

Governorate Education Office of Taiz
Ministry of Education
Republic of Yemen

JICA Support Program for Broadening Regional Initiative for Developing Girls' Education (BRIDGE) in Taiz Governorate

Project Completion Report

November 2008



JAPAN INTERNATIONAL COOPERATION AGENCY



HM

JR

08-057

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BRIDGE Project Photos



School Committee in Asem Bin Thabit Schools in Al-Makha



Male contracted teacher with students in Al Shahead Alokia School in Maqbanah



Sewing class produced Project Bag in Omar Al Moktar School in Mawiiyah



Ghail Bani Ali School in Al Waziyah (After BRIDGE: Classroom built by BRIDGE)



Community constructing schools in Al Nagda School in Same



Water tank purchased at Al Dowsh School in Dhubab

BRIDGE Project Photos



Students with a female contracted teachers
at Al Qods School in Same



Students at Baha Al Dean School in Mawriyah



Signing Girls at an open day
at Al-Waadah School in Maqbanah



Awareness meeting with women
at Al Fawz School in Al Waziyah



School assembly
at Bab-Al Mandeb School in Dhubab



BRIDGE signing ceremony in Al Makha

BRIDGE Project Photos



Inside the wooden classrooms with students



Girls studying with teacher



Girls out of school building



Women walking toward school



Women studying at literacy class in Mawiyah.



Women studying at sewing class in Mawiyah

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Abbreviations

BEDP:	Basic Education Development Project
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
GoY:	Government of Yemen
JCC:	Joint Coordination Committee
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
TOR:	Terms of Reference
WFP:	World Food Program
WSI:	Whole School Improvement
YER:	Yemeni Rial

1. Project Outline

1.1 Project Implementation Period

The BRIDGE project was launched in June 2005 and completed in November 2008. The length of the project support was for forty-two months.

1.2 Objectives of the Project

The goal of the project was to increase girls' access to basic education in Taiz Governorate. The project purpose was to develop an effective model of regional educational administration based on active community participation and school initiatives for improving girls' access to educational opportunities in Taiz Governorate.

1.3 Targeted Areas of the Project

(1) Targeted Areas

The targeted areas were in six districts (Maawiyah, Same, Maqbanah, Al Makha, Waziyah and Dhubab) in Taiz Governorate (out of 23 districts in Taiz). These targeted districts were selected since educational disparity of boys and girls is particularly wide there.

The following four criteria were used for the area selection:

- The intention of the districts to participate in the project;
- Lower female to male student ratio in Grades1–9;
- Higher rate of drop-out of female students; and
- Higher number of female students per female teacher.

Within these 6 targeted districts, Taiz GEO counterparts and the Expert Team in cooperation with DEOs selected sub-districts and reviewed all the schools in selected sub-districts in July 2005. At the beginning, fifty-six schools were targeted. From year 2, three additional schools were added (Al Qods, Same district, Al Thawra and Al Hayat, Maqbanah district) because these schools were newly opened after the BRIDGE project had started. Please see Figure 1.1 for Map of Taiz Governorate and Table 1.1 for names of targeted schools and districts.

(2) Targeted Sub-sector

The targeted sub-sector was the basic education (Grades1–9) sector in Yemen. Priority was given to improving female students' enrollment. However, male students were not excluded from the support.

