this statement.
The school is so far from the house	0.66	-0.01	Embassy of Japan has constructed six new school buildings in the project area. Still there is a huge shortage of schools in the selected project area. Most of the area has no school and some school is very far from house. However the head teacher perception about the reasons for female not to come to schoPDM0ue to farness is negative in endline survey because only a few teachers identified it is a problem. Most of the teachers disagree with this statement.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.5.3 Parent's Perception

Table 18 illustrates parent's perception about the reasons for females not to come to schools. To assess the opinion of parent's perception, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answer and the intensity of 'Fully Disagree' is high than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. The 'Don't Know' seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

According to the responses of parents during baseline main reasons for females absence in schools were – lack of female teacher, lack of separated classrooms for boys and girls, difficulty in transportation, lack of school fence, lack of decent toilets for girls, too much work at home for girls, early marriage, parents inability to afford girls' education economically, unemployment and farness of school from house. It can be recognized from the data that obstacles for girls' education were reduced in all the perspectives. Even though the head teachers and teachers increasingly perceived lack of awareness of parents as obstacles, parents did not agree on that point. They believe their awareness was also improved.

Table 18 Parent's reasons for females not to come to schools

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Lack of female teacher	1.76	0.61	The positive value indicates that most of the parents agree on the statement that lack of female teacher is one of the reasons for girls not to come to school.
Lack of separated classrooms for boys and girls	1.75	0.61	The positive value both in baseline and endline indicates that lack of separated classrooms for boys and girls is one of the reasons for girls not to come to school.
Lack of fathers' appreciation for girls' education	0.71	0.33	The value in both baseline and endline are positive but endline score is lower than baseline which indicates that number of respondent at endline decreased to agree on the statement.
Lack of mothers' appreciation for girls' education	0.71	0.24	There is a little gap between endline and baseline. The score at the endline is less than baseline which indicates that number of respondent at end line decreased to agree on the statement.
Difficulty in transportation	0.99	0.30	Almost fifty percent parents at baseline believe that difficulty in transportation is one of the reasons for female not to come to school. The score of parents declining at the end line means number of parents decline to agree on the statement.
Lack of school fence	1.00	-0.31	BRIDGE Project has not done any direct activities to repair or constrict school fence but they provide some financial support to repair or maintain school fence. At the end line most of the parents disagree with the statement because they think school fence might not a reason for female not to come to school.
Lack of decent toilets for girls	1.15	0.63	The statement in both baseline and endline are positive which indicates that parents believe lack of decent toilet as one of the reasons that can hinder girls not to come to school. The score of parents declining at the end line means number of parents decline to agree on the statement.

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Too much work at home for girls	0.84	0.17	The score of endline is lower than baseline indicates that quite a fewer number of parents believe that too much work at home restrict girls not to go to school.
Early marriage	1.03	0.76	In the baseline, more than fifty percent parents believed that early marriage is a factor which limits girls not to go to school. However the number of respondent agreeing this decreased at the end line than that of baseline.
Parents cannot afford girls' education economically	1.57	0.94	Earlier most of the parents thought and agreed on the statement that they cannot not send their girls to the school because of financial support. Government of Yemen has abolished the school fees up to grade six in 2007. The respondent in end line supporting the statement declined from the baseline. However, the positive score tells us that still a many parents believe investment to girls' education as a burden for them. The parent of upper grade students still needs to pay the school fees. Parents of all grades needs to pay all other fees, like they need to buy pen, pencil, dress, transportation cost etc.
Not useful lectures for daughters	-0.40	-0.40	Most the parents have a good understanding about the statement that they do not agree on the statement.
Teachers' use of stick at school	-0.42	-0.79	Most the parents have a good understanding not to agree the statement. It means they don't believe using stick restrict girls not to go to schools.
No work after graduation	1.18	0.03	At the endline, lower number of parents than that of baseline agreed on the statement.
Lack of textbooks	0.00	-0.30	The result at the endline says quite a good number of parents disagree with the statement.
The school is so far from the house	1.00	0.36	A good number of parents agree with the statement and they believe that farness is a reason for girls not to go to school.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 19 depicts the parent's view regarding basic rights related to girls' education. To assess the opinion of parent's perception regarding basic rights, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answer and the intensity of 'Fully Disagree' is high than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. The 'Don't Know' seems as neutral answer. The scale is formed by giving weight as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

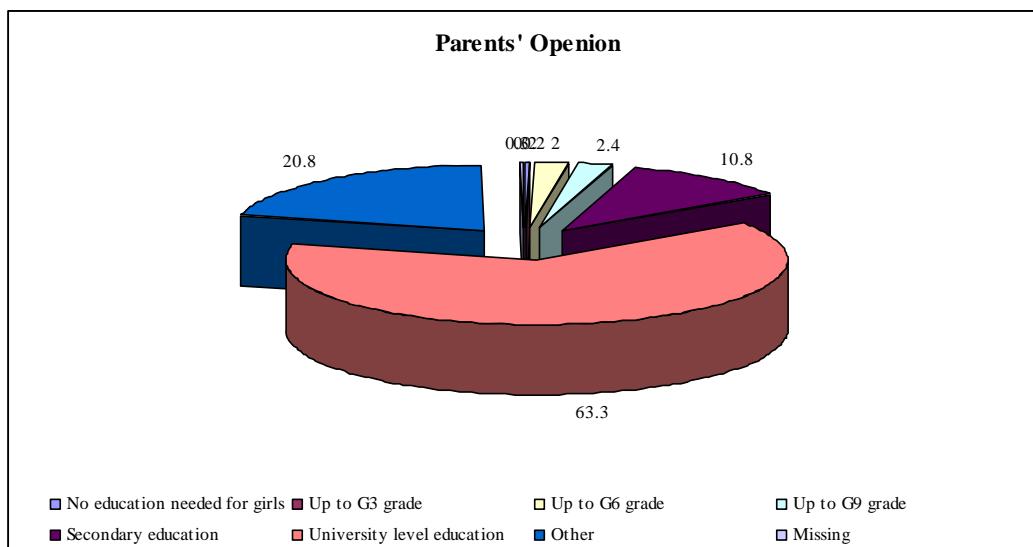
Table 19 shows the change of parent's perception between the end line and baseline of the project to recognize the necessity of girls' education. But it is important to note that parents' view regarding basic rights related to girls' education changed a little since the data shows that the situation in baseline was also good though head teachers' information during baseline on the same issue does not present so good result.

Table 19 Parent’s Perception Regarding Basic Rights

Considered Matters	Total Normalize Weighted Score		Comments
	Baseline	Endline	
Male and female have an equal right to receive education.	1.80	1.91	The number of respondent increased from the baseline means more parents agree on the statement. BRIDGE project has done a lot of awareness raising activities in the project area. Now parents realize the right of male and female to receive education.
If having son and daughter, I prefer my son going to school to my daughter.	-1.33	-1.63	The score tells us that most of the parents disagree on the statement. It means they believe both girls and boys have equal right to go to school.
If having son and daughter, I do my best to make both of my son and daughter to go to school.	1.86	1.79	Both baseline and endline score here are positive which indicate that a very good number of parents are agreed on the statement.
Females should stay home if get married.	-0.58	-0.82	The weighted score tells that most of the parents do not agree the statement that female should stay at home. The number at the endline also shows that the number of respondent increased from the baseline as they realize the value of education.
Basic skills of reading and writing are enough for girls’ education.	-1.08	-1.43	The respondent on this issue is much higher than the baseline which indicates that most of the parents do not agree on the statement.
I support an idea that females have professional careers in a society.	1.37	1.54	The end line score here is positive and is higher than baseline which tells that increased numbers of parents agree on the issue stated here.
Having more children is happiness to females.	1.07	0.00	The result of endline is neutral but at the baseline almost more than fifty percent parents believed that having more children is happiness to females
I believe that community participation is necessary to improve school education.	1.68	1.85	The statement is both positive and high at endline which indicates that most of the parents agreed on the issue that community participation is necessary to improve school education.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 12 below shows the parents’ opinion about the necessity of education for daughters. It shows that 63.3 percent of parents want to give university degree education for their daughters, which is another evidence that parents have strong desire for their daughters’ education if conditions are allowed.



Source: Created by BRIDGE Project based on the 2008 Endline Survey.

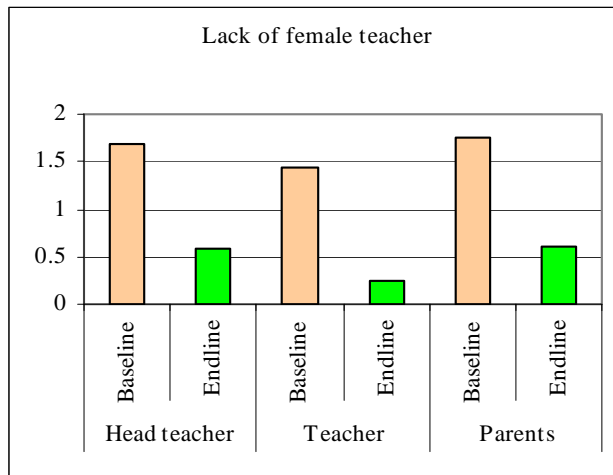
Figure 12 Parents' Opinion about the necessity of Education for their daughter

4.5.4 Comparison of the Head Teachers, Teachers and Parents' Opinions

This section compares opinions of head teachers, teachers and parents regarding obstacles for girls' education in the selected topics. BRIDGE Project supported hiring teachers, building and repairing classrooms and toilets. Therefore, perception toward teacher, classrooms and toilets as obstacles for girls' education were reduced among all. However, regarding parents' awareness, even though the Project supported lots of awareness activities at school and community level, head teachers and teachers still think that lack of awareness of parents are the obstacles, and its' tendency is getting stronger. On the contrary, parents themselves reduced their agreement toward lack of parents' awareness as obstacles for girls' education. There are different patterns of tendency observed. However, all of head teachers, teachers and parents reduced their degree of agreement on too much work at home for girls as an obstacle for girls' education. From these, it is thought that awareness of parents has been raised by actually reducing girls' work at home even though head teachers and teachers do not think that it is not enough.

(1) Lack of female teacher

Figure 13 shows the opinion of head teachers, teachers and parents regarding the reasons of girls not to come to school. All the opinions, regarding the girls not to come to schools are positive. It indicates all respondent both in baseline and endline are agreed on the statement that lack of female teachers discourage girls not to come to school or vice versa, they don't go to schools because of shortage of female teacher available in the selected schools. Among all, parents both in baseline and end line were the highest complying the statement. Parents scored 0.61 in end line and 1.76 in baseline. It is important to note that in case of all three respondents end line score is lower than that of baseline agreeing lack of female teacher as a reason of girls not to go to school, which is the achievement of BRIDGE.

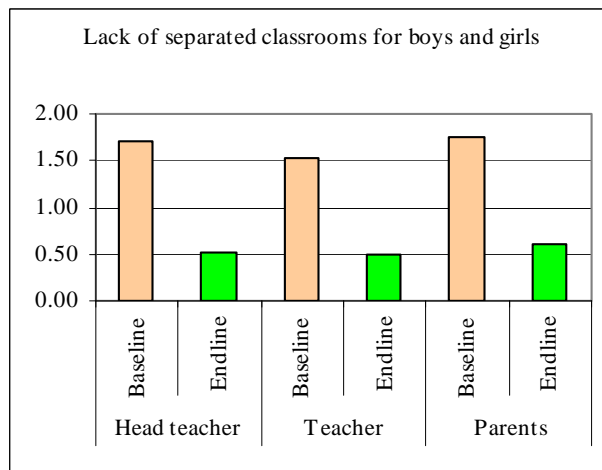


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 13 Comparison of opinions on lack of separate classrooms

(2) Lack of separated classrooms for boys and girls

The opinion regarding lack of separate classrooms for boys and girls are also positive both in baseline and endline among head teachers, teachers and parents (see Figure 14). In the graph, parents' opinion has got the highest score, means most of the parents are agreed on the statement. On the whole, all three kind of respondents have got lower score in end line than that of baseline agreeing lack of separate classrooms for boys and girls as a reason of girls not to go to school, which is the achievement of BRIDGE.

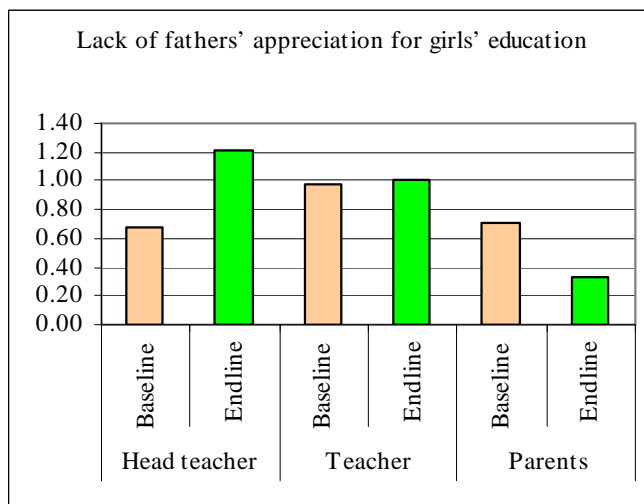


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 14 Comparison of opinions on lack of separate classrooms

(3) Lack of fathers' appreciation for girls' education

Regarding lack of fathers' appreciation the graph shows mixed opinions (see Figure 15). In the baseline, head teacher agreed on the statement and it shows nearer to 0.7 score but at the endline it got the score 1.2. End line data of head teacher expresses that lack of fathers appreciation is a strong reason for female not to go to school though parents' data shows that the situation has slightly improved and teacher data shows that the situation remained unchanged.

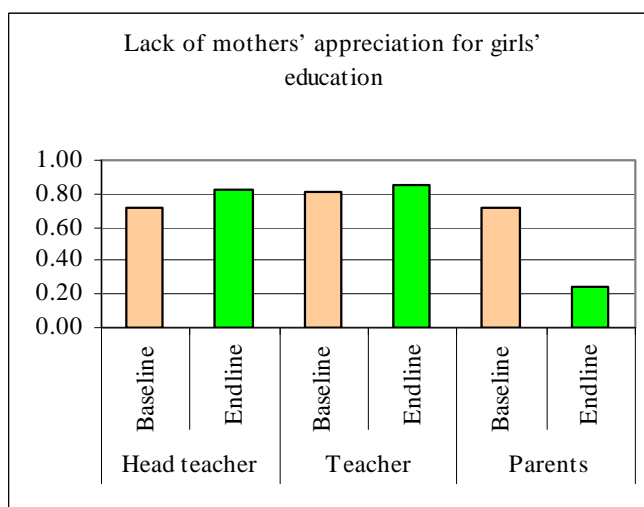


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Figure 15 Comparison of opinions on lack of fathers' appreciation

(4) Lack of mothers' appreciation for girls' education

Regarding lack of mothers' appreciation the graph shows mixed opinions (see Figure 16). In both baseline and end line both the head teacher and teacher agree the lacking of mothers' appreciation as the hindrance of girls' education while parents data shows that they still agree on this matter at the end line but the percentage of parents who support this statement has been decreased as compared to baseline data.

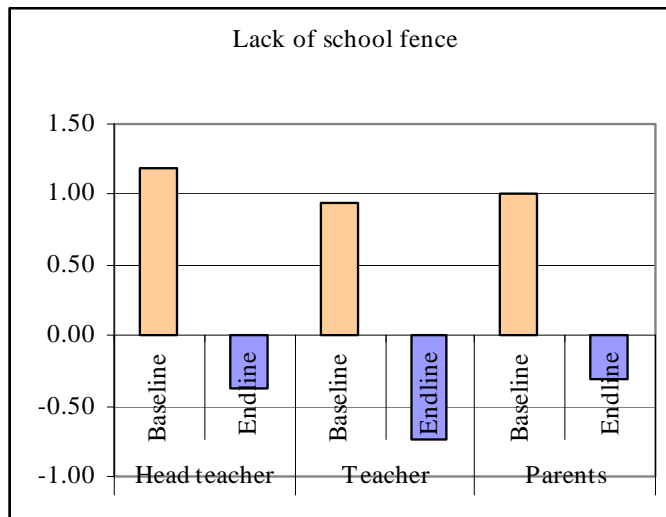


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey

Figure 16 Comparison of opinions on lack of mothers' appreciation

(5) Lack of school fence

During baseline many of the respondents agreed that lack of school fence was a reason for females not to go to school (see Figure 17). But at the end line most of the head teacher, teacher and parents do not think it as a problem of female education.

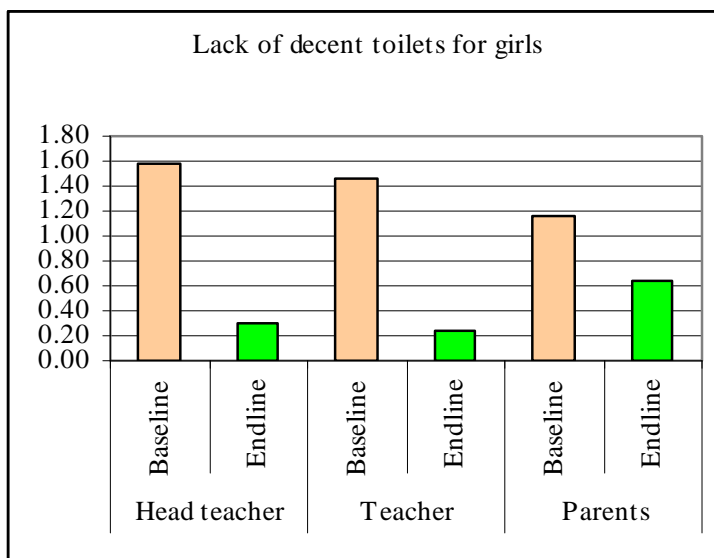


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey

Figure 17 Comparison of opinions on lack of school fences

(6) Lack of decent toilets for girls

From the figure 18 it is evident that according to most of head teacher, teacher and parents lack of decent toilets was a strong reason for females not to go to school. But the situation seems improved according to the opinion of all kind of respondents. As BRIDGE has supported to build a lot of female toilets in schools females are now encouraged to go to school.

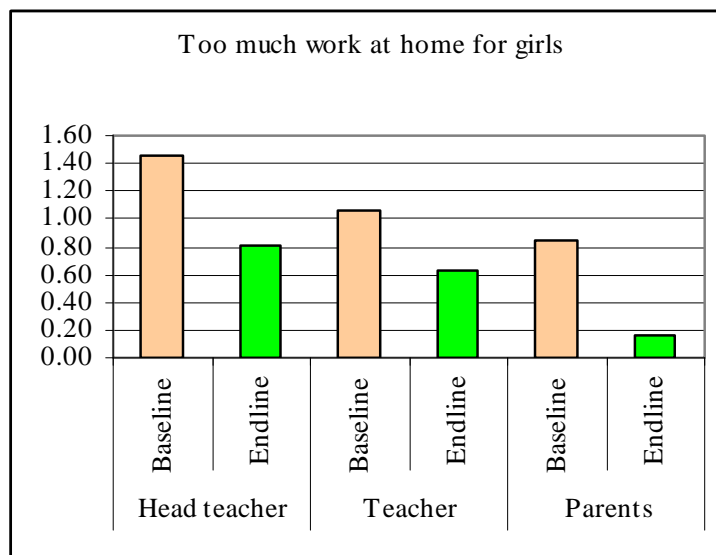


Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey

Figure 18 Comparison of opinions on lack of toilets for girls

(7) Too much work at home for girls

The graph shows that head teacher both in baseline and end line think that too much work at home for girls is a hindrance for girls' education though a fewer percentage of parents at the end line think it as a problem (see Figure 19).



Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey

Figure 19 Comparison of opinions on too much work for girls

4.6 Most Effective BRIDGE Activities for Girls' Education

4.6.1 Introduction of School Activities

BRIDGE project provided funding to schools for implementing school improvement activities. The funding was provided by three different sources as shown in the table below.

Table 20 Summary of BRIDGE Funding Amount by Sources (2005-2007)

Source	2005 (Year 1)		2006 (Year 2)		2007 (Year 3)		Three Year Total	
	Amount (YER)	Share	Amount (YER)	Share	Amount (YER)	Share	Amount (YER)	Share
JICA	27,398,090	92.7%	27,893,520	93.5%	29,235,800	59.1%	84,527,410	77.6%
Taiz Governorate	0	0.0%	0	0.0%	16,758,259	33.9%	16,758,259	15.4%
Local Community	2,143,437	7.3%	1,949,137	6.5%	3,503,034	7.1%	7,595,608	7.0%
Total	29,541,527	100.0%	29,842,657	100.0%	49,497,093	100.0%	108,881,277	100.0%

Source: Created by JICA-BRIDGE Project Team

In the three years from June 2005 to May 2008, the BRIDGE Project provided almost 108.9 million YER in total for the 59 schools in the six targeted districts in Taiz. The funding came from JICA, Taiz Governorate and community donations, in which JICA funding is the largest. Taiz Governorate started to provided funding to schools in 2007. Local funding was not required but voluntary contribution was made in each year. In Year 1 and Year 2, 500,000 YER was given to each 59 schools from JICA. In Year 3, due to provision of the governorate funding of 320,000 YER (before taz) to each school, amount of JICA funding was adjusted. For example, schools that still needs to build classrooms receive more JICA funding from the targeted schools within the same district. This adjustment was made by DEOs. In Same district, Al Qods school received 70,000 YER, while Al Nagda school received 300,000YER from JICA.