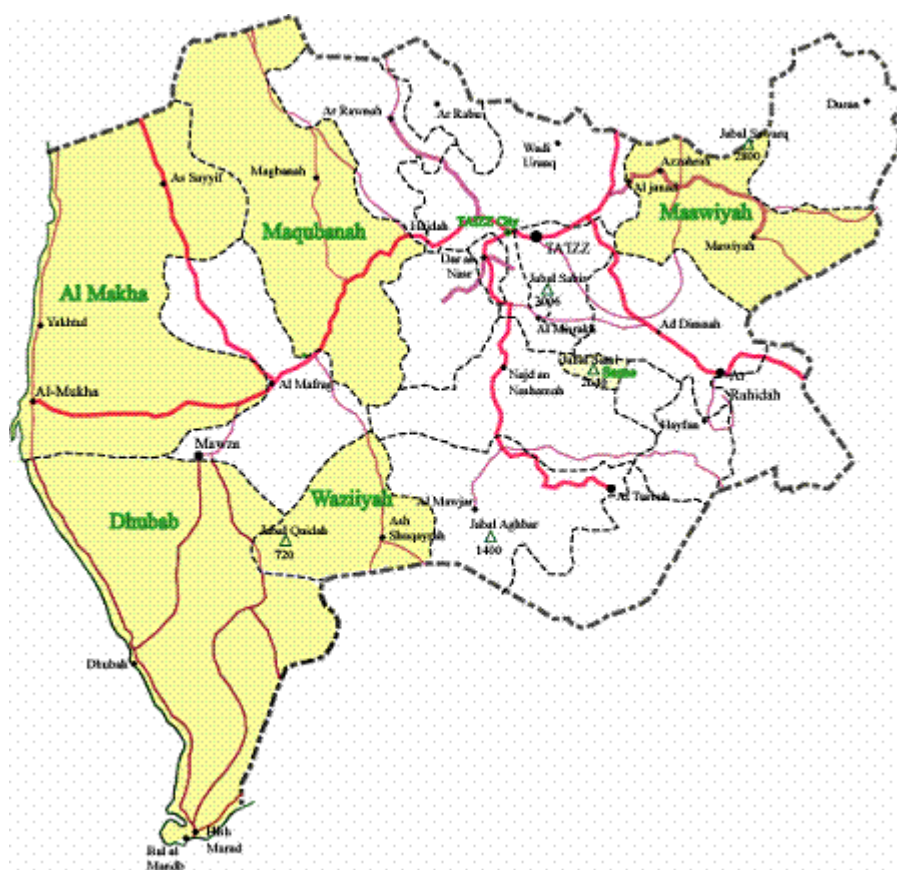
Table 1.1 List of 59 Pilot Schools

S.N	No	District	Sub-District	School Name
1	1	Same	Sarabei	Al-Nagda
2	2			Al-Eman
3	3			Al-Forqan
4	4			Saba Yolyo
5	5			Al-Sa'eed
6	6			Al-Qods*
7	1	Maawiyah	Kamahera	Al-Shaheed Al-Bahr
8	2			Osaid Bin Hodair

S.N	No	District	Sub-District	School Name
9	3			Mo'ath Bin Gabal
10	4			Al-Hamza
11	5		Akharak	Al-Farooq
12	6			Al-Tawhead
13	7		Al-Awman	Baha Al-Dean
14	8			Omar Al-Mokhtar
15	9			Al-Shahead Al-Thoulaih
16	1	Maqbanah	Al-Akhooz	Al-Shahead Alokia
17	2			Al-Tawhead
18	3			Al-Magd
19	4			Abdullah Bin Rawaha
20	5			Al-Gabiri
21	6		Al-Habaiba	Al-Wahda / Al-Masna
22	7			Al-Salah
23	8			Al-Esha'a
24	9			Al-Thawra*
25	10			Al-Hayah*
26	1	Al-Waziiyah	Al-Daraifa	Al-Zahra
27	2			Al-Methaq
28	3			Al-Fakead Ahmed Saif
29	4			Al-Fawz
30	5			Al-Nagah
31	6			Al-Farooq
32	7			Gail Bani Ali
33	8			Al-Wahda
34	9			Al-Shahead Ali Saif
35	1	Al-Makha	Al-Gomah	Al-Esha'a
36	2			Al-Shahead Al-Zubairi
37	3			Asem Bin Thabit
38	4			Gabir Bin Abdullah
39	5			Al-Ershad
40	6			Sae'ed Bin Gobair
41	7			Saba Yolyo
42	8			Al-Nasr
43	9			Al-Fath
44	10			Al-Wahda
45	11			Al-Hamza
46	12			Al-Farag
47	1	Dhubab	Bany Al-Hakam	Al-Sha'ab
48	2			Bab Al-Mandab
49	3			Al-Amal
50	4			Sa'ad Bin Obada
51	5			Al-Sahwa
52	6			Al-Fath
53	7			Al-Dawsh
54	8			Ka'ab Bin Malik
55	9			Gazerat Mayoan
56	10			Amr Bin Abdulaziz
57	11			Al-Tomoh
58	12			Al-Wahdah
59	13			Al-Yaqadah

(* indicates newly added schools in year 2)

Source: Created by JICA-BRIDGE Team.