Table 21 summarizes school activities by allocation of funding. Various activities were financed under BRIDGE project. Among all activities, hiring contracting teachers is the most popular activities in the three years (42,466,827 YER), which is almost 40% of total funding, followed by constructing classrooms (16,872,561 YER), and repairing classrooms (13,325,371 YER). In Year 1, JICA funding allowed schools to spend money for school uniform, bags, school fee, school furniture, and water for the tank. However, from Year 2, school uniform, bags were not accepted by JICA because these items could be donated from the wealthy family. School fee were abolished in Year 2 by the Government of Yemen, so that school fee were not financed under the BRIDGE from Year 2. School furniture were provided by Taiz GEO from Year 2. Water for the tank was covered by local contribution from Year 2 by considering sustainability.

Table 21 BRIDGE Funding Amount (2005-2007) by School Activities and Sources

Activities	JICA	Taiz Governorate	Community	Total
Administration Cost	2,114,240	85,700	398,658	2,598,598
Classroom Construction	9,788,365	5,747,480	1,336,716	16,872,561
Repairing Classroom	8,053,365	4,458,473	813,533	13,325,371
Construction Toilets	2,769,780	841,792	242,569	3,854,141
Repairing Toilets	612,575	139,091	74,329	825,995
Contracting Teacher	38,858,496	1,430,600	2,177,731	42,466,827
Hiring Literacy Trainer	5,111,950	248,500	173,140	5,533,590
Hiring Sewing Trainer	3,858,020	1,146,650	257,285	5,261,955
Purchasing WaterTank	2,466,153	588,303	319,736	3,374,192
Transporting Student	1,442,340	80,000	162,060	1,684,400
Purchasing Radio	2,087,930	420,991	83,509	2,592,430
Organizing School Events	1,979,045	374,905	332,671	2,686,621
Cleaning Activities	185,100	66,484	18,910	270,494
Health Care Activities	409,150	132,984	45,820	587,954
Purchasing Teaching Materials	347,230	191,966	28,736	567,932
Awareness Meeting	323,600	103,340	236,960	663,900
Supplying Water	597,650	88,900	558,000	1,244,550
Purchasing BlackBoards	425,000	108,900	18,900	552,800
Training for teachers	397,000	139,000	29,000	565,000
Purchasing School Furnitures	480,130	299,200	43,100	822,430
Purchasing School Stationeries	15,400	56,000	5,350	76,750
Transporting Chairs	406,820	9,000	100,380	516,200
School Uniform	698,685		75,215	773,900
School Bags	776,386		63,300	839,686
School fees	48,050		0	48,050
Others	274,950		0	274,950
Total	84,527,410	16,758,259	7,595,608	108,881,277

Source: Created by JICA-BRIDGE Project Team.

According to Table 22, both in Year 1 and Year 2, the most popular activities at the pilot schools was contracting teachers followed by awareness meeting. In Year 3, awareness raising activities became the most popular activities. In Year 3, additional funding to schools was given by Taiz governorate, so that school acquired the ability to spend extra amount for that purpose in addition to the expenses for classrooms and teacher. Activities responsible to improve the quality of education, including purchasing blackboards, teaching materials, notice board, and school stationeries has also been augmented in high proportion during last year of the project. So it can be stated that the project has markedly contributed to improve school environment, the quality of education as well as to increase parents' awareness toward children's education.

Table 22 Number of school activities under BRIDGE project

School Activities	Percentage		
	Year 1 (2005/6) (n = 56) In 100%	Year 2 (2006/7) (n = 59) In 100%	Year 3 (2007/8) (n = 59) In 100%
Awareness meeting (with parents, etc.)	61.0	64.4	81.3
Cleaning activities	42.3	61.0	55.9
Constructing/repairing classrooms	42.3	40.6	59.3
Constructing/repairing toilets	38.9	23.7	27.1
Contracting with teachers	71.1	74.5	77.9
Health care activities (First aid purchase, health promotion education, etc)	6.7	10.1	30.5
Hiring literacy trainers	20.3	45.7	54.2
Hiring sewing trainers	11.8	18.6	33.9
Organizing school events (competition, award, fun gathering, school trip, etc.)	25.4	47.4	64.4
Purchasing blackboards	16.9	22.0	28.8
Purchasing school furniture, notice board, etc.	5.0	5.0	25.4
Purchasing school radio	32.2	32.2	28.8
Purchasing school stationeries (record notebooks, etc.)	10.1	18.6	67.8
Purchasing teaching materials	8.4	8.4	59.3
Purchasing water tanks/ pipes	40.6	20.3	22.0
Supplying water	54.2	54.2	49.1
Training for teachers	3.3	13.5	74.5
Transporting students	6.7	6.7	11.8
Meeting between head teacher and teachers	66.1	69.4	77.9

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.6.2 Most Effective Activities Identified by Head Teacher

Head teachers were asked to indicate 3 items to which BRIDGE was most effective and least effective to improve the situation of female absence in school (Table 23). Since in each case 3 responses were collected, this data was analyzed through multiple response option in SPSS. From the table it is evident that 21 percent head teachers found most effective to enhance mothers' appreciation for girls' education and 20 percent found role of BRIDGE most effective to increase female teacher. BRIDGE also played an important role to enhance fathers' appreciation for girls' education, to construct decent toilets for girls, to create separated classrooms for boys and girls, etc. On the other hand, according to 12% head teacher, BRIDGE was least effective to solve the transportation problem. BRIDGE also did not play any role to increase parents' affordability for girls' education, to lessen work load for girls at home, to provide employment opportunity after graduation, etc.

Table 23 Most and Least Effective BRIDGE Activities for Girls' Education by Head Teachers

The Reasons	Percent of Cases			
	Most Effective	N= 59	Least Effective	N=50
Lack of female teacher	20.2%	35	6.4%	11
Lack of separated classrooms for boys and girls	9.2%	16	5.8%	10
Lack of fathers' appreciation for girls' education	17.9%	31	1.2%	2
Lack of mothers' appreciation for girls' education	21.4%	37	1.7%	3

The Reasons	Percent of Cases			
	Most Effective	N= 59	Least Effective	N=50
Difficulty in transportation	4.0%	7	12.1%	21
Lack of school fence	.6%	1	6.4%	11
Lack of decent toilets for girls	10.4%	18	4.0%	7
Too much work at home for girls (water gathering, caring for siblings, etc.)	2.3%	4	10.4%	18
Early marriage	1.2%	2	7.5%	13
Parents cannot afford girls' education economically	5.2%	9	11.6%	20
Not useful lectures for daughters	1.7%	3	6.9%	12
Teachers' use of stick at school	2.9%	5	4.0%	7
No work after graduation	1.2%	2	10.4%	18
Lack of textbooks	1.2%	2	5.2%	9
The school is so far from the house	.6%	1	6.4%	11
Total	100.0%	173	100.0%	173

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

a Dichotomy group tabulated at value 1.

4.6.3 Most Effective Activities Identified by Teacher

From Table 24, it is seen that teachers mostly found that BRIDGE is most effective to increase number of female teachers, enhance parents' appreciation for girls' education, construct separated classrooms for boys and girls and construct decent toilets for girls, though in case of parents appreciation the previous figure gives opposite information. According to 12 percent of the teacher, BRIDGE is least effective to reduce the difficulty in transportation. Moreover, BRIDGE does not have strong role to combat early marriage and to support in increasing parents' affordability for girls' education.

Table 24 Most and Least Effective BRIDGE Activities for Girls' Education by Teachers

Most effective	Percent of Cases ^a			
	Most effective	N = 287	Least effective	N = 287
Lack of female teacher	21.9%	188	4.2%	36
Lack of separated classrooms for boys and girls	15.0%	129	8.0%	68
Lack of fathers' appreciation for girls' education	17.8%	153	4.0%	34
Lack of mothers' appreciation for girls' education	15.6%	134	3.3%	28
Difficulty in transportation	3.5%	30	12.4%	105
Lack of school fence	2.0%	17	6.6%	56
Lack of decent toilets for girls	9.6%	82	6.1%	52
Too much work at home for girls (water gathering, caring for siblings, etc.)	1.9%	16	7.1%	60
Early marriage	1.6%	14	10.6%	90
Parents cannot afford girls' education economically	2.9%	25	9.8%	83
Not useful lectures for daughters	.7%	6	5.4%	46
Teachers' use of stick at school	1.3%	11	2.1%	18
No work after graduation	3.5%	30	8.4%	71
Lack of textbooks	1.3%	11	6.0%	51
The school is so far from the house	1.4%	12	6.0%	51
Total	100.0%	858	100.0%	849

^a Dichotomy group tabulated at value 1.

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

4.6.4 Most Effective Activities Identified by Parents

From Table 25, it is evident that 21 percent of the parents found BRIDGE most effective to increase female teacher and 16% found role of BRIDGE most effective to create separated classrooms for boys and girls. BRIDGE also played an important role to enhance fathers' and mothers' appreciation for girls' education and to construct decent toilets for girls.

Table 25 Most Effective BRIDGE Activities for Girls' Education by Parents

Most effective to improve	N = 591	Responses N=591(%)
Lack of female teacher	352	20.8%
Lack of separated classrooms for boys and girls	275	16.2%
Lack of fathers' appreciation for girls' education	222	13.1%
Lack of mothers' appreciation for girls' education	178	10.5%
Difficulty in transportation	34	2.0%
Lack of school fence	62	3.7%
Lack of decent toilets for girls	150	8.9%
Too much work at home for girls (water gathering, caring for siblings, etc.)	8	.5%
Early marriage	6	.4%
Parents cannot afford girls' education economically	93	5.5%
Not useful lectures for daughters	25	1.5%
Teachers' use of stick at school	9	.5%
No work after graduation	14	.8%
Lack of textbooks	36	2.1%
The school is so far from the house	4	.2%
Schools rehabilitation	24	1.4%
Swing Machines	23	1.4%
School broadcasting tools	46	2.7%
Contracted with literacy teachers	43	2.5%
Provide schools with water tank	39	2.3%
Provide communication to school	10	.6%
Provide school with water	10	.6%
Maintained school windows	5	.3%
Provide rewards and motivations for schools activities	9	.5%
Uniforms	7	.4%
School kits	4	.2%
Cleaning toilets	4	.2%
Provide school with stationary	2	.1%
Total	1694	100.0%

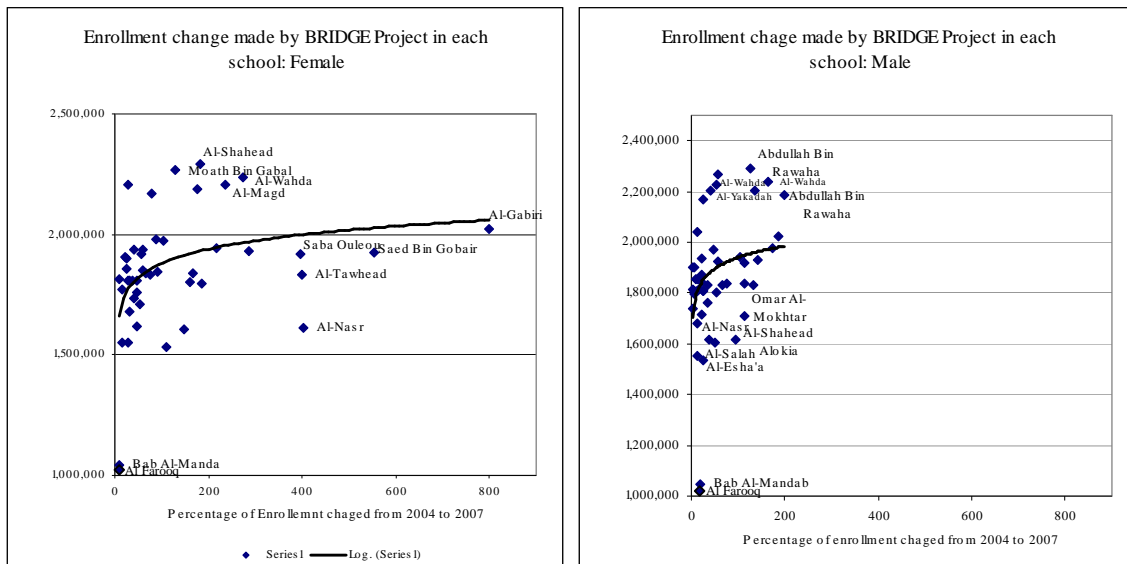
Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

a Dichotomy group tabulated at value 1.

4.7 Relation between BRIDGE Finance and Number of Enrollment

The scatter plot shows the relation between percentage change of enrollment and the amount of money spent in three years in the BRIDGE pilot schools. After data cleaning schools have been selected for this analysis. In the figure below, it is clear that female enrollment increased more than boys' enrollment in selected schools. In Al Gabiri in Maqbana district, female enrollment increased 800 percent from year 2004 to 2007. In 2004, only six students were enrolled in Al Gabiri which rose to 63 in 2007 is the highest growth of female enrollment among all 59 schools. Al-Farooq School in Al Waziyah district has got the lowest increase in female enrollment between 2004 and 2007. In 2004, the number of female enrollment in Al Farooq School was only 73 which rose to 79 in 2007 at a rate of 8 percent enrollment growth which is the lowest among 59 schools.

The highest financial investment was found in Al-Shaheed Al-Thoulaih schools in Mawiyah which is 2,291,950 YR in three years and the lowest is in Bab Al-Mandab in Dubab district in three years is only 1,044,550. As both figures are shown in the same scale, it is clear that female enrollment increased more than boys in each school during the last three years started from 2004. From the first graph, it is evident that more funding school receives; more female enrollment is achieved as the curve shows the upward trend.



Source: JICA-BRIDGE Project (2008).

Figure 20 Relation between BRIDGE finance and enrollment change in each school from 2004 to 2007

4.8 Regression Analysis

The school committee of the BRIDGE Project made a plan with an aim to increase the girls' enrollment at each selected school in the Taiz governorate since 2005/2006 to 2007/2008, which is the first objective of the project. They introduced school improvement plan according to the demand of the school and later they implemented those plan to improve the girls' education. In order to measure the impact of the interventions of the BRIDGE Project in pilot schools, a multiple regression analysis is conducted using the enrollment data collected from the head teacher of the each school and collected by the BRIDGE project.

The total number of female student enrolled in the pilot schools is selected as a dependent variable to develop an impact assessment model. The independent variables include the expenditure of each school activities, number of each school facilities and availabilities of school activities. Expenditure of each school activities and number of each school facilities are continuous variable and availabilities of school activities is dummy variable. Since those schools have almost no fund to perform any activities before the project implementation year, the total investment of last year is considered as the expenditure of each activities change from 2004 to 2007.

Model:

The general conceptual model to assess the impact is total number of female enrollment is a function of expenditure of each activities, number of each school facilities and availabilities of school activities, which can be expressed by the following formula:

$$Y_t = f(E_{t1} \dots E_{t2}, F_{t1} \dots F_{t2}, C_{t1} \dots C_{t2},) \text{ where,}$$

- Y_t is the total number of female enrollment in 2007
 $E_{t1} \dots E_{t2}$ is expenditure of each activities change from 2004 to 2007
 $F_{t1} \dots F_{t2}$ is number of each school facilities in 2007
 $C_{t1} \dots C_{t2}$ availabilities of school activities in 2007

Regression Result:

The results of the multiple regression model estimated on a set of explanatory variable using the total number of female student enrolled in the selected pilot schools as the dependent variable are presented in table 26. Three sets of numbers are reported in this table, which are estimated parameter, standard error and their asymptotic t-statistics.

Table 26 Result of the Regression

Variables	Coefficient	Std. Err	t-statistics
Total finance for school administration activities	-0.005	0.001	-4.76
Total finance for class room constriction	0.000	0.000	1.85
Total finance for class room repairing	0.000	0.000	-1.78
Total finance for toilet constriction	0.000	0.000	-4.21
Total finance for toilet repairing	-0.001	0.000	-2.97
Total finance for contracting teacher	0.000	0.000	2.02*
Total finance for hiring literacy trainer	0.000	0.000	1.68
Total finance for hiring sewing trainer	0.000	0.000	-5.62
Total finance for purchasing water tank and pipes	0.000	0.000	2.61**
Total finance for transporting students	0.000	0.000	-0.51
Total finance for purchasing radio	-0.003	0.001	-4.48
Total finance for organizing school events	0.000	0.000	0.93
Total finance for cleaning activities	0.006	0.002	2.78**
Total finance for health care activities	0.001	0.000	3.22**
Total finance for purchasing teaching materials	0.000	0.001	-0.28
Total finance for awareness meeting	-0.002	0.000	-4.44
Total finance for supplying water	0.001	0.000	4.89***
Total finance for purchasing blackboards	0.000	0.001	-0.23
Total finance for teacher training	0.009	0.003	3**
Total finance for purchasing school furniture	-0.004	0.001	-4.49
Total finance for purchasing school stationery	0.009	0.003	3.07**
Total finance for transporting chairs	-0.001	0.000	-2.31
Total finance for purchasing school uniform	-0.001	0.000	-5
Total finance for purchasing school bags	0.001	0.000	4.03***
Total finance for paying school fees	-0.011	0.002	-4.92
Other administrative cost	0.001	0.000	2.34**
Number of teachers in 2007	11.382	1.601	7.11***
Number of classrooms in 2007	10.850	4.342	2.5**
Number of classroom for female students in 2007	-16.805	7.341	-2.29
Number of school library in 2007	38.105	42.281	0.9
Number of teachers room in 2007	-59.079	17.005	-3.47
Number of sport field in 2007	155.903	24.770	6.29***
Number of toilet for male students in 2007	-19.193	9.920	-1.93
Number of toilet for female students in 2007	50.473	7.596	6.64***
Number of drinking water facilities in 2007	-120.092	19.089	-6.29
Electricity facility in 2007	38.628	70.927	0.54
School fence in 2007	-82.188	29.717	-2.77
Number of desk and chairs for students in 2007	0.918	0.179	5.13***

Variables	Coefficient	Std. Err	t-statistics
Number of blackboard in 2007	-2.071	3.702	-0.56
Number of text books in 2007	0.979	0.198	4.95***
Awareness meeting (with parents, etc.) in 2007	-41.174	30.908	-1.33
Cleaning activities in 2007	8.252	21.823	0.38
Constructing/repairing classrooms in 2007	33.603	19.940	1.69
Constructing/repairing toilets in 2007	70.215	18.584	3.78***
Contracting with teachers in 2007	-13.832	25.756	-0.54
Health care activities (First aid purchase, health promotion education, etc) in 2007	29.996	21.716	1.38
Hiring literacy trainers in 2007	-72.724	20.924	-3.48
Hiring sewing trainers in 2007	117.098	35.714	3.28**
Organizing school events (competition, award, fun gathering, school trip, etc.) in 2007	132.812	21.401	6.21***
Transporting students in 2007	-7.808	50.199	-0.16
Meeting between head teacher and teachers in 2007	16.365	24.976	0.66
Training for teachers in 2007	17.615	16.996	1.04
constant	30.177	77.671	0.39

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

***, ** and * indicates significant at 1%, 5% and 10% level respectively.

From the result of the regression analysis shown in the table it is found that finance for contracting teacher is significantly positively correlated at 10 percent level with the female student enrollment. It indicates that ensuring more contract teacher increase the female enrollment. Total finance for purchasing water tank and pipes, cleaning activities and health care activities are significantly positively associated with the female student enrollment at 5 percent level of significance. Total finance for supplying water is significantly positively associated with the female student enrollment at 1 percent level of significance. Finance for teacher training and purchasing school stationery is also found significantly effective for enhancing female enrollment.

Number of teaches is highly significantly correlated with female enrollment at 1 percent level. Teachers are one of the most contributing factors to enhance female enrollment in the project area. Number of classrooms in 2007 is positively significantly associated with female enrollment at 5 percent level of significance. Among the school facilities variables, number of sport field, number of toilet for female students, number of desk and chairs for students and number of text books are highly significantly correlated with female enrollment at 1 percent level.

Among the school activities dummy variables, constructing/repairing toilets in 2007 is highly significantly correlated with female enrollment at 1 percent level. Hiring sewing trainers in 2007 and Organizing school events (competition, award, fun gathering, school trip, etc.) in 2007 is found highly significantly correlated with female enrollment at 5 percent and 1 percent level respectively.

5. Limitation of the Study

The report has some limitations. The first limitation of this study is missing data, which affects the whole result and made some confusing relationship between endline results and baseline results. Second limitation of this study is contradictory data or wrong information inputted in the data set which misleads the actual situation. Third is time limitation. It is really difficult to show the impact based on the results within this short period. The fourth limitation is use of variables. In the baseline survey data, all teacher survey data could not be used for data analysis since most teacher data was not inputted according to the questionnaire. Due to unavailability of the teacher variable, only a few variables are used in this study, which may not reflect the actual picture of the outcome.

For the financial analysis, the study has used a limited number of independent variables that does not reflect all actual pictures. The study intended to use more independent variables, but finally cannot use due to missing data or wrong information. Different grades and different areas have different problems and needs different strategy to improve that particular grade. In addition, since this study focus on only a few schools of Taiz governorate in Yemen more longitudinal data is required to know the true feature of the girl's education.

6. Conclusion

The impact analyses could be concluded as follows:

BRIDGE helped to increase the number of both boys's and girls' attendance at the 59 schools:

- Both female and male enrollment for all grades as a result of the project has increased. Female students are benefited more since female enrollment in pilot schools are increased more than boys' enrollment, especially at higher grades. It is important to note that in control schools percentage of enrollment in endline even decreased in some grades.
- Even though the enrollment of both boys and girls are increased, it should be noted that improving the retention rate is a remaining issue.
- Different enrollment trend has observed among districts. The highest percentage of growth of female enrollment has found at Al Makha. Low percentage of growth of female enrollment has found at Maqbnah and Dhubab. The highest percentage of growth of male enrollment has found at Maqbanah. However, each district has different pattern of increase of female and male enrollment. Low percentage of growth of female enrollment has found at Dhubab. It is difficult to find a common trend of enrollment changes among districts. Further analysis at school level is required.

BRIDGE helped to improve the school environment

- BRIDGE project has contributed a lot to increase school facilities in pilot schools. Total number of all school facilities has been increased. Numbers of classrooms has increased by 25% from baseline to endline while classrooms for female students almost doubled. Head teacher proves that condition of the most of the school facilities such as, classrooms, classrooms for female students, teachers' room, toilet for both male and female students, drinking water, school fence, desks and chairs for students, blackboards, has been improved.
- Improvement of school facilities were occurred beyond BRIDGE support. For example, many school fences were built by district local council. It is one of examples that the BRIDGE project attracted other source of supports to school. Even though BRIDGE

- In addition to improving school facilities, with hiring contracted teachers and building and repairing classrooms, schools could offer more grades. At the baseline, only 13 schools had offered from grade 1 to grade 9. At the endline, 20 schools could offer grade 1 to grade 9 for both boys and girls.

BRIDGE helped to build cooperative relationships between schools and communities

- Head teachers agreed better communication with community leaders, sharing experiences with other head teachers, and listening to parents on their requests were the most helpful contribution by the BRIDGE project.
- Forty-seven percent of head teachers agreed that level of community aspiration to school education got much better by the BRIDGE project.
- Views of parents regarding children's education care at home have changed positively. Parents' perception regarding school has been enriched to a greater extent, which could be explained by implementation of intensive awareness raising program of BRIDGE Project. Parents are now very conscious to the improvement of their children's school. Even now they feel the ownership of the school situated at their own community which is a good achievement of BRIDGE Project.
- Data on head teacher's views for better school management at the endline of the project does not show satisfactory changes in compare to the baseline result. In most cases baseline and end line conditions are similar. Since capacity development program for all the head teachers on school management were started from the second year, it was not enough time for head teachers to change their perception toward their management skills.

Perception toward girls' education was dramatically changed

- All respondents both in baseline and endline agreed on the statements that lack of female teachers, lack of separated classrooms for boys and girls, and lack of decent toilets for girls mainly discouraged girls not to come to school. However, in case of all three respondents, head teacher, teacher and parents, endline score got lower than those of baseline agreeing lack of female teacher, separate classrooms and decent toilets as obstacles of girls not to go to school. It could mention that these changes among respondents are the achievement of BRIDGE Project because BRIDGE supported these areas intensively.
- Different perception was observed regarding awareness of fathers and mothers toward education between head teachers, teachers and parents. Endline data of head teacher expressed that lack of fathers appreciation was a strong reason for female not to go to school though parents' data showed that the situation slightly improved and teacher data shows that the situation remained unchanged. In both baseline and endline both the head teacher and teacher agree the lacking of mothers' appreciation as the hindrance of girls' education while parents data showed that they still agreed on this matter at the end line but the percentage of parents who supported this statement has been decreased as compared to baseline data. Even though head teacher and teachers still feel that lack of parents' appreciation toward education is one of obstacles for girls' education, all the respondents decreased their support toward a statement saying "too much work at home for girls", which indicated that due to intensive awareness programs by BRIDGE, in reality parents try to reduce their daughters' work load at home for education.
- There are not much change observed regarding use of sticks and not useful lectures for daughters between baseline and endline. In both surveys, they did not think that these were obstacles for girls' education.

Most Effective BRIDGE Activities was found as hiring female teachers

- The results of the multiple regression model estimated on a set of explanatory variable using the total number of female student enrolled in the selected pilot schools as the dependent variable are presented in table 28. Three sets of numbers are reported in this table, which are estimated parameter, standard error and their asymptotic t-statistics.
- From the result of the regression analysis shown in the table it is found that finance for contracting teacher is significantly positively correlated at 10% level with the female student enrollment. It indicates that ensuring more contract teacher increase the female enrollment. Total finance for purchasing water tank and pipes, cleaning activities and health care activities are significantly positively associated with the female student enrollment at 5% level of significance. Total finance for supplying water is significantly positively associated with the female student enrollment at 1% level of significance. Finance for teacher training and purchasing school stationery is also found significantly effective for enhancing female enrollment.
- Number of teaches is highly significantly correlated with female enrollment at 1% level. Teachers are one of the most contributing factors to enhance female enrollment in the project area. Number of classrooms in 2007 is positively significantly associated with female enrollment at 5% level of significance. Among the school facilities variables, number of sport field, number of toilet for female students, number of desk and chairs for students and number of text books are highly significantly correlated with female enrollment at 1% level. Among the school activities dummy variables, constructing/repairing toilets in 2007 is highly significantly correlated with female enrollment at 1% level. Hiring sewing trainers in 2007 and Organizing school events (competition, award, fun gathering, school trip, etc.) in 2007 is found highly significantly correlated with female enrollment at 5% and 1% level respectively
- All head teachers, teachers and parents agreed that BRIDGE contributed the most to improve shortage of female teacher. Head teachers and teachers agreed that lack of fathers and mothers appreciation were highly improved due to BRIDGE project. On the contrary, parents agreed that BRIDGE contributed to improve shortage of separated classrooms and improve fathers' appreciation toward education.
- Even though head teachers and teachers perceived lack of fathers and mothers appreciation toward education are obstacles for girls' education, it is sure that the BRIDGE project helped to raise awareness and appreciation of parents toward education.

It is evident that without the support of head teachers, teachers and parents schools could not be a place for students to enjoy their studying and their school life. School improvement requires not only improvement of school facilities and introducing school activities, but also strengthening head teachers' management capacity, improving teaching, and promoting community participation. From the findings of this report, it could conclude that BRIDGE project contributed whole school improvement as mentioned above as well as increasing enrolment of both boys and girls even though the regression analysis could not find significant relationships between female enrolment and each activity.

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Annex: Detailed Tables on Impact Assessment

Table 1 Female Enrollment Comparison by Taiz Governorate

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Al Qahira	1711	1611	1581	1728	1590	1541	1683	1600	1693
Sa'leh	1648	1586	1318	1345	1331	1287	1171	1068	1249
Al Modaffer	2386	2087	2084	2236	2160	1941	2083	2076	1879
Al Taizziya	4770	3555	3479	3333	2798	2453	1087	1855	1461
Sabir Almawadim	2721	2064	2932	1840	1663	1369	1117	892	812
Mashra'a	499	365	428	368	420	338	370	328	251
Mawiiya	2730	1947	1655	1543	1229	885	647	431	275
Khadeer	1963	1728	1631	1572	1219	1110	941	836	632
Same'	981	698	756	761	629	560	373	342	270
Al Selow	1163	944	954	845	894	798	658	556	476
Hayfan	1561	1206	1186	1233	1073	933	877	849	685
Al Misrakh	1793	1435	1391	1330	1244	1090	942	801	732
Jabal Habashi	2639	1958	1950	1954	1708	1469	1201	1011	992
Al Mawasit	2320	1905	2017	2035	1936	1698	1440	1276	1346
Al Ma'fir	2432	1900	2033	2067	1627	1361	1057	752	667
Al Shammaitain	2768	2446	2426	2390	2389	2060	1505	1667	1490
Maqbanah	3120	2304	2275	2170	1587	1261	1027	737	581
Al Rawnah	2911	2138	2128	2178	1891	1726	1578	1410	1282
Al Salam	2320	1645	1833	2049	1897	1737	1685	1542	1490
Al Makha	1726	1506	1154	908	443	385	259	210	149
Mawza'	715	708	819	539	194	179	131	105	86
Al Waziiya	1035	683	642	604	295	248	216	125	96
Dhubab	429	370	322	229	144	113	63	53	39
Total	46341	36789	36994	35257	30361	26542	22111	20522	18633

Source: Taiz Governorate Education Office (2007).

Table 2 Male Enrollment Comparison by Taiz Governorate

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Al Qahira	1671	1334	1671	1821	1759	1832	1934	1876	2145
Sa'leh	1736	1520	1365	1492	1445	1387	1212	1163	1479
Al Modaffer	2366	1986	1926	2040	1882	1497	1522	1289	1858
Al Taizziya	5498	4472	4419	4535	4179	3820	3331	2761	2530
Sabir Almawadim	3049	2394	2388	2421	2290	2063	2023	1757	1761
Mashra'a	495	407	395	444	452	394	438	406	378
Mawiiya	3173	2510	2320	2212	2065	1774	1489	1245	1066
Khadeer	2287	2069	1967	1836	1707	1612	1383	1315	1096
Same'	1193	908	906	958	787	727	631	550	494
Al Selow	1194	980	1037	1006	920	880	808	682	704
Hayfan	1628	1285	1334	1374	1297	1220	1209	1061	903
Al Misrakh	1848	1552	1582	1651	1497	1431	1342	1143	1269
Jabal Habashi	2970	2492	2347	2480	2323	2184	2017	1737	1666
Al Mawasit	2486	1961	2164	2370	2152	1957	1875	1662	1528
Al Ma'fir	2605	2153	2253	2342	2079	1864	1649	1329	1057
Al Shammaitain	3079	2595	2876	2838	2652	2456	2376	2096	1698
Maqbanah	4512	3675	3316	3283	3040	2687	2231	1830	1543
Al Rawnah	3324	2620	2650	2681	2413	2259	2163	1824	1900
Al Salam	2573	2020	1931	2126	2062	1990	1861	1741	1614
Al Makha	1442	1243	962	922	632	558	425	381	310
Mawza'	839	627	538	471	314	292	253	168	183
Al Waziya	828	567	534	479	346	352	277	186	192
Dhubab	390	322	270	236	140	119	67	65	75
Total	51186	41692	41151	42018	38433	35355	32516	28267	27449

Source: Taiz Governorate Education Office (2007).

Table 3 Female Enrollment Comparison by District at BRIDGE Project

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Same:Baseline	161	192	139	91	69	54	45	16	8
Same:Endline	208	195	169	167	143	108	77	47	45
Mawiyah:Baseline	226	238	162	97	77	49	36	21	13
Mawyah:Endline	309	289	270	217	168	131	84	60	41
Maqbanah:Baseline	269	160	123	129	69	56	46	36	19
Maqbanah:Endline	402	300	267	195	127	73	79	51	47
Al-Waziyah:Baseline	338	195	106	102	76	45	26	23	12
Al-Waziyah:Endline	308	226	207	155	135	72	66	39	21
Al-Makha:Baseline	339	337	80	62	39	47	18	9	6
Al-Makha:Endline	439	431	451	294	180	77	27	18	31
Dhubab:Baseline	555	385	247	141	91	85	43	38	34
Dhubab:Endline	442	295	334	250	195	148	85	61	51

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 4 Male Enrollment Comparison by District at BRIDGE Project

District	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Same:Baseline	218	166	171	177	123	126	128	79	63
Same:Endline	224	224	197	192	155	155	96	82	107
Mawiyah:Baseline	328	246	236	255	224	195	137	120	170
Mawyah:Endline	362	337	305	249	230	180	211	208	178
Maqbanah:Baseline	429	350	257	253	234	158	132	94	78
Maqbanah:Endline	715	491	512	371	263	225	220	180	125
Al-Waziyah:Baseline	194	169	114	240	73	46	62	39	40
Al-Waziyah:Endline	298	165	176	149	103	100	104	79	38
Al-Makha:Baseline	284	341	247	250	146	111	96	65	57
Al-Makha:Endline	454	412	372	296	213	126	129	79	65
Dhubab:Baseline	417	327	236	166	116	113	84	60	72
Dhubab:Endline	391	343	294	262	182	123	111	39	61

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 5 Female Enrollment by School at Endline

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
Same	Al-Nagdah	100	84	64	70	70	58	45	30	22	543
	Al-Eman	28	49	37	42	26	20	12	13	15	242
	Al-Fourqan	21	35	19	26	22	5	12	4	8	152
	7-Jul	27	17	31	13	11	5	0	0	0	104
	Al-Saeed	13	10	10	11	14	20	8	0	0	86
	Al-Qouds	19		8	5	0	0	0	0	0	32
	Total	208	195	169	167	143	108	77	47	45	1159
Mawiyah	Al-Shaheed Al-Bahr	55	43	30	33	30	25	24	10	20	270
	Osaid Bin Khodair	26	36	28	28	17	19	10	12	0	176
	Moad Bin Jabal	25	13	17	21		15	6	0	0	97
	Al-Hamzah		17	15	24	14	8		5	0	83
	Al-Farouq	42	38	40	21	14	18	2	3		178
	Al-Tawheed	47	48	61	27	19	18	16	17	4	257
	Bha'a Al-Deen	43	43	34	35	28	16	11	11	13	234
	Omar Al-Mokhtar	16	11	15	12	21	6	7	2	4	94
	Al-Shaheed Al-Tholaya	55	40	30	16	25	6	8	0	0	180
	Total	309	289	270	217	168	131	84	60	41	1569
Maqbanah	Al-Shaheed Al-Loqayah	20	12	52	18	12		6	3	7	130
	Al-Tawheed	59	44	50	6		1	6	0	0	166
	Al-Majd	20	30	21	7	2	1	0	0	0	81
	Abdullah Bin Rwahah	18	7	11	3	4	1	0	0	0	44
	Al-Jabri	10	12	17	3	3	2	0	0	0	47
	321	75	78	37	54	52	37	38	28	24	423
	Al-Salah	100	74	41	67	50	27	29	20	16	424
	Al-Eshaa'a	24	6	8	5	0	1	0	0	0	44
	Al-Thawrah	26	11	11	2	2	2	0	0	0	54
	Al-Hayah	50	26	19	30	2	1	0	0	0	128
Total	402	300	267	195	127	73	79	51	47	1541	

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	
Al-Waziyah	Al-Zahra	75	65	57	37	37	19	22	17	21	350
	Al-Methaq	0	0	0	0	0	0	0	0	0	0
	Al-Faqeed Ahmed Saif	0	0	0	0	0	0	0	0	0	0
	Al-Fawz	58	64	63	39	45	23	14	6	0	312
	Al-Najah	29	20	11	13	4	6	0	0	0	83
	Al-Farouq	17	10	12	15	10	5	7	4	0	80
	Ghail Bin Ali	33	12	14	13		2	3	0	0	77
	Al-Wehdah	49	29	27	20	22	10	14	12	0	183
	Al-Shaheed Ali Saif	47	26	23	18	17	7	6		0	144
Total	308	226	207	155	135	72	66	39	21	1229	
Al-Makha	Al-Eshaa'a	63	66	97	73	47	16	8		13	383
	Al-Shaheed Al-Zoubair	37	53	51	22	18	27	12	6	15	241
	Aasem Bin Thabet	15	19	52	76	30	10	4	6	3	215
	Jaber Bin Abdullah	25	60	72	60	27	5	3	6	0	258
	Al-Ershad	64	72	49	24	7	0	0	0	0	216
	Saeed Bin Joubair	58	22	7	7		6	0	0	0	100
	7-Jul	23	11	14	3	11	0	0	0	0	62
	Al-Nassr	47	31	24	11	16	6	0	0	0	135
	Al-Fath	22	36	17	11	13	0	0	0	0	99
	Al-Wehdah	23	19	25	6	11	7	0	0	0	91
	Al-Homrah	32	25	24	0	0	0	0	0	0	81
	Al-Faraj	30	17	19	1	0	0	0	0	0	67
Total	439	431	451	294	180	77	27	18	31	1948	
Dhubab	Al-Shaab	56	41	53	43	42	51	32	28	33	379
	Bab Al-Mandab	44	34	26	28	18	22	11	7	8	198
	Al-Amal	44	15	25	19	23	21	10	15	4	176
	Saad Bin Obadah	29	16	17	14	8	8	7	7	2	108
	Al-Sahwah	47	25	34	36	14	10	7	4	4	181
	Al-Fath	40	50	34	30	30	10	18	0	0	212
	Al-Doush	52	34	17	17	8	3	0	0	0	131
	Kab Bin Malek	21	13	17	16	8	10		0	0	85
	Jazeera Meyoun	8	4	11	5	7	5	0	0	0	40
	Omar Bin Abdul Azez	39	18	24	22	11		0	0	0	114
	Al-Demouh	20	17	15	15	7	8	0	0	0	82
	Al-Wehdah	13	18	15		12	0	0	0	0	58
	Al-Yaqadah	29	10	46	5	7	0	0	0	0	97
Total	442	295	334	250	195	148	85	61	51	1861	

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 6 Male Enrollment by School at Endline

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Same	Al-Nagdah	100	96	85	80	57	75	50	42	68
	Al-Eman	31	45	55	40	32	22	23	22	17
	Al-Fourqan	35	40	37	32	41	37	17	18	22
	7-Jul	27	21		20	14	6	0	0	0
	Al-Saeed	14	12	14	15	11	15	6	0	0
	Al-Qouds	17	10	6	5	0	0	0	0	0
	Total	224	224	197	192	155	155	96	82	107
Mawiyah	Al-Shaheed Al-Bahr	68	53	46	47	33	38	53	94	104
	Osaid Bin Khodair	30	40	29	25	25	12	18	12	0
	Moaad Bin Jabal	25	22	20	7	12	5	5	0	0
	Al-Hamzah	17	21	21	13	20	14	16	12	0
	Al-Farouq	35	32	46	50	40	26	34	26	32
	Al-Tawheed	57	68	51	47	36	29	25	17	8
	Bha'a Al-Deen	52	42	38	24	35	25	19	35	19
	Omar Al-Mokhtar	23	21	23	7	12	16	15	12	15
	Al-Shaheed Al-Tholaya	55	38	31	29	17	15	26	0	0
	Total	362	337	305	249	230	180	211	208	178
Maqbanah	Al-Shaheed Al-Loqayah	48	40	33	44	25	26	34	46	22
	Al-Tawheed	85	69	63	24	31	12	25	0	0
	Al-Majd	72	42	43	28	30	16	0	0	0
	Abdullah Bin Rwahah	45	50	54	20	23	22	17	13	0
	Al-Jabri	30	32	40	10	10	10	0	0	0
	321	122	96	94	84	65	52	63	52	47
	Al-Salah	185	65	75	100	57	71	81	69	56
	Al-Eshaa'a	29	23	22	11	1	3	0	0	0
	Al-Thawrah	48	59	69	18	5	6	0	0	0
	Al-Hayah	51	15	19	32	16	7	0	0	0
Total	715	491	512	371	263	225	220	180	125	

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Al-Waziyah	Al-Zahra	0	0	0	0	0	0	0	0	0
	Al-Methaq	0	0	0	0	0	0	31	31	38
	Al-Faqeed Ahmed Saif	94	34	44	34	22	23	0	0	0
	Al-Fawz	34	21	34	22	23	21	19	13	0
	Al-Najah	33	23	11	12		5	0	0	0
	Al-Farouq	18	15	15	15	14	10	8	8	0
	Ghail Bin Ali	33	24	21	14	11	4	12	0	0
	Al-Wehdah	52	25	33	34	18	20	19	15	0
	Al-Shaheed Ali Saif	34	23	18	18	15	17	15	12	0
Total	298	165	176	149	103	100	104	79	38	
Al-Makha	Al-Eshaa'a	114	50	66	42	26	28	43	35	32
	Al-Shaheed Al-Zoubair	56	79	46	50	51	26	35	24	28
	Aasem Bin Thabet	27	36	29	45	40	21	19	8	5
	Jaber Bin Abdullah	48	40	41	31	21	15	12	12	0
	Al-Ershad	33	58	43	28		6	0	0	0
	Saeed Bin Joubair	46	19	17	19	7	4	0	0	0
	7-Jul	22	18	14	24	16	11	0	0	0
	Al-Nassr	21	27	34	12	21	10	20	0	0
	Al-Fath	19	17	15	7	8	0	0	0	0
	Al-Wehdah	15	19	7	14	12	5	0	0	0
	Al-Homrah	36	33	40	0	11	0	0	0	0
	Al-Faraj	17	16	20	24	0	0	0	0	0
Total	454	412	372	296	213	126	129	79	65	
Dhubab	Al-Shaab	66	58	45	46	32	32	30	17	33
	Bab Al-Mandab	43	26	19	24	19	18	30		12
	Al-Amal	51	39	24	27	17	15	16	12	11
	Saad Bin Obadah	18	18	21	10	7	6	6	5	3
	Al-Sahwah	37	33	21	11	8	6	8	5	2
	Al-Fath	45	45	45	37	38	13	14	0	0
	Al-Doush	23	25	25	21	14	6	0	0	0
	Kab Bin Malek	19	13	3	15	7	5	7	0	0
	Jazeera Meyoun	10	8	8	11	5		0	0	0
	Omar Bin Abdul Azez	25	31	29	27	5	4	0	0	0
	Al-Demouh	25	21	20	17	15	12	0	0	0
	Al-Wehdah	10	12	15	10	11	0	0	0	0
	Al-Yaqadah	19	14	19	6	4	6	0	0	0
Total	391	343	294	262	182	123	111	39	61	

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 7 Female Enrollment by School at Baseline