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

Figure 1.1 Map of Taiz Governorate and Targeted Districts

1.4 Beneficiaries from the Project

Direct and indirect beneficiaries are summarized in Table 1.2.

Table 1.2 Estimated Number of Beneficiaries

Beneficiaries	Details of the beneficiaries
Direct beneficiaries:	<ul style="list-style-type: none"> - Children of school age (Approx. 21,000 children in the 6 targeted districts); - BRIDGE Team members in GEO and DEOs in 6 targeted districts (Approx. 35 officers); - Head teachers and teachers of the targeted schools (59 head teachers, 555 governorate teachers and 172 contract teachers).
Indirect beneficiaries:	<ul style="list-style-type: none"> - Children of school age (Approx. 400,000 children in Taiz Governorate); - Officer of GEO and DEO in non-target districts (Approx. 1,700 officers); - Head teachers and teachers (Approx. 20,000 teachers); - Residents of Taiz Governorate (Approx. 2 million people).

Source: Created by JICA-BRIDGE Team.

1.5 Project Design Matrix

The original project design matrix (PDM₀) was revised during JICA's mid-term evaluation in September 2007. The new PDM (PDM₁) adapted the PDM₀ to the actual activities implemented under the project. Table 1.3 shows objectives and indicators of the project and major changes in the PDM. Please see Appendix 1: PDM⁰ and PDM¹ for additional details.

Table 1.3 Major Changes in the Project Design Matrix

Goal / Objective	Indicator
<u>Overall Goal</u>	PDM ⁰
Girls' enrollment ratio in Taiz Governorate is increased.	1. The enrollment ratio of girls in Grades 1–9 in the target districts.
	PDM ¹
	1. Female students' ratio against a male student in G1–G9 in Taiz Governorate is increased.
<u>Project Purpose</u>	PDM ⁰
The effective model of regional educational administration based on community participation and school initiatives is established for improving girls' access to educational opportunities in Taiz Governorate.	1. Guidelines for promoting girls' education in Taiz Governorate are developed. 2. The ratio of girl students against boy students below Grade 6 in the target districts. (The target indicator will be set by September 2005 based on the baseline surveys).
	PDM ¹
	1. Guideline on implementing the BRIDGE model, especially from perspective of promotion of girls' education is in place and understood by key stakeholders. 2. GEO is capable of managing BRIDGE implementation by using the developed guideline. 3. Female students' ratio against a male student in G1–G9 in the target districts is at least 0.78. 4. The total number of students (both boys and girls) does not decrease.
<u>Outputs</u>	PDM ⁰
(1) Taiz Governorate's capacity on regional educational administration is enhanced. (Target GEO and DEOs)	1. Number of training events conducted for GEO and DEO officers and number of its participants. 2. Number of monthly reports and annual reports of pilot activities submitted by schools, DEO and GEO. 3. Number of awareness-raising activities for promoting girls' education with number of participants and number of materials distributed.
	PDM ¹
	1. GEO and DEOs understand their roles and responsibilities in BRIDGE administration 2. GEO and DEOs can manage each steps minimally required in the BRIDGE management cycle