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Same	Al-Nagda	79	95	76	55	51	25	36	11	6
	Al-Eman	26	34	23	14	7	10	5	5	
	Al-Fowrkan	34	41	13	13	5	7	4		2
	Saba-Youlyou	15	13	8	3	1	2			
	Al-Sayd	7	9	19	6	5	10			
Mawiyah	Al-Shahead Al-Bahr-Kamahera	41	28	26	19	10	13	18	17	6
	O'asead Bin Hoadir- Kamahera	32	44	25	10	13				
	Moath Bin Gabal-Kamahera	10	13	11	7	6				
	Al-Hamza-Kamahera	9	15	11	7	1	5			
	Al-Farowk-Akharak	26	13	20	4	2	6	1	2	
	Al-Tawhead-Akharak	58	26	27	21	23	9			
	Al-Awman -Baha Al-Dean	31	39	22	14	15	9	14	1	7
	Omar Al-Mokhtar-Al-Awman	9	43	11	8	1	2	3	1	
Al-Awman-Al-Shahead Al-Thoulaih	10	17	9	7	6	5				
Maqbana	Al-Shahead Alokia - Al-Akhood	11	15	7	9	6	6	2		
	Al-Tawhead-Al-Akhood	13	11	4	6	1	1			
	Al-Magd- Al-Akhood	12	5	1	2	2	2			
	Abdullah Bin Rawaha-Al-Akhood	6	4	1	7	3	2			
	Al-Gabiri-Al-Akhood	2	4							
	Al-Habaiba-Al-Wahda / Al-Masna	85	52	52	40	30	25	29	18	15
	Al-Salah-Al-Habaiba	136	64	58	58	26	19	15	18	4
Al-Esha'a-Al-Habaiba	4	5		7	1	1				
Al Waziyah	Al-Fawz-Al-Daraifa	164	99	58	55	53	25	26	16	12
	Al-Nagah-Al-Daraifa	40	20	21	11	12	9			
	Al-Farwak-Al-Daraifa	39	15	10	11	4	5		7	
	Gail Bani Ali-Al-Daraifa	41	23	6	7					
	Al-Wahda-Al-Daraifa	54	38	11	18	7	6			

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Makha	AL-Gomah-Al-Esha'a	65	56	10	8	11	17	13	6	4
	Al-Shaheed Al-Zoubair-AL-Gomah	59	40	36	35	15	21	4	1	1
	Aseam Bin Thabeet-AL-Gomah	95	64	14	8	6	2	1	2	1
	Gabair Bin Abdullah- AL-Gomah	53	57	3	7	4	5			
	Al-Ershad-AL-Gomah	22	23	4	2	3	1			
	Saed Bin Gobair-AL-Gomah	6	7	1	2		1			
	Saba Youleou-AL-Gomah	24	28							
	Al-Nasr-AL-Gomah	10	12	5						
	Al-Fath-AL-Gomah	1	37							
AL-Gomah-Al-Wahda	4	13	7							
Dhubab	Bany Al-Hakam-Al-Shab	55	36	70	28	30	32	24	20	18
	Bab Al-Mandab-Bany Al-Hakam	62	29	52	19	11	8	8	8	8
	Al-Amal-Bany Al-Hakam	50	42	21	15	12	8	2		2
	Sud Bin Obada-Bany Al-Hakam	48	17	6	5	6	3	7	8	4
	Al-Sahwa-Bany Al-Hakam	20	37	21	12	4	4	2	2	2
	Al-Fath-Bany Al-Hakam	60	40	22	21	7	10			
	Al-Dawsh-Bany Al-Hakam	30	25	6	5	5	2			
	Kub Bin Malek-Bany Al-Hakam	18	21	5	8	2	5			
	Gazerat Mayown-Bany Al-Hakam	20	10	10	11	10	13			
	Amr Bin Abdualaziz-Bany Al-Hakam	53	14	14	6	4				
	Al-Twomoh-Bany Al-Hakam	84	25	14	7					
	Al-Wahdah-Bany Al-Hakam	18	20		4					
Al-Yakadah-Bany Al-Hakam	37	69	6							
		1888	1507	857	622	421	336	214	143	92

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 8 Male Enrollment by School at Baseline

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Same	Al-Nagda	90	80	64	88	57	67	84	39	41
	Al-Eman	51	23	39	33	29	19	19	17	
	Al-Fowrkan	42	32	41	39	27	25	25	23	22
	Saba-Youlyou	15	20	11	10	6	7			
	Al-Sayd	20	11	16	7	4	8			
Mawiyah	Al-Shahead Al-Bahr-Kamahera	66	33	30	52	53	43	76	60	112
	O'asead Bin Hoadir- Kamahera	22	32	22	20	28	18			
	Moath Bin Gabal-Kamahera	17	14	7	16	8				
	Al-Hamza-Kamahera	10	28	26	17	11	25			
	Al-Farowk-Akharak	71	37	37	43	32	31	18	27	30
	Al-Tawhead-Akharak	71	42	34	55	38	28			
	Al-Awman -Baha Al-Dean	41	30	46	29	39	26	34	29	28
	Omar Al-Mokhtar-Al-Awman	5	13	11	15	5	13	9	4	
Al-Awman-Al-Shahead Al-Thoulaih	25	17	23	8	10	11				
Maqbana	Al-Shahead Alokia - Al-Akhood	42	31	21	21	27	17	17	7	10
	Al-Tawhead-Al-Akhood	37	24	21	17	18	9			
	Al-Magd- Al-Akhood	47	40	26	25	25	16			
	Abdullah Bin Rawaha-Al-Akhood	20	24	16	10	9	8			
	Al-Gabiri-Al-Akhood	20	14	10	4	4	4			
	Al-Habaiba-Al-Wahda / Al-Masna	100	100	75	84	66	45	49	34	21
	Al-Salah-Al-Habaiba	148	105	79	86	80	55	66	53	47
	Al-Esha'a-Al-Habaiba	15	12	9	6	5	4			
Al Waziyah	Al-Methak-Al-Daraifa							37	35	40
	Al-Fakead Ahmed Saif-Al-Daraifa	70	62	43	166					
	Al-Fawz-Al-Daraifa	40	31	25	25	26	15	17		
	Al-Nagah-Al-Daraifa	15	14	12	6	13	7			
	Al-Farwak-Al-Daraifa	17	23	10	8	13	9	8	4	

Id District	Id School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Makha	Gail Bani Ali-Al-Daraifa	19	17	12	15					
	Al-Wahda-Al-Daraifa	33	22	12	20	21	15			
	AL-Gomah-Al-Esha'a	37	49	51	46	53	33	47	26	24
	Al-Shahead Al-Zoubair-AL-Gomah	54	68	61	86	50	40	35	26	26
	Aseam Bin Thabeet-AL-Gomah	57	60	34	32	18	13	14	13	7
	Gabair Bin Abdullah- AL-Gomah	44	27	27	31	10	11			
	Al-Ershad-AL-Gomah	17	21	11	14	5	6			
	Saed Bin Gobair-AL-Gomah	23	13	12	5	10	8			
	Saba Youleou-AL-Gomah	23	44	19	19					
Al-Nasr-AL-Gomah	17	34	23	10						
Dhubab	Al-Fath-AL-Gomah	6	8	6	7					
	AL-Gomah-Al-Wahda	6	17	3						
	Bany Al-Hakam-Al-Shab	50	54	71	32	32	44	31	24	30
	Bab Al-Mandab-Bany Al-Hakam	18	36	21	27	12	10	16	7	16
	Al-Amal-Bany Al-Hakam	40	33	27	24	15	8	23	14	10
	Sud Bin Obada-Bany Al-Hakam	32	7	6	8	5	8	8	8	3
	Al-Sahwa-Bany Al-Hakam	25	8	11	10	5	7	6	7	13
	Al-Fath-Bany Al-Hakam	44	59	25	18	15	11			
	Al-Dawsh-Bany Al-Hakam	26	24	10	14	10	8			
	Kub Bin Malek-Bany Al-Hakam	14	14	11	12	12	7			
	Gazerat Mayown-Bany Al-Hakam	13	5	9	3	4	10			
	Amr Bin Abdualaziz-Bany Al-Hakam	27	11	13	6	6				
	Al-Twomoh-Bany Al-Hakam	80	26	22	11					
	Al-Wahdah-Bany Al-Hakam	22	25		1					
Al-Yakadah-Bany Al-Hakam	26	25	10							
	Total	1870	1599	1261	1341	916	749	639	457	480

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 9 Changed Made by BRIDGE Project by Offering New Grades

District(# of total School)	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Same 2004(5)	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	2	2	2
Same 2007(6)	6	6	6	6	6	6	6	6	5	5	5	5	4	4	3	3	3	3
Mawiyah 2004(9)	9	9	9	9	9	9	9	9	9	9	8	8	5	5	5	5	4	4
Mawiyah 2007 (9)	9	9	9	9	9	9	9	9	9	9	9	9	9	9	7	7	5	5
Makbanah 2004(10)	8	8	8	8	8	7	8	7	8	7	8	4	3	3	3	2	2	1
Makbanah 2007(10)	10	10	10	10	10	10	10	10	10	10	10	10	5	4	4	3	3	3
Al Waziya 2004(9)	9	6	6	6	6	6	6	6	6	6	5	5	3	3	2	2	2	2
Al Waziya 2007(9)	9	7	7	7	7	7	7	7	7	7	7	7	6	6	5	5	1	1
Al Makha 2004(12)	10	10	10	10	10	10	9	7	6	6	6	6	3	3	3	3	0	0
Al Makha 2007	12	12	12	12	12	12	11	11	11	10	9	9	6	5	5	5	3	3
Dubab 2004(13)	13	13	12	12	12	12	12	12	10	10	9	9	5	5	5	5	4	4
Dubab 2007	13	13	13	13	13	13	13	13	13	13	12	12	7	7	5	5	5	5

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 10 Head Teachers Information about the condition of School Facilities and Equipments

School Facilities	Condition of School Facilities and Equipment (Percentage)													
	Very Bad		Bad		Fair		Good		Very Good		Missing value		Total	
	Baseline (n = 54)	Endline (n = 59)	Baseline (n = 54)	Endline (n = 59)	Baseline (n = 54)	Endline (n = 59)	Baseline (n = 54)	Endline (n = 59)	Baseline (n = 54)	Endline (n = 59)	Baseline (n = 54)	Endline (n = 59)	Baseline (n = 54)	Endline (n = 59)
Classrooms	22.2	1.6	20.3	6.7	18.5	15.3	24.0	49.1	12.9	27.1	2	0	100	100
Classrooms for female students	3.7	1.6	1.8	10.1	1.8	5.0	3.7	18.6	1.8	6.7	87	57.6	100	100
School library	1.8	5.0	n.a.	10.1	n.a.	1.6	n.a.	5.0	1.8	n.a.	96.2	77.9	100	100
Books in the library	1.8	6.7	n.a.	8.4	n.a.	1.6	n.a.	5.0	n.a.	n.a.	98.1	77.9	100	100
Laboratory	1.8	3.3	n.a.	6.7	n.a.	n.a.	1.8	1.6	n.a.	1.6	96.2	86.4	100	100
Teachers room	5.5	3.3	1.8	6.7	3.7	10.1	3.7	18.6	3.7	6.7	81.4	54.2	100	100
Sport field	1.8	6.7	1.8	13.5	7.4	11.8	9.2	11.8	n.a.	5.0	79.6	50.8	100	100
Toilet for male students	5.5	3.3	1.8	6.7	9.2	11.8	7.4	23.7	1.8	15.2	74	38.9	100	100
Toilet for female students	1.8	3.3	1.8	1.6	3.7	11.8	3.7	28.8	n.a.	20.3	88.8	33.8	100	100
Drinking water	1.8	3.3	n.a.	1.6	n.a.	15.2	1.8	20.3	1.8	27.1	94.4	32.2	100	100
Electricity	1.8	10.1	n.a.	3.3	n.a.	n.a.	1.8	1.6	1.8	8.4	94.4	76.2	100	100
School fence	3.7	6.7	1.8	3.3	n.a.	3.3	3.7	13.5	3.7	30.5	87	42.3	100	100
Desks and chairs for students	9.2	3.3	9.2	3.3	24.0	22.0	20.3	27.1	9.2	25.4	27.7	18.6	100	100
Blackboards	14.8	n.a.	24.0	1.6	20.3	25.4	18.5	52.5	7.4	11.8	14.8	8.4	100	100
Text books		3.3	3.7	11.8	11.1	30.5	16.6	22.0	5.5	5.0	62.9	27.1	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 11 Head Teacher's Role about School Management

Initiatives(View) of Head Teacher	None		Seldom		Some time		Often		Always		Missing Value		Total	
	Baseline (n=53)	End line (n=59)	Baseline (n=53)	End line (n=59)	Baseline (n=53)	Endline (n=59)	Baseline (n=53)	Endline (n=59)	Baseline (n=53)	Endline (n=59)	Baseline (n=53)	Endline (n=59)	Baseline (n=53)	Endline (n=59)
a) I set up an annual goal of school management and share it with school members.	n.a.	1.69	5.66	13.56	5.66	23.73	16.98	18.64	71.70	40.68	0	1.6	100	100
b) When problems occur in school, I discuss with teachers about the causes and indicate solutions.	n.a.	n.a.	n.a.	n.a.	7.55	11.86	18.87	13.56	73.58	72.88	0	1.6	100	100
c) I talk with teachers who do not come to school everyday to improve their attendance.	1.89	n.a.	1.89	n.a.	1.89	1.69	7.55	1.69	86.79	93.22	0	3.3	100	100
d) I ask school members to clean up school facilities when school got dirty.	n.a.	1.69	n.a.	n.a.	7.55	8.47	15.09	15.25	75.47	71.19	1.8	3.3	100	100
e) I look for better school teachers.	n.a.	8.47	1.89	3.39	1.89	16.95	18.87	11.86	77.36	57.63	0	1.6	100	100
f) I encourage teachers to be involved in school improvement. (In Arabic Translation: "I encourage teachers to improve their level.")	n.a.	1.69	n.a.	3.39	5.66	10.17	20.75	13.56	71.70	69.49	1.8	1.6	100	100
g) I discuss on school improvement with school inspectors.	n.a.	n.a.	1.89	5.08	3.77	18.64	26.42	22.03	67.92	50.85	0	3.3	100	100
h) I listen to parents on what kind of requests parents have on school education.	3.77	1.69	1.89	n.a.	7.55	13.56	15.09	28.81	69.81	54.24	1.8	1.6	100	100
i) I discuss with a community leader on how to make the community's participation in school education.	n.a.	5.08	9.43	11.86	15.09	22.03	24.53	18.64	50.94	38.98	0	3.3	100	100
j) I request to District Education Office (DEO) to increase the number of female teachers	9.43	13.56	3.77	6.78	5.66	6.78	11.32	10.17	67.92	61.02	1.8	1.6	100	100
k) I request to DEO to increase school expenditure to improve school environment.	16.98	32.20	3.77	5.08	16.98	8.47	16.98	18.64	45.28	33.90	0	1.6	100	100
l) I share ideas and experiences on school management with other school Head Teachers.	7.55	1.69	9.43	15.25	22.64	28.81	26.42	13.56	33.96	38.98	0	1.6	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 12 Parent's Information about Education Care at Home

	None		Seldom		Some time		Often		Always	Missing		Total		
	Baseline (n=540)	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)
How often do your family members (parents and/or brothers and sisters) help children to do their homework at home?	45.00	24.5	2.59	13.4	19.63	22.8	8.70	13.5	20.56	25.2	3.5	.5	100	100
How often do you participate in school meetings?	55.37	18.8	3.33	12.4	12.41	18.4	8.89	18.6	16.30	30.6	3.7	1.2	100	100
How often do you talk with your children's teachers regarding their education and school?	38.89	14.0	5.00	11.7	17.22	20.6	8.33	24.2	26.85	29.3	3.7	.2	100	100
My children's teachers come to listen to me about my request to school.	39.07	14.2	6.48	4.7	11.11	8.6	3.70	25.5	35.93	46.4	3.7	.5	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 13 Parent's Perception Regarding School

	Fully Disagree		Sometime Disagree		Don't Know		Somehow Agree		Fully Agree		Missing		Total	
	Baseline (n=540)	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)
I respect my children's school teachers.	0.37	n.a.	6.67	0.51	78.89	0.85	6.11	7.28	4.44	91.37	3.5	0	100	100
I am happy with school buildings.		2.0	17.59	3.74	26.67	0.17	2.04	17.86	50.37	76.19	3.3	0.5	100	100
I have problems with teachers' using sticks to my children.	0.19	59.22	22.96	9.90	7.41	1.19	4.63	13.82	60.93	15.87	3.9	0.8	100	100
I am willing to help school.	0.56	0.17	14.81	0.17	67.04	0.85	3.33	20.34	10.00	78.46	4.3	1.0	100	100
Schools should cooperate with communities and parents to improve school education and its management.	0.19	0.509	7.04	0.34	79.81	0.34	5.37	6.112	3.89	92.7	3.7	0.3	100	100
School at my community is for ourselves.	0.74		8.15	1.188	81.48	0.509	1.30	6.621	3.89	91.68	4.4	.3	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 14 Head Teacher's Reasons for Females not to Come to School

Considered Matters	Fully Disagree		Somehow Disagree		Don't know		Somehow Agree		Fully Agree		Missing Value		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Lack of female teacher	1.89	20.34	3.77	6.78	n.a.	n.a.	13.21	28.81	81.13	38.98	0	5.1	100	100
Lack of separated classrooms for boys and girls	1.89	18.64	5.66	15.25	n.a.	3.39	3.77	22.03	88.68	40.68	0	0	100	100
Lack of fathers' appreciation for girls' education	15.09	6.78	15.09	3.39	1.89	3.39	18.87	35.59	47.17	50.85	1.8	0	100	100
Lack of mothers' appreciation for girls' education	13.21	15.25	16.98	5.08	1.89	n.a.	16.98	37.29	49.06	40.68	1.8	1.7	100	100
Difficulty in transportation	13.21	27.12	9.43	16.95	1.89	3.39	24.53	28.81	49.06	22.03	1.8	1.7	100	100
Lack of school fence	11.32	40.68	5.66	15.25	n.a.	n.a.	11.32	25.42	67.92	16.95	3.8	1.7	100	100
Lack of decent toilets for girls	5.66	23.73	3.77	10.17	n.a.	1.69	3.77	37.29	84.91	25.42	1.9	1.7	100	100
Too much work at home for girls (water gathering, caring for siblings, etc.)	5.66	11.86	5.66	11.86	n.a.	n.a.	11.32	32.20	75.47	42.37	1.9	1.7	100	100
Early marriage	5.66	10.17	7.55	15.25	1.89	n.a.	16.98	33.90	66.04	38.98	1.9	1.7	100	100
Parents cannot afford girls' education economically	5.66	11.86	1.89	18.64		3.39	7.55	33.90	83.02	28.81	1.9	3.3	100	100
Not useful lectures for daughters	26.42		32.08		3.77	n.a.	20.75		15.09		1.9	0	100	100
Teachers' use of stick at school	37.74	42.37	32.08	25.42	n.a.	n.a.	15.09	23.73	13.21	8.47	1.9	0	100	100
No work after graduation	1.89	13.56	5.66	15.25	n.a.	8.47	7.55	30.51	83.02	32.20	1.9	0	100	100
Lack of textbooks	n.a.	45.76	n.a.	20.34	n.a.	n.a.	n.a.	27.12	n.a.	6.78		0	100	100
The school is so far from the house	20.75	33.90	9.43	22.03		1.69	22.64	25.42	43.40	16.95	3.8	0	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 15 Head Teacher's Perception Regarding Girls' Education

Considered Matters	Fully Disagree		Somehow Disagree		Don't know		Somehow Agree		Fully Agree		Missing Value		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
a) Male and female have an equal right to receive education	81.13	n.a.	7.55	n.a.	n.a.	n.a.	n.a.	1.69	9.43	96.61	1.9	1.7	100	100
b) If having son and daughter, I prefer my son going to school to my daughter	18.87	83.05	3.77	8.47	n.a.	n.a.	7.55	n.a.	69.81	5.08	0	3.4	100	100
c) If having son and daughter, I do my best to make both of my son and daughter to go to school	84.91	n.a.	1.89	n.a.	n.a.	1.69	n.a.	1.69	11.32	94.92	1.9	1.7	100	100
d) Females should stay home if get married	18.87	47.46	7.55	15.25	3.77	5.08	26.42	11.86	39.62	16.95	3.8	3.4	100	100
e) Basic skills of reading and writing are enough for females' education	5.66	62.71	7.55	16.95	n.a.	n.a.	18.87	5.08	67.92	11.86	0	3.4	100	100
f) I support an idea that females have professional careers in a society	73.58	n.a.	9.43	5.08	n.a.	3.39	n.a.	25.42	16.98	64.41	0	1.7	100	100
g) Having more children is happiness to females	33.96	27.12	18.87	27.12	3.77	22.03	20.75	10.17	22.64	5.08	0	8.5	100	100
h) I believe that community participation is necessary to improve school education	77.36	n.a.	5.66	3.39	n.a.	n.a.	1.89	6.78	15.09	88.14	0	1.7	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 16 Teacher's Reasons for Females not to Come to School