Goal / Objective	Indicator
(2) Community participation in basic education is activated in the target area (Target: School Committees, Fathers' Councils and Mothers' Councils)	PDM⁰
	<ol style="list-style-type: none"> 1. Number of fathers' and mothers' councils established and the number of their activities. 2. Number of seminars and participants for fathers' and mothers' councils, school administrators and DEO officials. 3. Number of monthly reports and annual reports of pilot activities submitted by local consultants and "facilitators" to DEOs. 4. Expectation for girls' education is raised by parents and community people. (The target indicator will be set by September 2005 based on the baseline surveys).
	PDM¹
	<ol style="list-style-type: none"> 1. DEOs assesses that community participation is increased. 2. Both school and community assess that community participation is increased. 3. Parents' and communities' understanding about the importance of education is increased. 4. Women's participation of school activities is increased.
(3) School management capacity is enhanced in the target area. (Target: Head teachers)	PDM⁰
	<ol style="list-style-type: none"> 1. Number of training events for school administrators and the number of participants. 2. Number of meetings conducted by school committees (at least 6 times a year). 3. Expectation for school and school education is raised by parents and community people. (The target indicator will be set by September 2005 based on the baseline surveys). 4. Number of monthly reports and annual reports of pilot activities submitted by school administrators to DEOs.
	PDM¹
	<ol style="list-style-type: none"> 1. Head teacher understand roles and responsibilities in BRIDGE implementation. 2. Understanding of head teachers on the importance of girls' education is increased.
New	PDM¹
(4) Steps for disseminating the BRIDGE model beyond the pilot schools and the target districts are initiated.	<ol style="list-style-type: none"> 1. GEO participates in the process of planning and implementation of workshops to share BRIDGE experiences among the target schools. 2. GEO understands the editing process of the newsletter and is involved in the process. 3. DEOs in each target district organize Open day at least once during the Project implementation period.

Source: Created by JICA-BRIDGE Team.

Changes were mainly made in indicators. The indicator for the overall goal was replaced from the enrolment rate to the female to male student ratio due to the unavailability of accurate population data. A new output was added as Output 4. It indicates the scale up of outputs from just producing the guidelines to the GEO practically using the guidelines for disseminating the BRIDGE model.

1.6 Project Management Organization

1.6.1 JICA Expert Team

Nine experts worked in the following areas shown in Table 1.4. Positions for Impact Assessment and Training Planning were increased in order to produce outputs effectively in the limited time schedule (impact assessment) and expanded work load (training planning) in the course of project implementation. Dispatch schedule of each expert is shown in Appendix 2.

Table 1.4 Areas of Expertise of JICA Team

Areas of Experts	Name / Organization	Description of the Expertise
Leader	Dr. Chiaki Kuranami (PADECO)	Supervised overall project management
Regional Educational Administration	Dr. Keiichi Ogawa (Kobe University)	Studied the GoY's national educational policy and strengthened the linkage between the policy and the project. Promoted donor coordination.
Micro-Planning/ Community Participation	Mr. Shinichiro Tanaka (PADECO)	Established BRIDGE school-based activities system and support programs on community participation.
Gender	Ms. Aya Sonoda (PADECO)	Supervised school improvement plans and women's activities in BRIDGE project and created school case studies regarding BRIDGE experiences.
Girls' Education	Ms. Emily Allardyce (PADECO)	Conducted quality of education program that helped to improve schools for girls in BRIDGE and designed awareness raising program.
Impact Assessment I & Educational Statistics	Dr. Tatsuo Kawashima (Kobe University)	Supervised baseline and endline surveys and conducted impact assessment. Supported developing statistical capacity of GEO counterparts.
Training Planning I & Awareness Raising	Dr. Aiko Sakurai (PADECO)	Designed and implemented BRIDGE's capacity development programs and awareness raising programs. Supervised overall progress in Taiz
Training Planning II	Ms. Ayako Tanigawa (PADECO)	Conducted capacity development program for GEO counterparts.
Impact Assessment II	Ms. Akiko Nakano (PADECO)	Followed up impact assessment program.

Source: Created by JICA-BRIDGE Team.

1.6.2 BRIDGE Local Staff

The project office was set up both in Sana'a (in MOE) and Taiz (in GEO). A Senior Consultant was stationed in Sana'a and other local staff were based in the Taiz Office. In Taiz, two drivers were also hired by the Project. Table 1.5 summarizes the tasks for each position.

Table 1.5 BRIDGE Local Staff and Their Tasks

Position	Name	Major Tasks
Senior Consultant (1)	Dr. Hamoud Al Seyani	Facilitated information dissemination of BRIDGE among MOE and donors. Coordinated between national educational policy and BRIDGE.
Translator/Office Manager (1)	Mr. Hashem Deen	Developed awareness programs. Supported school head teachers on quality of education. Coordinated between GEO counterparts and BRIDGE team.
Field Consultants (3)	Mr. Anis Abdulwahed Qasem Ms. Samia Shaher (–August 2007) Ms. Hana Ahmad Yahia	Supported schools and DEOs to implement school improvement plans through school visits and training programs.
Secretary (1)	Ms. Shifa Al-Hirwi (–May 2006) Ms. Weam Adbullah Hashem (May 2006–)	Managed office administration and petty cash.
PR Assistant (1)	Mr. Salahuddin Fadl Al-Ahmadi	Developed BRIDGE newsletter and all office documentation.

Source: Created by JICA-BRIDGE Team.

1.6.3 Counterparts in the Government of Yemen

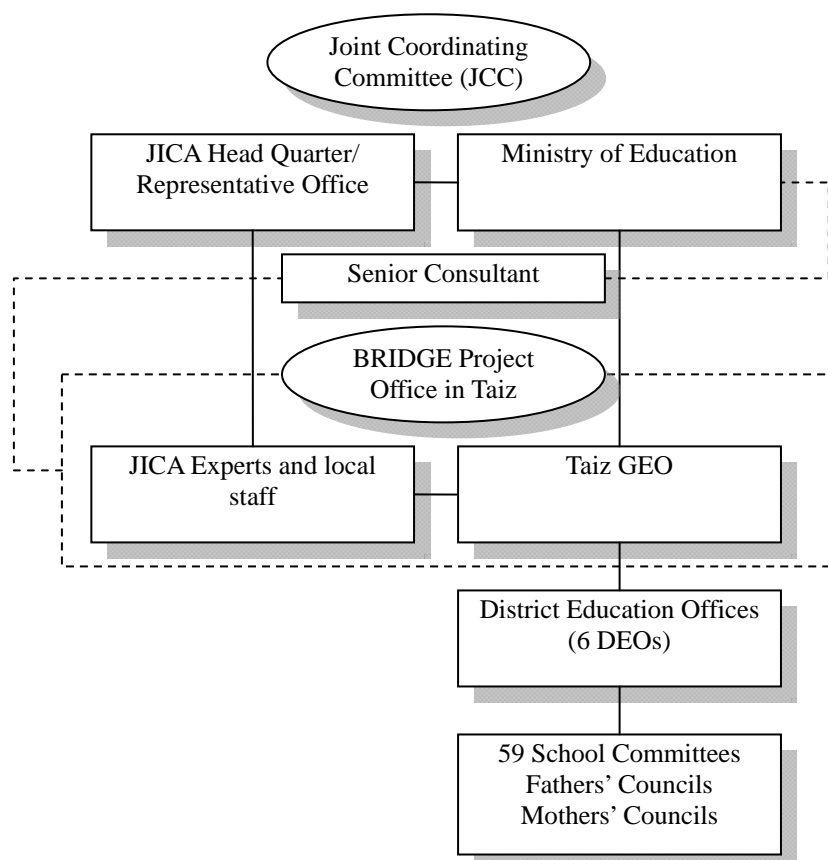
The Yemeni counterparts were at three governmental levels: a) Ministry of Education; b) Governorate Education Office (GEO) in Taiz; and c) Targeted 6 District Education Offices (DEOs).