	Fully Disagree		Somehow Disagree		Don't know		Somehow Agree		Fully Agree		Missing Value		Total	
	Baseline (n=200)	Endline (n=287)	Baseline (n=200)	Endline (n=287)	Baseline (n=200)	Endline (n=287)	Baseline (n=200)	Endline (n=287)	Baseline (n=200)	Endline (n=287)	Baseline (n=200)	Endline (n=287)	Baseline (n=200)	Endline (n=287)
a) Lack of female teacher	6.0	27.27	7.0	13.99	.5	1.75	10.5	21.33	75.5	35.66	.5	.3	100	100
b) Lack of separated classrooms for boys and girls	4.0	18.8	6.5	13.9	n.a.	2.4	11.0	23.3	78.5	39.0	0	2.4	100	100
c) Lack of fathers' appreciation for girls' education	8.0	10.1	10.5	7.19	6.5	2.4	23.5	28.42	50.5	49.8	1.0	3.1	100	100
d) Lack of mothers' appreciation for girls' education	10.0	11.43	12.0	9.64	6.5	3.21	27.5	33.57	43.0	42.14	1.0	2.4	100	100
e) Difficulty in transportation	18.5	26.52	8.0	15.41	1.0	4.66	16.5	18.28	55.5	35.13	.5	2.8	100	100
f) Lack of school fence	15.0	50.72	10.5	16.19	1.5	3.24	8.5	15.83	63.0	14.03	1.5	3.1	100	100
g) Lack of decent toilets for girls	6.0	25.4	6.5	15.00	1.0	2.14	7.5	22.14	79.0	33.8	0	2.4	100	100
h) Too much work at home for girls (water gathering, caring for siblings, etc.)	8.5	14.3	9.0	15.36	7.5	5.00	15.5	23.21	58.0	41.79	1.5	2.4	100	100
i) Early marriage	6.5	15.30	12.0	8.51	3.0	3.55	16.0	22.70	62.0	49.65	.5	1.7	100	100
j) Parents cannot afford girls' education economically	8.0	10.43	3.0	11.15	.5	5.40	15.5	35.61	72.0	37.41	1.0	3.1	100	100
k) Not useful lectures for daughters	26.5	51.62	27.5	15.16	5.5	6.14	17.0	13.72	21.0	13.36	2.5	3.5	100	100
l) Teachers' use of stick at school	41.5	45.68	22.5	20.50	2.5	4.68	12.0	17.27	19.0	11.87	2.5	3.1	100	100
m) No work after graduation	5.0	19.22	8.0	12.10	1.5	3.20	12.5	28.47	70.5	37.01	2.5	2.1	100	100
n) Lack of textbooks	26.5	34.41	15.0	25.81	n.a.	2.51	23.0	20.43	34.5	16.85	1.0	2.8	100	100
o) The school is so far from the house	17.5	31.58	11.0	17.19	3.5	2.11	20.0	19.30	46.0	29.82	2.0	.7	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 17 Parent's Reasons for Females not to Come to School

The reasons	Fully Disagree		Sometime Disagree		Don't Know		Somehow Agree		Fully Agree		Missing		Total	
	Baseline (n=540)	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)
Lack of female teacher	4.63	26.6	0.56	5.1	0.74	.2	2.22	11.7	91.67	53.6	.2	2.9	100	100
Lack of separated classrooms for boys and girls	4.81	26.2	0.93	4.4	0.56	.2	1.85	15.2	91.85	51.3	0	2.7	100	100
Lack of fathers' appreciation for girls' education	24.26	33.5	7.59	4.1	0.37	.3	8.33	15.9	59.26	44.0	.2	2.2	100	100
Lack of mothers' appreciation for girls' education	24.63	32.7	6.85	5.1	0.56	1.2	8.70	23.0	59.26	35.7	0	2.4	100	100
Difficulty in transportation	15.37	28.9	9.81	8.5	0.56	2.4	7.96	16.8	65.74	39.6	.6	3.9	100	100
Lack of school fence	15.56	45.5	9.26	8.0	0.37	2.4	9.07	15.4	65.74	26.1	0	2.7	100	100
Lack of decent toilets for girls	13.70	25.7	6.85	4.6	0.93	.5	7.59	12.7	70.93	53.3	0	3.2	100	100
Too much work at home for girls (water gathering, caring for siblings, etc.)	17.78	29.9	9.07	12.0	0.37	3.4	16.48	18.0	56.11	35.2	.2	1.9	100	100
Early marriage	14.26	15.9	7.59	6.6	1.85	9.8	13.52	17.4	62.59	48.6	.2	1.7	100	100
Parents cannot afford girls' education economically	8.33	14.4	1.30	5.6	0.37	2.4	3.15	22.5	85.74	53.0	1.1	2.2	100	100
Not useful lectures for daughters	32.59	43.0	13.89	10.0	27.96	4.9	10.56	17.6	14.44	19.0	.6	5.6	100	100
Teachers' use of stick at school	33.70	54.3	25.56	12.4	4.07	1.7	20.37	14.2	15.19	13.9	1.1	3.6	100	100
No work after graduation	15.19	34.9	2.41	8.1	3.89	3.7	5.74	17.4	72.41	31.8	.4	4.1	100	100
Lack of textbooks		40.9		10.8		5.9		14.9		24.0		3.4	100	100
The school is so far from the house	17.59	25.2	6.67	13.9	0.19	1.379	8.15	15.86	66.67	42.1	.7	1.9	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

Table 18 Parent's Perception Regarding Basic Rights

The sentences	Fully Disagree		Sometime Disagree		Don't Know		Somehow Agree		Fully Agree		Missing		Total	
	Baseline (n=540)	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)	Baseline	Endline (n=591)
Male and female have an equal right to receive education.	3.52	0.68	1.11	0.34	0.19	n.a.	1.85	5.10	93.33	93.88	0	.5	100	100
If having son and daughter, I prefer my son going to school to my daughter.	77.41	88.01	6.67	2.23	0.19	n.a.	2.78	4.62	12.78	5.14	.4	1.2	100	100
If having son and daughter, I do my best to make both of my son and daughter to go to school.	1.11	3.24	1.11	0.68		n.a.	5.00	5.80	92.41	90.27	.2	.8	100	100
Females should stay home if get married.	44.63	52.14	18.52	8.72	2.96	18.12	16.48	11.11	16.85	9.8	.6	1.0	100	100
Basic skills of reading and writing are enough for girls' education.	63.15	76.36	15.93	9.86	0.37	0.51	4.26	6.80	15.00	6.46	1.3	.5	100	100
I support an idea that females have professional careers in a society.	8.70	5.40	5.74	1.4	0.93	1.71	7.04	14.6	76.30	75.8	1.3	1.2	100	100
Having more children is happiness to females.	10.00	30.8	8.33	13.2	4.26	8.1	17.96	16.6	58.52	28.9	.9	2.4	100	100
I believe that community participation is necessary to improve school education.	2.78	1.70	0.56	0.2	3.89	n.a.	9.07	4.7	82.59	91.7	1.1	1.7	100	100

Source: Created by BRIDGE Project based on the 2005 Baseline and 2008 Endline Survey.

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Appendix 10: List of Submitted Reports

Year	Title of Report	Timing of Submission
Phase 1 in the First Year	Inception Report	Approximately one month after starting the project (June-July 2005)
	Project Progress Report (1) (Draft)	At the end of Phase 1 in the first year (October 26, 2005)
Phase 2 in the First Year	Baseline Survey Report	Approximately 6 months after starting the project (November 2005)
	Project Progress Report (1)	Approximately 6 months after starting the project (November 2005)
	Project Progress Report (2)	Approximately 12 months after starting the project (May 2006)
	Pilot Activity Progress Report (1)	Approximately 12 months after starting the project (May 2006)
Second Year	Project Progress Report (3)	Approximately 18 months after starting the project (November 2006)
	Project Progress Report (4)	Approximately 24 months after starting of the project (March 2007)
Third Year	Project Progress Report (5)	Approximately 36 months after starting of the project (September 2008)
	Girls' Education Promotion Guideline in Taiz Governorate (Draft)	Approximately 24 months after starting of the project (August 2007)
	Project Progress Report (6)	Approximately 36 months after starting of the project (March 2008)
Fourth Year	Endline Survey Report	Approximately 38 months after starting of the project (September 2008)
	Guidelines for the Whole School Improvement Initiative with a special focus on Increasing Girls' Attendance in Rural Basic Education Schools in Taiz Governorate (Final)	Approximately 42 months after starting of the project (November 2008)
	Project Completion Report	At the end of the fourth year contract (November 2008)

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Appendix 11: List of BRIDGE Awareness Materials

	Materials
1	BRIDGE Newsletter Volume 1 to 6 (Arabic and English)
2	A Cassette on BRIDGE Awareness Messages including Taiz Radio Drama, Project Songs and Preachers Messages (Arabic)
3	Project Brochure English and Arabic
4	Pocket Size Message Calendar (2006, 2007 and 2008)
5	Notebooks with Amal Logo and Project Song Messages
6	Pens with Amal
7	Pencils with Project Key Message
8	Note pads with Amal and project key messages
9	Project bag made by women at BRIDGE sewing classes
10	Stickers with Amal and project messages
11	Paper file with Amal and project message
12	Girls Voice Brochures (Arabic)
13	Awareness Message Brochure (Arabic)
14	BRIDGE Flyer with Amal and Project Message
15	BRIDGE Desk Top Calender for 2008
16	BRIDGE Project DVD
17	BRIDGE Project Posters (3 designs)
18	BRIDGE Awareness Religious Message Book
19	BRIDGE Teacher Guides



Girls' Education is Religious Duty

BRIDGE Awareness Raising Message



Broadening Regional Initiative
For Developing Girls' Education
(BRIDGE) Project in Taiz Governorate / Yemen

BRIDGE Awareness Raising Message

Preface (Arabic Page 1)

JICA-BRIDGE Project in Taiz is pleased to share our awareness raising program, which has been developed over the past three years in the target districts. This religious awareness message has been conveyed to the target school communities by a joint team from JICA-BRIDGE Project, Girls' Education and Community Participation Departments in the GEO of Taiz, led by Hashem Sharafaddin (JICA Office) and Abdulaziz Abdulghani (University of Taiz), and with the cooperation of DEOs in the target districts.

The team has been involved in informal, intensive meetings with FC and MC members as well as community leaders in the school communities in an effort to explore reasons behind the lack of girls' enrollment and to raise awareness on the importance of girls' education, particularly in schools where girls' attendance is very low, compared to boys.

Because the team consists of male and female members, they were able to hold meetings with fathers and mothers separately. Such meetings helped mothers and fathers to express their views, obstacles and concerns about their daughters' education freely in a comfortable environment. At the end of each meeting the parents and community leaders drew an action plan to improve their daughters' access to school.

Based on discussions and debates over the last three years between the team members and communities, the team has developed and compiled this awareness message which has been reviewed and finalized at workshops with twenty preachers in cooperation with the Preaching and Guidance Office in Taiz.

From the experiences of the project, we feel that raising awareness of the school community is crucial in improving girls' access to school and decreasing the number of drop-outs to the lowest possible level. Furthermore, the importance of awareness raising is essential in changing the people's views and attitudes. In many areas they try to blame the educational authorities for lack of encouragement of girls' attendance and lack of facilities at schools, without giving themselves any role or responsibility to change the status of their daughters' education.

It is worth mentioning that this content has been presented to the communities during the three years of the project in different means such as brochures, leaflets, newsletters, cassettes, seminars and religious meetings.

The content is not limited to religious context but covers social and economical aspects with a focus on the impact of education on eradicating poverty at the family level and the country as a whole, as well as the role of illiteracy passing poverty from generation to generation. What is included in this booklet is a brief summary of the contents of the messages used in our awareness-raising programs.

We are very proud that Taiz governorate is the first in Yemen to implement such a comprehensive awareness-raising program at the community level; conducting meetings with parents and community leaders in their homes, as well as at schools and social gatherings in order to discuss and debate issues related to girls' education.

Furthermore, this program has made a strong contribution in improving girls' access to school. Girls' enrollment ratio in the target schools have improved from 65% before the project intervention to 79% in the last year of project.

We are pleased to share these messages with other governorates so that they can add and implement this kind of program in their own communities.

Dr. Mahdi Ali Abdusselam
Director of General Education Office in Taiz

Girls' Education is A Religious Duty

Women Before Islam (Arabic Page 2)

1- Inheritance:

Women were treated poorly before Islam. She didn't have the right to conduct business and sign contracts.

Woman didn't inherit from her father, brother or husband's wealth. When Islam came it canceled this tradition and allowed woman to do this. Islam obliged men to sponsor women and support them financially.

2- Unwanted:

She was not welcomed by her parents as a new baby.

Parents before Islam preferred to have male babies rather than female.

The Position of Women (Arabic Page 2) in Islam



Needless to say that a woman forms the foundation of the family and the cornerstone of the societal structure; she is the first half of the society and gives birth to the second half. She is the man's mother, his sister, his daughter and his origin.

This explains to us why women were among the first group to declare their Islamic faith and provide their support for it with their own wealth. Qura'an cites examples of women who were good believers.

(Allah cited examples of those who were believers: the wife of Pharaoh when she said, "My Lord! Build for me a home with thee in the garden, and deliver me from Pharaoh and his work, and deliver me from evil-doers" (Verse 11), and Mary, daughter of Imran, whose body was chaste but gave birth to a child. God said, "We breathed therein (Mary's womb) a part of our Spirit", and she put faith in the words of her Lord and his scriptures, and was of the obedient (Verse 12).

Khadigah, the Prophet's wife, was the first one to receive the Prophet, coming from the cave frightened and shaking as a result of receiving the first revelation from Heaven. So she stood beside him supporting, encouraging and motivating him, saying to him, "Allah will not let you down as you are the most trustful, bearable and supportive to the truth and I hope you will be the Prophet of this nation".

Thus, she was the closest to his heart .

Islam has honored women and fought against all customs and traditions that discriminate against them.

Qura'an criticizes the ancient Arabs very strongly for feeling upset when they had female babies. They wanted to hide themselves from the people for having female babies describing their predicament as unjust and unfair.

(When if one of them receiveth tidings of the birth of a female, his face remaineth darkened, and he is wroth inwardly (Verse 58). He hideth himself from the folk because of the evil of that whereof he hath had tidings, (asking himself): Shall he keep it in contempt, or bury it beneath the dust? Verily evil is their judgment (Verse 59).)

The Prophet 's Attitude Towards Daughters

(Arabic Page 3)

The Prophet himself had different attitude towards his daughters from the ordinary people of his time. His first four babies were girls. When his fourth daughter was born, nurses around told him "You have a female baby ". He replied, "She is the rose I can smell."

The Importance of Girls' Education

(Arabic Page 3)

Education for a girl is the weapon by which she can protect herself from life's crises. With knowledge a girl is highly valued. She can understand her religious duties and defend her rights. She can understand her duties towards her husband, her children and her parents. An educated woman can lead a happy life whereas an illiterate one leads a miserable life with no virtues or peace.

Who on earth makes education rights restricted to men only?

Girl's education is a religious duty which the family needs to understand and pledge to fulfill without any discrimination against girls.



Islam Cares for Women's Education (Arabic Page 3)

The women at the time of the Prophet were as enthusiastic to learn as men. When they knew that the Prophet Mohammed was giving classes for men they criticized him saying, "Your time has been occupied by men. Why don't you devote one day to teach us?". The Prophet responded positively without denying their rights to education. Thus, he allocated one day to teach them.

Who dares to deprive girls of education after the Prophet himself devoted one day of his time to teach women?

Don't all Quranic verses and the Prophet's sayings, which call for education and encourage us to learn, addressing everyone without gender discrimination? (Professor of Islamic culture, Dr. Hamed Mahmud Ismail)

Education for Women the Key to Success (Arabic Page 4)

Illiterate women can't be successful and efficient members of their community. For this reason we have to fight illiteracy. It is only thorough education a woman can be a successful and efficient member in her family and society. Therefore we have to encourage girls to study.

An educated woman can:

- 1- Understand her rights and her husband's.
- 2- Raise and educate her children well.
- 3- Understand her religious duties and thus can be a good worshiper.
- 4- Maintain social and political roles as set up in Qura'an
(The Believers, men and women, are protectors of one another; they enjoin what is just, and forbid what is evil.)

Girl's Education is a Social Necessity

(Arabic Page 4)

Women need to be trained to be doctors, teachers, nurses, etc, because her community needs her. It is not a personal choice to study. In fact the community needs women to play roles in different aspects of life. She herself needs to earn money for a living. The Prophet addressed women in the following way:

“Allah has permitted you to go out to accomplish your daily tasks”.

(Professor of Islamic culture, Dr. Hamed Mahmod Ismail)



Women During the Prophet's Era

(Arabic Page 4)

Women made a very significant contribution towards the first big events during the Prophet's era. For example:

- They were members of the first coalition group who approached the Prophet and signed an agreement of support with him promising to defend and provide him with protection.
- Another group of women formed a joint delegation with men who signed an agreement of support with the Prophet.
- Women were members of a group of people who traveled to Ethiopia to escape punishment and torment of the blasphemous people in Mekkah two years after Islam's appearance.
- Another group of women traveled with the Prophet and some men from Mekkah to Madina to escape punishment, blockade and ill treatment exercised on them in Mekkah by the leaders of the tribes.
- Women also participated in the battles with men in Islam including all the Prophet's wives.

These political events contributed a lot into the later political and social development of Islam.

Women in the life of the prophet were not excluded to take part in battles, why do we prevent her from studying at school?

Seeking Further Knowledge

(Arabic Page 5)

Acquiring as much knowledge as possible is encouraged by Islam. You cannot be a good Muslim without knowledge. Thus Quran explains the Prophet's task as an educator to the people, both men and women to enable them read Quran and comprehend its meanings not just reading without understanding it.

We are urged to think of its meaning and deduce the laws and wisdom hidden behind the lines. This can't be achieved with little knowledge. (It is He who has sent amongst the unlettered an apostle from among themselves, to rehearse to them his signs, to sanctify them, and to instruct them in Scripture and Wisdom, although they had been, before in manifest error) Al-Jumu'a (The Congregation, Friday)

Allah shows us the importance of seeking deep knowledge by asking his Prophet to pray and call him to help to acquire further knowledge. ("O my Lord! advance me in knowledge".) Ta Ha (Ta-ha) 14

Depriving Girls of Education Is Unfair (Arabic Page 5)

Parents have big roles to play in pushing their daughters to attend school. Parents who encourage boys and prevent girls from their rights of education are surely considered as unjust and cruel. Such a practice is not in line with the rights which we are urged by Quran to provide for our children. Quran says, "Allah calls for justice and good deeds". The Prophet asks us to be fair by saying, "Fear Allah by treating your children equally."

Discriminating against daughters was a practice which the Prophet fought against. Religiously speaking being fair and just to your daughters and sons is a must. The Prophet says "He who has a daughter and never humiliates and discriminates against her will be rewarded with paradise by Allah."

Therefore educating girls is the family's duty.

Exemplary Educated Women (Arabic Page 5)

History is full of educated women who helped their societies and their impressive impact and glorious images still exist. For example:

1- Ms. Alshifa Aladwia: she was a teacher for girls in Mekka and she was a skillful writer. Two of the Prophet's wives were taught by her.

2- Ms. Aisha: she was the best ethnographer in her time. She was a good linguist and a poet. She was the best person in memorizing the Prophet's sayings.

The Prophet commands us saying "Take half of your religion from this woman", pointing to his wife, Aisha.

3- Nafisat Al-Elm: she studied hard since she was young. She was not satisfied with her literacy level, so she enriched her knowledge by attending lectures given by the Imam Malik (one of the four greatest Islamic scholars). Then she traveled to Egypt to spread his preachings. She conducted lessons in her home for men and women equally.

4- Ms. Rabea'a Al-Adewiya: she was a very good worshiper and poet.

5- The ancient queen of Yemen named Balquis: she was the queen of Sheba, and she had vast knowledge which was praised in the Holy Quran.

6- Ms. Alkhansa: she was a great poet whose poems were admired by the Prophet.

Literacy Level Not Enough (Arabic Page 6)

Prophet gave us a good example of increasing one's knowledge rather than being satisfied with literacy. His wife Ms. Hafsa was able to read and write. When she married the Prophet, he asked her teacher to continue educating her.

Ms. Om Aldrda, one of the Prophet's companions was noted for being ambitious in seeking further knowledge till she became a preacher for the women in her time.

She was a lecturer at the mosque in Damascus teaching people. She was so famous at that time that the King Abdulmalik Ibn Marwan said, "I have to go to the mosque to obtain some of Om Aldrad's knowledge ."

Seeking knowledge is a religious requirement which both man and women are equally encouraged to do. An Arab proverb states, "Even if you devote all your life to seek knowledge, you obtain just a small part of it." This means that knowledge is as wide as the ocean which you cannot obtain all of.

Oh, girls you should all learn from your example Ms. Nafisa who devoted her life for knowledge until she became a scholar. She used her house as a school to teach both men and women.



Family Duty Towards Girl's

Education (Arabic Page 7)

Parents have a religious and moral duty towards girl's education especially the mother who is considered to be the role model for her daughter. If a mother neglects her daughter's right to education, her daughter will behave similarly towards her future daughters.

Thus an Arab poet says, "Mother is a school. If she is prepared, you prepare a good nation".

The family's good faith in education makes parents feed their children with love for education. Consequently, boys and girls grow up loving education and having curious minds.

All the instructions in the holy Quran which call for education are targeting both males and females inclusively.

The Prophet says: "Seeking knowledge is a religious duty for every Muslim man and woman". Therefore, fathers and mothers shoulder a big responsibility to push and encourage their daughters to receive an education.

Parents who encourage boys and discourage daughters from attending the school breaks God's law which urge us to be just.

The Prophet fought the discriminating view of the family towards daughters so he asked parents to treat boys and girls equally and in a just manner.

Once a child came into the Prophet's reception room, his father kissed him on his forehead and seated him next to him. When his sister came into the room, her father didn't seat or kiss her. So the Prophet looked at the father and said, "You didn't treat them equally".