Table 1.6 Counterpart at Each Level and Membership

Level	Name	Position
Ministry of Education	Ms. Fawzia Noaman	Deputy Minister for Girls' Education
	Mr. Hassan Ba'aum (–April 2007)	Deputy Minister for General Education
	Mr. Mohamed Tawaf (May 2007–)	
	Mr. Aman Ali Al-Badaani	Director, Girls' Education Unit
GEO in Taiz	Dr. Mahdi Ali Abdulsalam	Director of Education (Program manager)
	Ms. Safia Al-Hadad	Director, General Education Sector
	Ms. Balkis Al-Kadasi (–March 2007)	Director, Girls' Education Sector
	Ms. Afaf Fuad Maaki (April 2007–)	
	Mr. Abdullah Alodo Ismail	Director, Community Participation Sector
	Mr. Mohammed Al-Kadi	Director, Department of Statistics
	Mr. Mohamed Al-Galal	Director, Training and Qualification
	Mr. Abdullabaqi Al-Same	Director Finance Affairs Department
	Ms. Khawla Hamood Wabel	Member, Girls' Education
Mr. Yahya Ahmed Algarmozi	Member, Finance Affairs Department	
DEOs in Taiz	Same DEO	District Education managers and each BRIDGE Team member in the six targeted districts
	Maawiyah DEO	
	Maqbanah DEO	
	Al Waziiyah DEO	
	Al Makha DEO	
	Dhubab DEO	

Source: Created by JICA-BRIDGE Team.

Project implementation was managed as shown in Figure 1.2 below.



Source: Created by JICA- BRIDGE Project.

Figure 1.2 Project Management Organization

Counterpart training was conducted once in February–March, 2007. Three counterparts (one from MOE and two from Taiz GEO) participated in the training. Kobe University hosted and provided them with a series of lectures and workshops to strengthen their management capability. Appendix 3 describes the program of the counterpart training.

Table 1.7 Participants List of Counterpart Training

Name	Organization	Duration
Dr. Mahdi Ali Abdulsalam	Director, Taiz GEO	Feb. 26, 2007 – March 10, 2007
Ms. Fatehia Abdo Mohammed Al-Shawafi	Monitoring Section, Girls' Education Sector, MOE	Feb. 26, 2007 – March 10, 2007
Ms. Muna Nasser Ajilan Al-Khawlani	Monitoring Section, Girls' Education Sector, Taiz GEO	Feb. 26, 2007 – March 10, 2007

Source: Created by JICA-BRIDGE Team.

1.7 Plan of Operation and Inputs

1.7.1 Plan of Operation and Task List

The following are the tasks of the project from June 2005 to November 2008. The Plan of Operation, which compares the original plan with the actual implementation, is shown in Appendix 4. Most of the tasks were implemented as planned. With the development of the BRIDGE guidelines and revision of PDM, a new task was added, Task 6-5: HPDM0 Workshop and Trainings for disseminating the BRIDGE model.