References: (Page 7)

Holy Qura'an
Qura'an Interpretation, Sheikh Mohamed Sha'arawi
Fath Al-Bari, Dr. Hamid Mahmoud Isma'eel
Stories from The Lives of the Prophet's Female Companions, Dr.
Rafat Al-Basha
Gqwqhir Al-Adab, Al- Sayyed Ahmed Al- Hashimi
Yogalitonek Eth Yaqoloon, Dr. Mohammed Sa'eed Ramadan
Daleel Assaeleen, Anes Isma'eel Abu Da'ood

Conclusion: (Page 8)

During the field visits for raising awareness the team realized that the community people in the target districts have assumptions and attitudes which were taken for granted. Such attitudes hinder girls' access to school, and thus the project took action and provided the appropriate response to eliminate these concerns. Here is a summary of the communities' views and the project's message:

Project's Awareness Messages

- 1- Drop outs start from grades 3&4. There are drop outs among boys too.
- 2- We see boys and girls herding together. Why do they not study together?
- 3- School is safer than the pastures.
- 4- Our focus is on girls in basic education who are young.
- 5- There is a difference between studying

Community's Attitudes/Perceptions

When a girl grows up, it is not appropriate to study with boys in the same school.

1- Ministry exempted fees.
2- We have to eradicate poverty by schooling our children instead of passing poverty down to them.
3- Ignorance and illiteracy are the sources of poverty.
4- Islam urges us to eradicate poverty by learning skills and crafts.

Families are poor. They cannot afford school fees.

1- Why do only girls have to be exhausted with such heavy burdens?
2- Islam has urged us to be fair and just in dealing with our children.
3- Why don't parents distribute family tasks and duties among sons and daughters equally so that girls can have the chance to attend schools?
4- Islam considers learning as a religious duty for all Muslims males and females.

We need daughters to herd, farm and do chores.

1- Religious speaking, education is a religious duty for all men and women.
2- Education is not only for getting jobs, it has more important benefits for a prosperous life and hereafter too.
3- There are thousands of female graduates who have been already employed by public and private sectors.
4- Think of your situation, the BRIDGE project has looked for literacy and sewing trainers and qualified school teachers to hire them teach your daughters, sons and mothers but cannot find any from your areas.

If male graduates do not find jobs why should girls go to school?

1- Allah, has praised some women in the Holy Quran describing them as "True Muslims, believers and worshippers". How can our women be as such without allowing them to acquire enough knowledge?
2- Our daughters should follow the path of the prophet's wife Aisha, who was one of the greatest scholars in different fields including ethnography. The prophet commanded his companions to "take half of their religion from her".
3- Allah commands us all in Quran to seek more of the knowledge and not only a little dose. It is not enough for girls to reach only basic literacy level.
4- During the prophet's era many of the prophet's female companions were well noted as highly knowledgeable scholars.

It is enough for girls to reach only basic literacy level.

付録 12

Appendix 12: Related Documents on Hiring Contracted Teachers

Background Discussion on Contracted Teachers

Year	Description
2005 Oct	BRIDGE Team found that there were strong demands of hiring teachers at the targeted schools and schools and DEOs strongly asserted that girls' education could not be promoted without teachers.
	BRIDGE Team (JICA-GEO) found that there were many government teachers who were registered at schools but did not attend. Taiz GEO took actions to find these ghost teachers and stopped their salaries.
Nov	JICA Headquarter approved to hire teachers locally with the school funding if teachers meet the following criteria: <ul style="list-style-type: none"> • At least completed secondary education • Live in the local community or neighboring community • Hire female teachers if teachers have the same qualification. In Year 1, 145 teachers were contracted with schools (65 female).
2006 April	JICA's Project Monitoring Mission agreed on Aide Memoire (see attached) with Ms. Fawzia Noaman, Deputy Minister for Girls' Education and Mr. Gendary, Deputy Minister for Project and Equipment. The Memoire included: <ul style="list-style-type: none"> • MOE will provide in-service trainings to the contracted teachers • MOE and GEO will give priority to the contracted teachers when the GEO hire new teachers from 2006/2007.
Sept	In Year 2, 185 teachers were contracted with schools (60 female).
	3 contracted teachers were hired by the government in 2006/2007.
	Contracted teachers were not fully invited to the GEO training program. No one was paid. Some of them were allowed to observe. Some of them were refused to attend.
2007 Aug	In Year 3, 172 teachers were contracted with schools (58 female).
	5 teachers were hired by the government in 2007/2008. It was found negotiation at the governorate level was difficult. Taiz GEO decided to ask for the MOE's support.
	Since the government training was not fully offered to the contracted teachers, BRIDGE project asked DEOs to organize a 2 day training for teachers.
Sept	JICA's mid-term evaluation mission requested to the Government of Yemen in their report, "Yemeni Government shall ensure alternative means to sustain the contracted teachers who are being hired by the BRIDGE block grant. At the same time, GEO should ensure that the necessary training shall be provided to the locally hired teachers." It also emphasized exploring alternative means of deployment of teachers in geographically remote communities.
Dec	Based on the JICA's evaluation, Taiz GEO organized a workshop with MOE (General Education and Girls Educatoin) to discuss on how to hire contracted teachers by the government. At the meeting, Taiz GEO and MOE officials agreed on the following: <ul style="list-style-type: none"> • By the end of December: Make a list of teachers to be hired in the next year by Taiz GEO • In January: Submit the list of MOE • January to September: Follow up the employment process in the Ministry of Civil Service
2008 March	Taiz GEO visited MOE to discuss the issues on contracted teachers. Mr. Faisal Ahmed Ghale, Director of Personnel Affairs, MOE, who were originally from Ministry of Civil Services, was assigned to follow up the hiring contracted teachers. List of all the 129 qualified teachers was prepared and submitted to MOE with their certificate documents.

Year	Description
May	<p>Joint Coordination Committee (JCC) meeting discussed about contracted teachers. Meeting Minutes included the followings:</p> <ul style="list-style-type: none"> • MOE and MOCS will employ all the remaining qualified JICA contract teachers, who have a secondary or higher education qualification. • All the contracted teachers should be employed in 2008 and deducted from the Taiz governorate payroll for 2008. MOE will compensate Taiz Governorate in order and add the same number of additional teachers to the payroll of the annual allocation of 2009. <p>M/M was signed by Ms. Fawzia, Mr. Faithal, Dr. Mahdi and Mr. Sasaki with Minister's approval.</p>
Aug	<p>JICA's final evaluation mission found that male teachers without diploma could no be hired by the current government rule. JICA mission recommended the followings:</p> <ul style="list-style-type: none"> • Roles and responsibilities of the School Committee, DEO, GEO, MOE and Taiz Governorate for hiring and sustaining local teachers should be discussed and defined from technical, managerial and financial aspects including decision making authority over the contracted teacher recruitment.
Sept	<p>In 2008/2009, only 4 teachers were hired by the government.</p>
Nov	<p>Joint Coordination Committee (JCC) meeting discussed about contracted teachers. At the JCC, MOE promised to hire all the BRIDGE contracted teachers including male teacher without diploma or above degree in 2009. General Education Sector will be responsible for the hiring.</p>

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مكتب الوزير

NO : : الرقم : : الموافق : DATE : : التاريخ :

AIDE MEMOIRE

between the Ministry of Education in the Republic of Yemen and the Broadening Regional Initiative for Developing Girls' Education (BRIDGE) Project in Taiz funded by the Japan International Cooperation Agency (JICA)

On April 17th, 2006, the JICA Project Monitoring Mission conducted a 10-day visit of the Republic of Yemen. The objective of the visit was twofold: 1) To monitor and evaluate the first phase of the Broadening Regional Initiative for Developing Girls' Education (BRIDGE) Project in the Taiz Governorate; and 2) To seek sustainability of piloted sites after the completion of the Project.

On the first day, members from the JICA Project Monitoring Mission and the JICA BRIDGE Project Team met with representatives from the Yemeni Government. Participants from the Yemeni Government included Mr. Abdulkarim Al-Gendary (Deputy Minister of Project and Supervision), who represented the Minister of Education, along with Ms. Fawaziah Noaman (Deputy Minister of Girls' Education), Ms. Aman Al-Ba'adani (Director of Girls' Education), and Mr. Abdulmaged Alghaberi (Head of Community Participation). Participants from JICA included Dr. Keiko Mizuno (JICA Senior Advisor, BRIDGE Project Monitoring Mission Leader), Mr. Mitsutaka Hoshi (JICA Egypt Office), Mr. Kazuhiro Tambara (JICA Headquarters), Dr. Chiaki Kuranami (Leader of BRIDGE Project), Dr. Keiichi Ogawa (Deputy Leader of BRIDGE Project), and Dr. Hamoud Al-Seyani (Senior Consultant for JICA BRIDGE Project and Head of the Technical Team).

At the meeting, the JICA Mission presented the activities that were implemented during the first phase of the Project, and discussed with the Government the following two issues: 1) How piloted districts, sub-districts and schools would continuously carry over the BRIDGE experience after the Project is completed; and 2) How the BRIDGE experience could be applied to other projects implemented by the Government and other donors.

The following are details on what were discussed at the meeting.

صنعا . - التحرير - تلفون : ٢٧٤٥٤٨ - فاكس (٢٧٤٥٥٨)

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Activities implemented by the BRIDGE Project during the first phase include:

- Conducted several training courses for the GEO and DEO officers as well as school committee representatives;
- Provided contracts to 146 teachers in the piloted schools;
- Established school committees in piloted schools with the father and mother councils, and provided trainings to father and mother council members;
- Enabled local schools to collaborate on development strategies and action plans with local authorities and father/mother councils. All the strategies and plans that were developed have been approved by the DEO and GEO officials and BRIDGE Project Experts.
- Provided all targeted schools with the first grants to implement their development strategies and action plans. Each school has implemented its activities based on its plan.
- Implemented awareness raising activities to foster mothers' and fathers' initiatives in promoting girls education and community participation.

Issues raised by the BRIDGE Project team for future operation and sustainability include:

- The GEO office does not have the budget to support the monitoring fees for the GEO and DEO officials to supervise the BRIDGE Project activities directly. According to the BRIDGE Project Agreement, the monitoring costs were covered by the Government of Yemen.
- It is necessary to provide training to the contracted teachers hired by the Project. Since the majority of these teachers only have secondary education diploma without any pre-service training, there is an urgent need to provide training to them.
- Sustainability of the Project activities after its completion in November 2008 needs to be ensured. It is, therefore, imperative for the government to hire the contracted teachers gradually.

صنعاء . التحرير - تلفون : ٢٧٤٥٤٨ - فاكس (٢٧٤٥٥٨)

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The Ministry of Education (MOE) commits to resolving these issues by providing the following interventions:

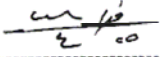
Monitoring Costs:

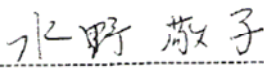
- The MOE will ensure that monitoring costs for the GEO and DEO to supervise the project sites will be included in the MOE Budget for 2007 and that the money will be sent to the Education Office in the Taiz Governorate (Taiz GEO).

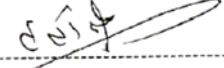
Contracted Teachers:

- The MOE will provide in-service trainings to the contracted teachers in the Project sites when they conduct trainings in Taiz Governorate.
- Both the MOE and GOE will give priority to the contracted teachers when the GEO hires new teachers from 2006/7. The selection criteria is as follows:
 - Gender of the contracted teachers will be a major consideration (i.e., priority will be given to female teachers);
 - Performance of the contracted teachers will be one of the major considerations (i.e., priority will be given to contracted teachers who perform well. The supervision reports provided by the schools, DEO, and GOE will be used to evaluate the performance of the contracted teachers);
 - Characteristics of the targeted schools will also be taken into consideration (i.e., if schools are in very remote and disadvantaged areas, contracted teachers in such schools will have the priority);
 - Teachers from local areas will be given priority; and
 - Academic qualification of the contracted teachers will be a consideration (i.e., priority will be given to teachers who have better academic qualification).

This Aide Memoire represents the agreement between the Government of Yemen and the Japan International Cooperation Agency (JICA) on April 25th, 2006


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Deputy Minister of Girls Education
Ministry of Education, Yemen


Dr. Keiko Mizuno
JICA Senior Advisor
BRIDGE Project Monitoring Mission Leader


H.E. Mr. Abdulkarim Al-Gendary
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صنعا . - التحرير - تلفون : ٢٧٤٥٤٨ - فاكس (٢٧٤٥٥٨)

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NO : ٢٥٧٧١١٢ التاريخ : DATE : الموافق :

المحترم
المحترم

الأخ/ محافظ محافظة تعز
الأخ/ مدير مكتب التربية والتعليم م/ تعز

تحية طيبة .. وبعد:

كما تعلمون أن مشروع توسيع الخيارات المحلية لتشجيع تعليم الفتاة يتم تنفيذه في ست مديريات، هي: (مقبنة، سامع، ماوية، الوازعية، المخا، ذياب)، وسوف تنتهي المرحلة التجريبية للمشروع في يوليو 2008م. وحتى نحافظ على استمرارية وأنشطة المشروع، نأمل أن تدرج في ميزانية المديرية سائفة الذكر لعام 2007م المبالغ اللازمة لمواجهة الأنشطة التي سيتم تقليصها من ميزانية المشروع.

ولكم خاص الشكر والتقدير،،،،

د. عبدالسلام محمد الجوفي

وزير التربية والتعليم

التاريخ :
الرقم :
٢٩٩٩
١٤٦ / ١ / ٢

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مكتب التربية والتعليم - تـسـسـز
مكتب المدير العام

الأخ/ محافظ المحافظة رئيس المجلس المحلي
المحترم

بعد التحية.....


وشهر مبارك وكل عام وانتم بخير بحلول شهر رمضان المبارك..

يهديكم مكتب التربية والتعليم أطيب التحايا، وبناءً على الإتفاق الدولي المبرم بين الحكومة اليمنية ممثلة
بوزارة التربية والتعليم ودولة اليابان الداعمة للتعليم الأساسي لتعليم الفتاة نرفق لكم ميزانية مقترحة لتسيير العمل مع
الفريق الياباني في المديرية المستهدفة الست بالمحافظة وبما أن الميزانية العامة قد تم إعدادها مسبقاً تكرموا
بالإطلاع على هذه الموازنة واعتمادها كميزانية ملحقه على مستوى كل مديرية من المديرية المستهدفة...

"شاكرين ومقدرين تعاونكم"

وتقبلوا تحياتنا.....

د/ مهدي علي عبدالسلام
مدير مكتب التربية والتعليم

الرقم : التاريخ : المرفقات :		الجمهورية اليمنية وزارة التربية والتعليم مكتب التربية والتعليم - تعز
م / /		
<p>الميزانية المطلوبة للعام المالي ٢٠٠٧م لمشروع بريدج الياباني والذي سيغطيها الجانب اليمني في المديرية الست المستهدفة ، سيقوم الجانب اليمني بتحميل تكاليف التدريب والرقابة ابتداء من شهر يونيو ٢٠٠٧م وحتى يوليو ٢٠٠٨م وهي مقسمة على النحو الآتي:-</p> <p>أولاً : - مديرية سامع :-</p> <p>أولاً:- بدل السفر للفريق الميداني المكلف من المكتب والفريق الميداني المديرية اللذان سيصحبان الفريق الياباني في زيارة المدارس في المديرية خلال العام بتكلفة (١٩٥,٣٠٠)مائة وخمسة وتسعون ألف وثلاثمائة ريال .</p> <p>ثانياً:- القاءات الشهرية التي تقام في مكتب التربية بمبلغ (٥٨,٨٠٠)ثمانية وخمسون ألف وثمانمائة .</p> <p>ثالثاً:- التدريب (٩٨٥,٢٠٠)ومفصلة كمايلي:-</p> <p>أ - دورة تدريبية في المحافظة لمدة ثلاث أيام في الأسبوع الأول وثلاث أيام في الأسبوع الثاني بتكلفة (٩١,٢٣٠) واحد وتسعون ألف ومائتين وثلاثون ريال .</p> <p>ب- دورات تدريبية في نطاق المديرية لفريق العمل لمدة (١٢)يوم وبتكلفة تقدر بـ (٨٩٣,٩٧٠)ثمانمائة وثلاثة وتسعون ألف وتسعمائة وسبعون ريال .</p> <p>رابعاً:-مساهمة المدرسة بواقع (٢٥٠,٠٠٠) على كل مدرسة مستهدفة في السنة لدعم بناء فصول إضافية التعاقد مع مدرسين (الأنشطة التجريبية) وتقدر بمبلغ بـ (١,٥٠٠,٠٠٠) مليون وخمسمائة ألف ريال .</p> <p>بحيث تكون الميزانية المطلوبة لمديرية سامع هي</p> <p>(١٩٥,٣٠٠ + ٥٨,٨٠٠ + ٩٨٥,٢٠٠ + ١,٥٠٠,٠٠٠) = ٢,٧٣٩,٣٠٠ اثنان مليون وسبعمائة وتسعة وثلاثون ألف وثلاثمائة ريال .</p> <p>ثانياً :- مديرية ساوية:-</p> <p>أولاً:- بدل السفر للفريق الميداني المكلف من المكتب والفريق الميداني المديرية اللذان سيصحبان الفريق الياباني في زيارة المدارس في المديرية خلال العام بتكلفة (٢٩٢,٩٥٠)مائتين واثنان وتسعون ألف وتسعمائة وخمسون ريال</p> <p>ثانياً:- القاءات الشهرية التي تقام في مكتب التربية بمبلغ (٨٨٢,٠٠)ثمانية وثمانون ألف ومائتين</p> <p>ثالثاً:- التدريب (١,٤٧٧,٨٠٠)ومفصلة كمايلي:-</p>		

أ- دورة تدريبية في المحافظة لمدة ثلاث أيام في الأسبوع الأول وثلاث أيام في الأسبوع الثاني بتكلفته (١٣٦,٨٤٥) مائة وستة وثلاثون ألف وثمانمائة وخمسة وأربعون ريال
 ب- دورات تدريبية في نطاق المديرية لفريق العمل لمدة (١٢) يوم وبتكلفة تقدر بـ (١,٣٤٠,٩٥٥) مليون وثلاثمائة وأربعون ألف وتسعمائة وخمسة وخمسون ألف
 رابعا: مساهمة المدرسة بواقع (٢,٢٥٠,٠٠٠) اثنين مليون ومائتين وخمسون ألف ريال بحيث تكون الميزانية المطلوبة لمديرية ماوية هي
 $(٢,٢٥٠,٠٠٠ + ١,٤٧٧,٨٠٠ + ٨٨,٢٠٠ + ٢٩٢,٩٥٠) = ٤,١٠٨,٩٥٠$ أربعة مليون ومائة وثمانية ألف وتسعمائة وخمسون ريال

ثالثا : - مديرية الوازعية :-

أولاً:- بدل السفر للفريق الميداني المكلف من المكتب والفريق الميداني المديرية الذان سيصحبان الفريق الياباني في زيارة المدارس في المديرية خلال العام بتكلفة (٢٩٢,٩٥٠) مائتين واثنين وتسعون ألف وتسعمائة وخمسون ريال
 ثانياً:- القاءات الشهرية التي تقام في مكتب التربية بمبلغ (٨٨,٢٠٠) ثمانية وثمانون ألف ومائتين
 ثالثاً:- التدريب (١,٤٧٧,٨٠٠) ومفصلة كمايلي:-

أ- دورة تدريبية في المحافظة لمدة ثلاث أيام في الأسبوع الأول وثلاث أيام في الأسبوع الثاني بتكلفة (١٣٦,٨٤٥) مائة وستة وثلاثون ألف وثمانمائة وخمسة وأربعون ريال
 ب- دورات تدريبية في نطاق المديرية لفريق العمل لمدة (١٢) يوم وبتكلفة تقدر بـ (١,٣٤٠,٩٥٥) مليون وثلاثمائة وأربعون ألف وتسعمائة وخمسة وخمسون ألف
 رابعا: مساهمة المدرسة بواقع (٢,٢٥٠,٠٠٠) اثنين مليون ومائتين وخمسون ألف ريال بحيث تكون الميزانية المطلوبة لمديرية الوازعية هي :-
 $(٢,٢٥٠,٠٠٠ + ١,٤٧٧,٨٠٠ + ٨٨,٢٠٠ + ٢٩٢,٩٥٠) = ٤,١٠٨,٩٥٠$ أربعة مليون ومائة وثمانية ألف وتسعمائة وخمسون ريال

رابعا:- مديرية مقبلت :-

أولاً:- بدل السفر للفريق الميداني المكلف من المكتب والفريق الميداني المديرية الذان سيصحبان الفريق الياباني في زيارة المدارس في المديرية خلال العام بتكلفة (٣٢٥,٥٠٠) ثلاثمائة وخمسة وعشرون وخمسة مائة ريال
 ثانياً:- القاءات الشهرية التي تقام في مكتب التربية بمبلغ (٩٨,٠٠٠) ثمانية وتسعون ألف ريال
 ثالثاً:- التدريب (١,٦٤٢,٠٠٠) ومفصلة كمايلي:-

أ- دورة تدريبية في المحافظة لمدة ثلاث أيام في الأسبوع الأول وثلاث أيام في الأسبوع الثاني بتكلفة (١٥٢,٠٥٠) مائة وثمان وخمسون ألف وخمسون ريال .

ب - دورات تدريبية في نطاق المديرية لفريق العمل لمدة (١٢) يوم وبتكلفة تقدر بـ (١,٤٨٩,٩٥٠) مليون وأربعة مائة وتسعة وثمانون ألف وتسعمائة وخمسون ريال .

رابعا: مساهمة المدرسة بواقع (٢,٥٠٠,٠٠٠) اثنين مليون وخمسمائة ألف ريال بحيث تكون الميزانية المطلوبة لمديرية مقبنة هي :-

(٤,٥٦٥,٥٠٠ = ٢,٥٠٠,٠٠٠ + ١,٦٤٢,٠٠٠ + ٩٨,٠٠٠ + ٣٢٥,٥٠٠) أربعة مليون وخمسمائة وخمسة وستون ألف وخمسمائة ريال .

خامسا- مديرية المخاء :-

أولاً:- بدل السفر للفريق الميداني المكلف من المكتب والفريق الميداني المديرية اللذان سيصحبان الفريق الياباني في زيارة المدارس في المديرية خلال العام بتكلفة (٣٩٠,٦٠٠) وثلاثمائة وتسعون ألف وستمائة ريال

ثانياً:- القاءات الشهرية التي تقام في مكتب التربية بمبلغ (١١٧,٦٠٠) ومائة وسبعة عشر ألف وستمائة ريال ثالثاً:- التدريب (١,٩٧٠,٤٠٠) ومفصلة كمايلي:-

أ- دورة تدريبية في المحافظة لمدة ثلاث أيام في الأسبوع الأول وثلاث أيام في الأسبوع الثاني بتكلفة (١٨٢,٤٦٠) مائة وثمان وثمانون ألف وأربعمائة وستون ريال .

ب - دورات تدريبية في نطاق المديرية لفريق العمل لمدة (١٢) يوم وبتكلفة تقدر بـ (١,٧٨٧,٩٤٠) مليون وسبعمائة وسبعة وثمانون ألف وتسعمائة وأربعون ريال .

رابعا: مساهمة المدرسة بواقع (٣,٠٠٠,٠٠٠) ثلاثة مليون ريال بحيث تكون الميزانية المطلوبة لمديرية المخاء هي :-

(٥,٤٧٨,٦٠٠ = ٣,٠٠٠,٠٠٠ + ١,٩٧٠,٤٠٠ + ١١٧,٦٠٠ + ٣٩٠,٦٠٠) خمسة مليون وأربعمائة وثمان وسبعون ألف وستمائة ريال .

سادساً:- مديرية باب المنداب :-

أولاً:- بدل السفر للفريق الميداني المكلف من المكتب والفريق الميداني المديرية اللذان سيصحبان الفريق الياباني في زيارة المدارس في المديرية خلال العام بتكلفة (٤٢٣,١٥٠) أربعة مائة وثلاثة وعشرون ألف ومائة وخمسون ريال

ثانياً:- الفعّاءات الشهرية التي تقام في مكتب التربية بمبلغ (١٢٧,٤٠٠) مائة وسبعة وعشرون ألف وأربعمائة ريال

ثالثاً:- التدريب (٢,١٣٤,٦٠٠) ومفصلة كمايلي:-

أ- دورة تدريبية في المحافظة لمدة ثلاث أيام في الأسبوع الأول وثلاث أيام في الأسبوع الثاني بتكلفة

(١٩٧,٦٦٥) مائة وسبعة وتسعون ألف وستمائة وخمسة وستون .

ب - دورات تدريبية في نطاق المديرية لفريق العمل لمدة (١٢) يوم وبتكلفة تقدر بـ (١,٩٣٦,٩٣٥)

مليون وتسعمائة وستة وثلاثون ألف وتسعمائة وخمسة وثلاثون ريال

رابعاً:- مساهمة المدرسة بواقع (٣,٢٥٠,٠٠٠) ثلاثة مليون ومائتين وخمسون ألف ريال

بحيث تكون الميزانية المطلوبة لمديرية باب المندب هي :-

(٤٢٣,١٥٠ + ١٢٧,٤٠٠ + ٢,١٣٤,٦٠٠ + ٣,٢٥٠,٠٠٠) = ٥,٩٣٥,١٥٠ خمسة مليون وتسعمائة وخمسة

وثلاثون ألف ومائة وخمسين ريال .

وبحيث تكون الميزانية المطلوبة للمدريات السنة التي يشملها المشروع الياباني هي :-

٢,٧٣٩,٣٠٠ = ١- مديرية سامع

٤,١٠٨,٩٥٠ = ٢- مديرية ماوية

٤,١٠٨,٩٥٠ = ٣- مديرية الوازعية

٤,٥٦٥,٥٠٠ = ٤- مديرية مقبنة

٥,٤٧٨,٦٠٠ = ٥- مديرية المخاء

٥,٩٣٥,١٥٠ = ٦- مديرية باب المندب

٢٦,٩٣٦,٤٥٠

ستة وعشرون مليون وتسعمائة وستة وثلاثون ألف وأربعمائة وخمسون ريال .

MOE List #	JICA#	From Y1	From Y2	New	District's Name	School's Name	Name of JICA Year 3 Contracted Teachers	Gender	Education	الموئل	اسم المدرسين المتعاقد معهم	اسم المدرسة	اسم المديرية
9					Mawiyah	Al-Shaheed Al-Thouliah	Amani Udad	Female	BA Degree	1			
10					Mawiyah	Al-Shaheed Al-Thouliah	Wadda	Female	BA Degree	2			
40	51	1			Maqbanah	Al-Salah	Salwa Saeed Mohammed	Female	Bachelor	3	بكالوريوس	محمّد سعيّد محمد	مقننة الصلاح
66	105		2		Al-Mokah	Saba Youleou	Moharam Qaid Ibrahim	Female	Diploma	1	دبلوم	محرّم قائد ابراهيم	المخا يوليويو 7
14	69	1			Al-Waziah	Al-Zahra	Wafa'a Abdullah Fara'a Aldhrafy	Female	Diploma	2	دبلوم متوسط	وفاء عبد الله فارح الظرافي	الوازعية الزهراء
15	70	1			Al-Waziah	Al-Zahra	Sumia Abdullah Fara'a Aldhrafy	Female	Diploma	3	دبلوم عالي	سمية عبد الله فارح الظرافي	الوازعية الزهراء
98	125	1			Dubab	Al-Shab	Eshraq Abdulhafeed Abdulhameed	Female	Diploma	4	دبلوم عالي	اشراق عبد الحفيظ عبد الحميد	ذباب الشعب
129	134		2		Dubab	Al-Sahwa	Roida Ahmad Ali Al-Zoraifi	Female	Diploma	5	دبلوم عالي	رويدا احمد علي	ذباب الصحوة
27	48		2		Maqbanah	Al-Wahda	Lamis Abdulgani Ali Ahmad	Female	Diploma	6	بكالوريوس	لميس عبدالغني علي احمد	مقننة الوحدة / المصنع
41	53		2		Maqbanah	Al-Salah	Afaf Ahmad Ali	Female	Diploma	7	ثانوية عامة	عفاف احمد علي	مقننة الصلاح
13	8	1			Mawiyah	Al-Farowk	Fathia Abdulbari Hamid Qaid	Female	Diploma	8	دبلوم معلمين	فحّية عبد الباري حميد قائد	ماوية الفاروق
124	150	1			Dubab	Gazerat Mayown	Ibtisam Abdulqawi Qasem	Female	Diploma	9	ديبلوم علوم	ايتسام عبدالقوي قاسم	ذباب جزيرة ميون
90	116		2		Al-Mokah	Al-Esha'a	Yasmin Solaiman Ali	Female	Secondary	1	ثانوية عامة	ياسمين سليمان علي	المخا الاضعاغ
21	81	1			Al-Waziah	Al-Wahda	Rawqia Mohammed Rashed Hankaf	Female	Secondary	2	دبلوم معلمين	رقية محمد راشد حنّكف	الوازعية الوحدة
99	126		2		Dubab	Al-Shab	Sali Ibrahim Ahmad	Female	Secondary	3	دبلوم عالي	سالي ابراهيم احمد	ذباب الشعب
105	160	1			Dubab	Al-Twomoh	Balqis Abdulsalam Ghanem Ahmed	Female	Secondary	4	ثانوية عامة	بلقيس عبدالسلام غانم احمد	ذباب الطموح
7	19		2		Mawiyah	Al-Shaheed Al-Thouliah	Arwa Abdu Thabet Al-Nagashi	Female	Secondary	5	بكالوريوس	اروي عبده ثابت النجاشي	ماوية الشهيد الثلاثاء
11	13		2		Mawiyah	Moad Bin Gabal	Arwa Abdulsalam Ali	Female	Secondary	6	ثانوية عامة	اروي عبدالسلام علي	ماوية معاذ بن جبل
12	9		2		Mawiyah	Al-Farowk	Maimona Ali Mohammed Qaid	Female	Secondary	7	ثانوي ثانوي	ميمونة علي محمد قائد	ماوية الفاروق
4					Same	Al Quds	Iman Sharaf Ali Gaanem	Female	Secondary	8			
5	6			3	Same	Al-Sayd	Basma Ali Bin Ali	Female	Secondary	9	ثانوية عامة	بسمة علي بن علي قحطان	سامع السعيد
6	5			3	Same	Al-Sayd	Wafa Qaid Ismail	Female	Secondary	10	بكالوريوس	وفاء محمد قائد اسماعيل	سامع السعيد
63	117	1			Al-Mokah	Al-Hamza	Fatema Salman Amer Ghwbz	Female	Secondary	11	ثانوية عامة	فاطمة سلمان عامر غوبز	المخا الحزمة
74	85	1			Al-Mokah	Al-Shaheed Al-Zoubair	Sumia Mohammed Yahya	Female	Secondary	12	ثانوية عامة	سمية محمد يحيى	المخا الشهيد الزبيري
75	86		2		Al-Mokah	Al-Shaheed Al-Zoubair	Nasira Mohammed Ayash	Female	Secondary	13	ثانوية عامة	ناصره محمد عياش	المخا الشهيد الزبيري
18	76	1			Al-Waziah	Al-Farwak	Huda Mohammed Ali	Female	Secondary	14	ثانوية عامة	هدى محمد علي عزيقة	الوازعية الفاروق
20	80	1			Al-Waziah	Al-Wahda	Maleka Murshed Abdulrab Mohammed	Female	Secondary	15	ثانوية عامة	ملكة مرشد عبد الرب محمد	الوازعية الوحدة
97	127	1			Dubab	Al-Shab	Amani Abdulaziz Yaseen Sultan	Female	Secondary	16	ثانوية عامة	اماني عبد العزيز ياسين سلطان	ذباب الشعب
109	130		2		Dubab	Bab Al-Mandab	Safa'a Hussien Saleh Zaki	Female	Secondary	17	ثانوية عامة	صفاء حسين صالح زكي	ذباب ياب المنذب
125	138		3		Dubab	Al-Sahwa	Ali Ibrahim Ghaleb Ahmad	Female	Secondary	18	ثانوية عامة	علي ابراهيم غالب	ذباب الصحوة
126	137		2		Dubab	Al-Sahwa	Amal Abdullah Mohammed	Female	Secondary	19	ثانوية عامة	امل عبدالله محمد فخرمة	ذباب الصحوة
127	136		2		Dubab	Al-Sahwa	Frial Said Saleh Al-Anbari	Female	Secondary	20	ثانوية عامة	فريال سعيد صالح الغنبري	ذباب الصحوة
128	135		2		Dubab	Al-Sahwa	Sabrin Khaled Ahmad	Female	Secondary	21	ثانوية عامة	صابرين خالد احمد	ذباب الصحوة
42	52	1			Maqbanah	Al-Salah	Naziha Mohammed Abdulrahman	Female	Secondary	22	ثانوية عامة	نزيهة محمد عبد الرحمن	مقننة الصلاح
1	1	1			Same	Saba Yollyo	Nadia Ali Said Ahmed	Female	Secondary	23	ثانوية عامة	نادية علي سعد احمد	سامع 7 يوليويو
2	3		2		Same	Al-Quds	Hager Abdulwahab Ali Mohammed	Female	Secondary	24	ثانوية عامة	هاجر عبدالوهاب علي محمد	سامع القدس
3	4		2		Same	Al-Quds	Hiba Shaif Mohammed Abdulwali	Female	Secondary	25	ثانوية عامة	هبة شائف محمد عبدالولي	سامع القدس
123	148		2		Dubab	Gazerat Mayown	Abdu Hamoud Ahmed	Male	Bachelor	1	بكالوريوس	عبد حمود احمد محمد	ذباب جزيرة ميون
26	47	1			Maqbanah	Al-Wahda	Othman Gabah Raweh	Male	Bachelor	2	بكالوريوس	عثمان جبح راوح	مقننة الوحدة / المصنع
35	63		2		Maqbanah	Al-Hayah	Tawfiq Ali Said	Male	Bachelor	3	بكالوريوس	توفيق علي سعيد	مقننة الحياة
62	118		2		Al-Mokah	Al-Hamza	Fuad Ismail Abdullah	Male	Diploma	1	دبلوم	فواد اسماعيل عبدالله	المخا الحزمة
69	87		2		Al-Mokah	Aseam Bin Thabeet	Nagi Ali Zaid Saleh Alalem	Male	Diploma	2	دبلوم عالي	ناجي علي زيد صالح العالم	المخا عاصم بن ثابت
70	88		2		Al-Mokah	Aseam Bin Thabeet	Abduh Ahmed Mahyoob A'leoea	Male	Diploma	3	دبلوم عالي	عبد احمد مهيب علبوه	المخا عاصم بن ثابت
71	89		2		Al-Mokah	Aseam Bin Thabeet	Mohammed Baqash Ali Aldhea'a	Male	Diploma	4	دبلوم عالي	محمد بجاش علي	المخا عاصم بن ثابت
76	94		2		Al-Mokah	Gabair Bin Abdullah	Mohammed Abdullah Salim	Male	Diploma	5	دبلوم عالي	محمد عبدالله سليم	المخا جابر بن عبد الله
78	93		3		Al-Mokah	Gabair Bin Abdullah	Ali Qaid Ahmad Hizam	Male	Diploma	6	دبلوم	علي قائد احمد حزام	المخا جابر بن عبد الله
81	97		2		Al-Mokah	Al-Ershad	Maged Abdulrahman Ali	Male	Diploma	7	دبلوم متوسط	ماجد عبدالرحمن علي	المخا الارشاد

MOE List #	JICA#	From Y1	From Y2	New	District's Name	School's Name	Name of JICA Year 3 Contracted Teachers	Gender	Education	المؤهل	اسم المدرسين المتعاقد معهم	اسم المدرسة	اسم المديرية
84	106	1			Al-Mokah	Al-Nasr	Abdulsalam Hamed Gohr	Male	Diploma	8	ديبلوم متوسط	عبد السلام حامد جوهر	النصر
85	107	1			Al-Mokah	Al-Nasr	Abdullah Ahmed Suleman	Male	Diploma	9	ديبلوم متوسط	عبد الله احمد سليمان	النصر
86	110	1			Al-Mokah	Al-Fath	Mohammed Saeed Zaid Ahmed	Male	Diploma	10	ديبلوم متوسط	محمد سعيد زايد احمد	المخا الفتح
92	122		2		Al-Mokah	Al-Farg	Ali Qasem Mahyob	Male	Diploma	11	ديبلوم متوسط	علي قاسم مهيبوب	المخا الفرج
93	121		2		Al-Mokah	Al-Farg	Abdulahman hamed Ahmed	Male	Diploma	12	ديبلوم عالي	عبد الرحمن احمد ياسين	المخا الفرج
19	75	1			Al-Waziah	Al-Nagah	Sadam Ali Ahmed Darweesh	Male	Diploma	13	ديبلوم حاسوب	صدام علي احمد دروش	الوازية
24	73		2		Al-Waziah	Al-Fakead Ahmed Saif	Marwan Alkhaiba Ali	Male	Diploma	14	ديبلوم	مرwan الخيبة علي	الوازية
25	74	1			Al-Waziah	Al-Nagah	Ahmed Muqbel Droash	Male	Diploma	15	ديبلوم عالي	احمد مقبل دروش	الوازية
94	169		2		Dubab	Al-Amal	Nabil Masud Ismail	Male	Diploma	16	ديبلوم متوسط	نبيل مسعود اسماعيل	ذباب الامل
100	139	1			Dubab	Al-Fath	Ahmed Awdh Ali Alra'ay	Male	Diploma	17	ديبلوم متوسط	احمد عوض علي الراعي	ذباب الفتح
101	144	1			Dubab	Kub Bin Malek	Mohammed Thabet Ahmed Saegh	Male	Diploma	18	ديبلوم عالي	محمد ثابت احمد صاغ	ذباب كعب بن مالك
102	145	1			Dubab	Kub Bin Malek	Mahmoud Mohammed Ali Mohammed	Male	Diploma	19	ديبلوم عالي	محمود محمد علي محمد قاسم	ذباب كعب بن مالك
103	146		2		Dubab	Kub Bin Malek	Mohammed Bin Mohammed Osailo	Male	Diploma	20	ديبلوم عالي	محمد بن محمد عسيلو	ذباب كعب بن مالك
107	133		2		Dubab	Sud Bin Obada	Fadl Saleh Abdu	Male	Diploma	21	ديبلوم معلمين	فضل صالح عبده	ذباب سعد بن عباده
108	131		2		Dubab	Bab Al-Mandab	Malek Salem Isa	Male	Diploma	22	ديبلوم	مالك سالم عيسى	ذباب باب المندب
116	161	1			Dubab	Al-Wahdah	Abduh Ali Aowadh Ali	Male	Diploma	23	ديبلوم عالي	عبده علي عوض علي جعشم	ذباب الوحدة
120	153		2		Dubab	Amr Bin Abdualaziz	Taha Abdullah Ali Balsu	Male	Diploma	24	ديبلوم معلمين	طه عبدالله علي بصو	ذباب عمر بن عبد العزيز
121	152	1			Dubab	Amr Bin Abdualaziz	Omar Ali Abdullah Osailo	Male	Diploma	25	ديبلوم معلمين	عمر علي عبد الله عسيلو	ذباب عمر بن عبد العزيز
28	56		2		Maqbanah	Al-Thawra	Ahmad Mohammed Abdu	Male	Diploma	26	بكالوريوس	احمد محمد عبده	مقبة الثورة
29	57		2		Maqbanah	Al-Thawra	Ahmad Said Abdu	Male	Diploma	27	بكالوريوس	احمد سعيد عبده	مقبة الثورة
30	54		2		Maqbanah	Al-Thawra	Ahmad Hasan Galeb	Male	Diploma	28	ديبلوم	احمد حسان غالب	مقبة الثورة
31	55		2		Maqbanah	Al-Thawra	Nagi Moqbel Abdu	Male	Diploma	29	ديبلوم	ناجي مقبل عبده	مقبة الثورة
36	62		2		Maqbanah	Al-Hayah	Abdullah Sarhan Qaud	Male	Diploma	30	ديبلوم	عبدالله سرحان قائد	مقبة الحياة
54	30		2		Maqbanah	Al-Tawhead	Sadeq Faied Yahya Ali	Male	Diploma	31	ديبلوم عالي	صديق قائد يحيى	مقبة التوحيد
55	27	1			Maqbanah	Al-Tawhead	Kaid Mohammed Hizam	Male	Diploma	32	ديبلوم عالي	قائد محمد حزام	مقبة التوحيد
61	22	1			Maqbanah	Al-Shahead Alokia	Yahya Abduh Salem Rageh	Male	Diploma	33	ديبلوم متوسط	يحيى عبده سالم راجح	مقبة الشهيد للقبة
64	119		2		Al-Mokah	Al-Hamza	Abdu Ziad Salem	Male	Secondary	1	ثانوية عامة	عبده زياد سالم احمد مطر	المخا الحمزة
67	103	1			Al-Mokah	Saba Youleou	Abdulmalek Ali Qaeed Gamal	Male	Secondary	2	ديبلوم	عبد الملك علي قائد جمال	المخا يوليو 7
68	102	1			Al-Mokah	Saba Youleou	Abdulrahman Zaid Ali	Male	Secondary	3	ديبلوم	عبد الرحمن زايد علي	المخا يوليو 7
82	108		3		Al-Mokah	Al-Nasr	Nader Shaddad Hamid Thabet	Male	Secondary	4	ثانوية عامة	نادر شداد حميد ثابت	المخا النصر
87	115		2		Al-Mokah	Al-Wahda	Faisal Mohammed Said	Male	Secondary	5	ثانوية عامة	فيصل محمد سعيد	المخا الوحدة
23	78		2		Al-Waziah	Al-Fawz	Sadam Ali Bin Ali	Male	Secondary	6	ثانوية عامة	صدام علي بن علي	الوازية الفوز
111	166		2		Dubab	Al-Yakadah	Ahmad Mohammed Hasan Qanaf	Male	Secondary	7	ثانوية عامة	احمد محمد حسن قناف	ذباب البقطة
113	163		2		Dubab	Al-Wahdah	Sami Ali Omaira Qasem	Male	Secondary	8	ثانوية عامة	سامي علي عميرة قاسم	ذباب الوحدة
114	162		2		Dubab	Al-Wahdah	Alshaik Said Abdullah	Male	Secondary	9	ثانوية عامة	الشيخ سعيد عبدالله	ذباب الوحدة
115	164		2		Dubab	Al-Wahdah	Abdullah Mohammed Mohammed	Male	Secondary	10	ديبلوم عالي	عبدالله محمد محمد قائد	ذباب الوحدة
117	156		2		Dubab	Amr Bin Abdualaziz	Said Ahmad Mohammed Saleh	Male	Secondary	11	ثانوية عامة	سعيد احمد محمد صالح	ذباب عمر بن عبد العزيز
118	155		2		Dubab	Amr Bin Abdualaziz	Mohammed Said Zaid Liti	Male	Secondary	12	ثانوية عامة	محمد سعيد زيد مطي	ذباب عمر بن عبد العزيز
119	154		2		Dubab	Amr Bin Abdualaziz	Ali Ahmad Omar Osailo	Male	Secondary	13	ثانوية عامة	علي احمد عمر عسيلو	ذباب عمر بن عبد العزيز
37	61		2		Maqbanah	Al-Hayah	Yosef Abdulkarim Bagash	Male	Secondary	14	ثانوية عامة	يوسف عبد الكريم بجاش	مقبة الحياة
38	60		2		Maqbanah	Al-Hayah	Abdu Mohammed Moqbel	Male	Secondary	15	ثانوية عامة	عبده محمد مقبل	مقبة الحياة
39	59		2		Maqbanah	Al-Hayah	Nabil Abdullah Ahmad	Male	Secondary	16	ثانوية عامة	نبيل عبدالله احمد	مقبة الحياة
43	46	1			Maqbanah	Al-Gabiri	Mohammed Abdullah Mohammed	Male	Secondary	17	ثانوية عامة	محمد عبد الله محمد	مقبة الجابري
53	28		3		Maqbanah	Al-Tawhead	Zaim Abed Abdu Awadh	Male	Secondary	18	ثانوية عامة	زعيم عابد عبده عوض	مقبة التوحيد
8	18		3		Mawiyah	Al-Shahead Al-Thouliah	Ammar Mohammed Qaid	Male	Secondary	19	جامعي	عمار محمد قائد مدخن	موية الشهيد الثلاثاء
65	101	1			Al-Mokah	Saba Youleou	Fesal Abdulnoor Ali	Male	Secondary	20	ثانوية عامة	فيصل عبد النور علي	المخا يوليو 7
72	83	1			Al-Mokah	Al-Shahead Al-Zoubair	Abdulrahman Ahmed Abas	Male	Secondary	21	ثانوية عامة	عبد الرحمن احمد عباس	المخا الشهيد الزبيرى

MOE List #	JICA#	From Y1	From Y2	New	District's Name	School's Name	Name of JICA Year 3 Contracted Teachers	Gender	Education	الموئل	اسم المدرسين المتعاقد معهم	اسم المدرسة	اسم المديرية
73	84	1			Al-Mokah	Al-Shaheed Al-Zoubair	Naser Khaled Zaid	Male	Secondary	22	ثانوية عامة	ناصر خالد زيد	المخا
77	92			3	Al-Mokah	Gabair Bin Abdullah	Abdulnor Ali Abdulgalil	Male	Secondary	23	ثانوية عامة	عبدالنور علي عبدالجليل الزغيري	المخا
79	91			3	Al-Mokah	Gabair Bin Abdullah	Abdulaziz Abdu Mohammed	Male	Secondary	24	ثانوية عامة	عبدالعزيز عبده محمد عماري	المخا
80	99	1			Al-Mokah	Saed Bin Gobair	Sedeq Ali Saeed Mohammed	Male	Secondary	25	ثانوية عامة	صديق علي سعيد محمد	المخا
83	109	1			Al-Mokah	Al-Nasr	Mustafa Abduh Mohammed Suleman	Male	Secondary	26	ثانوية عامة	مصطفى عبده محمد	المخا
88	114			3	Al-Mokah	Al-Wahda	Qaid Mohammed Ali Ali Almadah	Male	Secondary	27	ثانوية عامة	قائد محمد علي المداح	المخا
89	113	1			Al-Mokah	Al-Wahda	Adeel Mufadal Abdulalim Alnehary	Male	Secondary	28	ثانوية عامة	عادل مفصل عبد العليم	المخا
91	123	1			Al-Mokah	Al-Farg	Othman Saif Ali Ali	Male	Secondary	29	ثانوية عامة	عثمان سيف علي الصعبد	المخا
16	67	1			Al-Waziah	Al-Zahra	Mohammed Saif Ahmed Mahmoud	Male	Secondary	30	ثانوية عامة	محمد سيف احمد محمود الظرافي	الوازية
17	72			2	Al-Waziah	Al-Fakead Ahmed Saif	Yahya Mohammed Al-Khaiba	Male	Secondary	31	ثانوية عامة	يحيى محمد الخبيبة	الوازية
22	82	1			Al-Waziah	Al-Wahda	Khalil Shafer Saif Ahmed	Male	Secondary	32	ثانوية عامة	خليل شاهر سيف احمد	الوازية
95	171			2	Dubab	Al-Amal	Najib Mohammed Ahmad Grf	Male	Secondary	33	ثانوية عامة	نجيب محمد احمد عوض	ذباب
96	170			2	Dubab	Al-Amal	AbuBakr Salem Hasan Salem	Male	Secondary	34	ثانوية عامة	ابوبكر سالم حسن سالم	ذباب
106	132			2	Dubab	Sud Bin Obada	Mostashar Abdu Ahmad	Male	Secondary	35	ثانوية عامة	مستشار عبده احمد	ذباب
110	167	1			Dubab	Al-Yakadah	Taleb Nagi Mohammed Heindy	Male	Secondary	36	ثانوية عامة	طالب ناجي محمد هندي	ذباب
112	165			2	Dubab	Al-Yakadah	Hamdi Zaid Ahmad Said	Male	Secondary	37	ثانوية عامة	حمدي زيد احمد سعيد	ذباب
122	151			2	Dubab	Gazerat Mayown	Abdu Anis Abdu Badran	Male	Secondary	38	ثانوية عامة	عبده انيس عبده بدران	ذباب
130	143	1			Dubab	Al-Dawsh	Radhoan Ibrahim Saleh Qasloq	Male	Secondary	39	ثانوية عامة	رضوان ابراهيم صالح قسلوق	ذباب
32	66			2	Maqbanah	Al-Esha'a	Kamel Ahmad Abdulgabar	Male	Secondary	40	ثانوية عامة	كامل احمد الجبار	مقبة
33	65			2	Maqbanah	Al-Esha'a	Khaled Abdullah Abdulwahd	Male	Secondary	41	ثانوية عامة	خالد عبدالله عبدالواحد	مقبة
34	64	1			Maqbanah	Al-Esha'a	Ahmed Mohammed Bagash	Male	Secondary	42	ثانوية عامة	احمد محمد بجاش	مقبة
44	45	1			Maqbanah	Al-Gabiri	Mohammed Hael Mohammed	Male	Secondary	43	ثانوية عامة	محمد هائل محمد	مقبة
45	41			3	Maqbanah	Abdullah Bin Rawaha	Sadeq Mohammed Ahmad	Male	Secondary	44	ثانوية عامة	صديق محمد احمد	مقبة
46	40	1		3	Maqbanah	Abdullah Bin Rawaha	Adel Shamlan Hasan	Male	Secondary	45	ثانوية عامة	عادل شملان حسن	مقبة
47	39	1			Maqbanah	Abdullah Bin Rawaha	Mohammed Amin Mohammed	Male	Secondary	46	ثانوية عامة	محمد امين محمد	مقبة
48	37	1			Maqbanah	Abdullah Bin Rawaha	Shaga'a Mohammed Qaseem	Male	Secondary	47	ثانوية عامة	شاجع محمد قاسم	مقبة
49	36			2	Maqbanah	Abdullah Bin Rawaha	Mohammed Mohammed Mohsen	Male	Secondary	48	ثانوية عامة	محمد محمد محسن	مقبة
50	38	1			Maqbanah	Abdullah Bin Rawaha	Mohammed Hameed Hamed	Male	Secondary	49	ثانوية عامة	محمد حميد حامد	مقبة
51	32			2	Maqbanah	Al-Magd	Samer Abdulwaly Muqbel	Male	Secondary	50	ثانوية عامة	سمير عبد الولي مقل	مقبة
52	29	1			Maqbanah	Al-Tawhead	Ali Hamed Abdullah	Male	Secondary	51	ثانوية عامة	علي حامد عبد الله	مقبة
56	26	1			Maqbanah	Al-Shaheed Alokia	Basam Abdulrahman Fares	Male	Secondary	52	ثانوية عامة	بسام عبد الرحمن فارس	مقبة
57	25	1			Maqbanah	Al-Shaheed Alokia	Algabry Qassem Haeel Mohammed	Male	Secondary	53	ثانوية عامة	الجبري قاسم هائل محمد	مقبة
58	24	1			Maqbanah	Al-Shaheed Alokia	Gamal Sadik Abdulqader	Male	Secondary	54	ثانوية عامة	جمال صديق عبد القادر	مقبة
59	23	1			Maqbanah	Al-Shaheed Alokia	Muneer Badry Abdulghfar Ali	Male	Secondary	55	ثانوية عامة	منير بدري عبد الغفار علي	مقبة
60	21			2	Maqbanah	Al-Shaheed Alokia	Marwan Badry Abdulghfar	Male	Secondary	56	ثانوية عامة	مروان بدري عبد الغفار	مقبة
104	157			2	Dubab	Al-Twomoh	Zaid Ali Abdullah Aldurain	Male	Diploma		ديبلوم معلمين	زيد علي عبدالله الدين	ذباب
	2	1			Same	Saba Yollo	Hafta Ahmed Sharaf Aqlan	Female	G11		حفيظة احمد شرف عقلان	7 يوليو	سامع
	7	1			Mawiyah	O'asead Bin Hoadir	Nabilah Hassan Saleh Algumily	Female	Bachelor		بكالوريوس	نبيلة حسن صالح الجميلي	ماوية
	10	1			Mawiyah	Baha Al Dean	Nida Mahmoud Ahmed	Female	G11		ثاني ثانوي	نداء محمود احمد	ماوية
	11	1			Mawiyah	Omar Al-Mokhtar	Sarah Abdullah Abduh Nagi	Female	G11		اول ثانوي	سارة عبد الله عبده ناجي	ماوية
	12	1			Mawiyah	Omar Al-Mokhtar	Hager Abdullah Abduh Nagi	Female	G11		اول ثانوي	هاجر عبد الله عبده ناجي	ماوية
	14	1			Mawiyah	Al Tawhead	Abeer Hassan Obadi	Female	G11		ثاني ثانوي	عبير حسن عباد	ماوية
	15			2	Mawiyah	Al Tawhead	Kareema Nagi Saleh Al Hamri	Female	G9		التاسع اساسي	كريمة ناجي صالح الحمري	ماوية
	16	1			Mawiyah	Al Tawhead	Nogat Ali Saeed	Female	G11		ثانوية عامة	نجاة علي سعيد	ماوية
	17			2	Mawiyah	Al Tawhead	Moshira Ali Dhabwan	Female	G11		ثانوية عامة	مشيرة علي دنوان	ماوية
	20			3	Mawiyah	Al-Shaheed Al-Thouliah	Latifa Hamud Dabwan	Female	Secondary		ثانوية عامة	لطيفة حمود دنوان	ماوية
	31			2	Maqbanah	Al-Magd	Hameed Ahmed Abduh	Male	G11		ثانوية عامة	حميد احمد عبده	مقبة

MOE List #	JICA#	From Y1	From Y2	New	District's Name	School's Name	Name of JICA Year 3 Contracted Teachers	Gender	Education	الموئل	اسم المدرسين المتعاقد معهم	اسم المدرسة	اسم المديرية
	33			2	Maqbanah	Al-Magd	Abdu Ahmad Hassan	Male	G11	ثانوية عامة	عبدية احمد حسن	المجد	مقبة
	34			3	Maqbanah	Al-Magd	Sadeq Ahmad Ghaleb	Male	G11	ثانوي ثانوي	صاقي احمد غالب	المجد	مقبة
	35			3	Maqbanah	Al-Magd	Hashem Abdu Ghaleb	Male	G10	اول ثانوي	هاشم عبده غالب	المجد	مقبة
	42	1			Maqbanah	Al-Gabiri	Ahmed Saif Ali Qahtan	Male	G9	اعدادية	احمد سيف علي قحطان	الجابري	مقبة
	43	1			Maqbanah	Al-Gabiri	Nageeb Ali Abdulwahab Mahiob	Male	G9	اعدادية	نجيب علي عبد الوهاب مهيب	الجابري	مقبة
	44	1			Maqbanah	Al-Gabiri	Abdulalim Zaid Ahmad	Male	G9	اعدادية	عبد العليم زايد احمد	الجابري	مقبة
	49		2		Maqbanah	Al-Wahda	Elham Said Yasin	Female	Secondary	ثانوية عامة	الهام سعيد ياسين	الوحدة / المصنع	مقبة
	50		2		Maqbanah	Al-Wahda	Rawia Qaed Ghaleb Zeyat	Female	Secondary	ثانوية عامة	راوية قائد غالب زياط	الوحدة / المصنع	مقبة
	58		2		Maqbanah	Al-Thawra	Hael Said Rageh	Male	G11	ثانوي ثانوي	هائل سعيد راجح	الثورة	مقبة
	68	1			Al-Waziah	Al-Zahra	Manal Hassan Murshed Mohammed	Female	G9	اعدادية	منال حسن مرشد محمد الظرافي	الزهراء	الوازية
	71	1			Al-Waziah	Al-Zahra	Saba'a Abdullah Mohammed Ali	Female	Secondary	ثانوية عامة	سباء عبد الله محمد علي الظرافي	الزهراء	الوازية
	77	1			Al-Waziah	Gail Bani Ali	Ahmad Abdulwali Maresh	Male	G11	ثانوي ثانوي	احمد عبدالولي مارش	الوازية	عغيل بن علي
	79		2		Al-Waziah	Al-Fawz	Yahya Ahmad Rashed	Male	G11	ثانوية عامة	يحيى احمد راشد	الفوز	الوازية
	90	1		3	Al-Mokah	Aseam Bin Thabeet	Hana Abdullah Said Mahyob	Female	G11	ثانوي ثانوي	هنا عبدالله سعيد مهيب	المخا	عاصم بن ثابت
	95	1			Al-Mokah	Al-Ershad	Mohammed Abdulqawy Ibrahim Abdulnoor	Male	G9	اعدادية	محمد عبد القوي ابراهيم عبد النور	المخا	الأرشاد
	96	1			Al-Mokah	Al-Ershad	Abdulnoor Derhem Abdulqawy Bagash	Male	G9	اعدادية	عبد النور درهم عبد القوي بجاش	المخا	الأرشاد
	98		2		Al-Mokah	Al-Ershad	Mazen Faisal Gahzar	Male	G10	اول ثانوي	مازن فيصل جحزر	المخا	الأرشاد
	100			3	Al-Mokah	Saed Bin Gobair	Khaled Ali Hasan Humran	Male	G11	ثانوي ثانوي	خالد علي حسن حمران	المخا	سعيد بن جبير
	104		2		Al-Mokah	Saba Youleou	Ali Mohammed Solaiman Al-Barq	Male	G11	ثانوي ثانوي	علي محمد سليمان البرقي	المخا	بوليو 7
	111	1			Al-Mokah	Al-Fath	Radhoan Saeed Fara'a	Male	Diploma	دبلوم متوسط	رضوان سعيد فارح	الفتح	المخا
	112	1			Al-Mokah	Al-Fath	Ali Abdullah Hassan A'mary	Male	G11	ثانوي ثانوي	علي عبد الله حسن عماري	الفتح	المخا
	120	1			Al-Mokah	Al-Hamza	Anisa Mohammed Qaseem Ali	Female	G11	ثانوية عامة	انيسة محمد قاسم علي	المخا	الحمزة
	124	1			Dubab	Al-Shab	Nogud Saeed Ahmed Bshara	Female	Diploma	دبلوم عالي	نجد سعيد احمد بشارة	ذياب	الشعب
	128	1			Dubab	Bab Al-Mandab	Fahima Salem Saleh	Female	Diploma	دبلوم عالي	فهيمة سالم صالح عطية	ذياب	ياب المنذب
	129	1			Dubab	Bab Al-Mandab	Asma'a Abdullah Qaeed	Female	Diploma	دبلوم عالي	اسماء عبد الله محمد قائد	ذياب	ياب المنذب
	140	1			Dubab	Al-Fath	Eqbal Muhssen Sa'd Tabuzi	Female	Diploma	دبلوم متوسط	اقبال محسن علي سعيد الطبوزي	الفتح	ذياب
	141	1			Dubab	Al-Fath	Mageda Muhssen Sa'd Tabuzi	Female	Secondary	ثانوية عامة	ماجدة محسن علي سعيد الطبوزي	الفتح	ذياب
	142	1			Dubab	Al-Dawsh	Abduh Abdullah Salem La'is	Male	Diploma	دبلوم عالي	عبد الله سالم العيس	ذياب	الدوش
	147	1			Dubab	Gazerat Mayown	Ameer Haeel Abdulrab	Male	Secondary	ثانوية عامة	امير هائل عبد الرب	ذياب	جزيرة ميون
	149	1			Dubab	Gazerat Mayown	Zaina Abdullah Yahya	Female	Secondary	ثانوية عامة	زينة عبد الله يحيى	ذياب	جزيرة ميون
	158		2		Dubab	Al-Twomoh	Mohammed Said Mohammed	Male	G11	ثانوية عامة	محمد سعيد محمد	الطوموح	ذياب
	159		2		Dubab	Al-Twomoh	Fathia Saleh Mosleh	Female	G11	ثانوي ثانوي	فتحية صالح مصلح	الطوموح	ذياب
	168	1		3	Dubab	Al-Yakadah	Saleh Ahmad Ahmad Khamog	Male	G9	اعدادية	صالح احمد احمد خموج	ذياب	البيظة
	172		2		Dubab	Al-Amal	Sahar Omar Ahmad Awad	Female	Diploma	دبلوم	سحر عمر احمد	ذياب	الامل

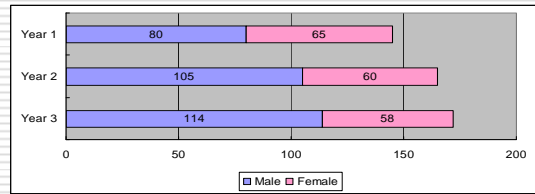
Yellow	Already hired by GEO
White	Included in the MOE list for 2008 hiring
Gray	unqualified (under Secondary)

Summary of JICA-BRIDGE Contracted Teachers

November 2008
JICA-BRIDGE Project

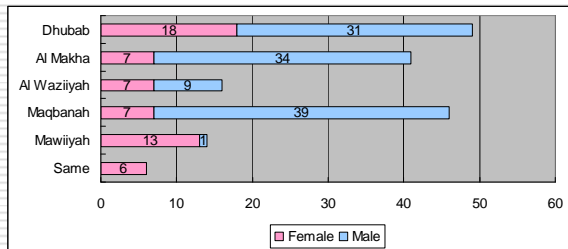
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Number of Contracted Teachers by Year and Gender



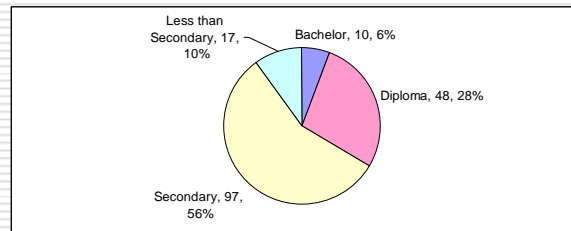
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Year 3 BRIDGE Contract Teachers by District and by Gender (N=172)



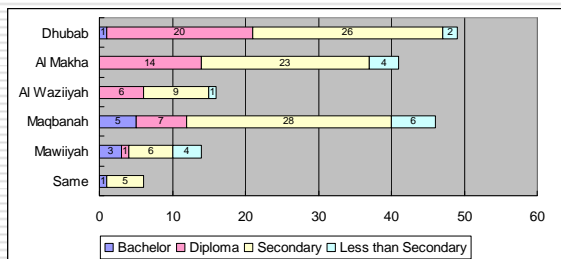
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Distribution of Year 3 teachers by education (N=172)



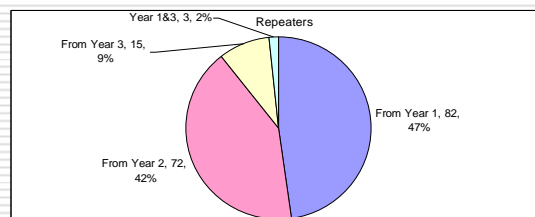
4

Year 3 Teachers Educational Background By District (N=172)



5

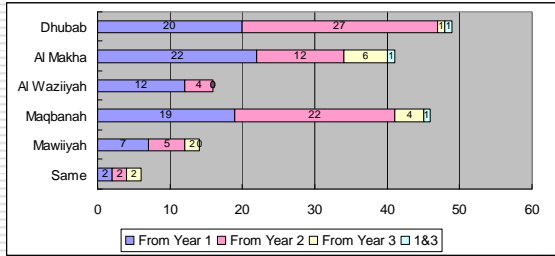
Year 3 Teachers by Starting Year (N=172)



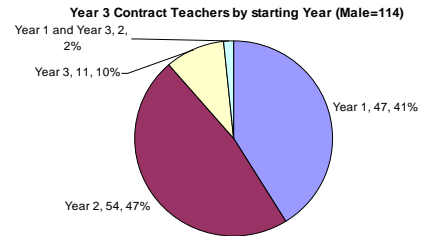
6

Appendix 12

Year 3 Teachers by Starting Year and by District (N=172)



Year 3 Teachers by Starting Year (Male)



Year 3 Teachers by Starting Year (Female)