Table 1.8 Task List

Task	Details
Task1-1:	Prepare Implementation Plan (TOR 8-1)
Task2-1:	Prepare Inception Report (IC/R) (TOR 8-2)
Task2-2:	Hod IC/R Seminar (TOR 8-3)
Task2-3:	Employ and Train Local Resource Persons (TOR 8-4)
Task2-4:	Review Existing National Development and Education Plans and Related Project Documents (TOR 8-5)
Task2-5:	Understand Decision-making Processes on Basic Education and Budget Allocation System in the Government of Yemen (TOR 8-6)
Task2-6:	Establish Implementation Structure of Pilot Activities (TOR 8-7)
Task2-7:	Plan and Implement Awareness-Raising Programs for Girls' Education in Taiz Governorate (TOR 8-8)
Task2-8:	Determine Pilot Schools and Communities That Will Implement Pilot Activities (TOR 8-9)
Task2-9:	Establish Fathers' and Mothers' Councils and School Committees (TOR 8-10)
Task2-10:	Draft Manuals for Planning of School Improvement Plans (TOR 8-11)
Task2-11:	Develop Implementation Policy of Pilot Activities (TOR 8-12)
Task2-12:	Draft Manuals for Implementation of Pilot Activities (TOR 8-13)
Task2-13:	Conduct Training on Planning of School Improvement Plans for Concerned Parties of DOE, Fathers' Councils and Mothers' Councils and School Committees (TOR 8-14)
Task2-14:	Establish School Improvement Plans (TOR 8-15)
Task2-15:	Conduct Baseline Survey (TOR 8-16)
Task2-16:	Draft Girls' Education Improvement Plan in Taiz Governorate (TOR 8-17)
Task2-17:	Conduct Training on Implementation of School Pilot Activities for Concerned Parties of DOE, Fathers' Councils, Mothers' Councils and School Committees (TOR 8-18)
Task3-1:	Draft Pilot Activity Proposals (TOR 8-19)
Task3-2:	Review and Approve the Pilot Activity Proposals (TOR 8-20)
Task3-3:	Implement Pilot Activities (TOR 8-21)
Task3-4:	Hold Workshop (1) (TOR 8-22)
Task3-5:	Review and Advise on the Pilot Activity Report (TOR 8-23)
Task4-1:	Revise Girls' Education Improvement Plan in Taiz Governorate and Revise Implementation Policy of Pilot Activities (TOR 8-24)
Task4-2:	Plan and Implement Awareness-Raising Programs for Girls' Education in Taiz Governorate (TOR 8-25)
Task4-3:	Implement Pilot Activities (TOR 8-26)
Task4-4:	Hold Technical Exchange Workshop (1) (TOR 8-27)
Task4-5:	Review and Advise on the Pilot Activity Report (TOR 8-28)
Task5-1:	Hold Workshop (2) (TOR 8-29)
Task5-2:	Plan and Implement Awareness-Raising Programs for Girls' Education in Taiz Governorate (TOR 8-30)
Task5-3:	Implement Pilot Activities (TOR 8-31)

Task	Details
Task5-4:	Hold Technical Exchange Workshop (2) (TOR 8-32)
Task5-5:	Review and Advise on the Pilot Activity Report (TOR 8-33)
Task5-6:	Draft Guidelines for promoting Girls' Education in Taiz Governorate (TOR 8-34)
Task6-1:	Hold Workshop (3) (TOR 8-35)
Task6-2:	Conduct End-line Survey (TOR 8-36)
Task6-3:	Plan and Implement Awareness-Raising Programs for Girls' Education in Taiz Governorate (TOR 8-37)
Task6-4:	Develop Guidelines for promoting Girls' Education in Taiz Governorate (TOR 8-38)
Task6-5:	Hold Workshop and Trainings for disseminating the BRIDGE model (TOR 8-39) <i>NEW</i>
Task6-6:	Hold Workshop (4) (TOR 8-40)

Source: Created by JICA-BRIDGE Team.

1.7.2 Overall Project Flow

The tasks of the project can be categorized into the following four categories:

Category A: Establishing the Project Implementation Organization and Conducting Impact Assessment

Category B: Implementing Pilot Activity in the Pilot Schools

Category C: Conducting Awareness Raising Activities in Taiz Governorate (including levels in Governorate, Districts and school communities)

Category D: Developing and Disseminating the BRIDGE Model and its Guidelines

Appendix 5 shows the overall work flow categorized by the above 4 categories.

In summary, Category A was implemented throughout the project period. Category B and Category C were implemented in 36 months in order to develop the BRIDGE model in Category D. Category D was intensively implemented in the last 12 months to complete the BRIDGE model in the guidelines.

1.7.3 Equipments and Materials

Please see Appendix 6 for the details.

1.7.4 Local Costs

Please see Appendix 7 for the details.

1.7.5 Joint Coordination Committees (JCCs)

JCCs were held twice during the project period in May and November 2008. At the JCCs, issues regarding sustainable continuation and successful expansion of BRIDGE were mainly discussed. Please see Appendix 8 for the details.

2. Achievements and Outputs

2.1 Achievements of Overall Goal

Overall goal	Girls' access to basic education in Taiz Governorate is increased.
Indicator	Female students' ratio against male students (F/M ratio) in G1 to G9 in Taiz Governorate is increased.

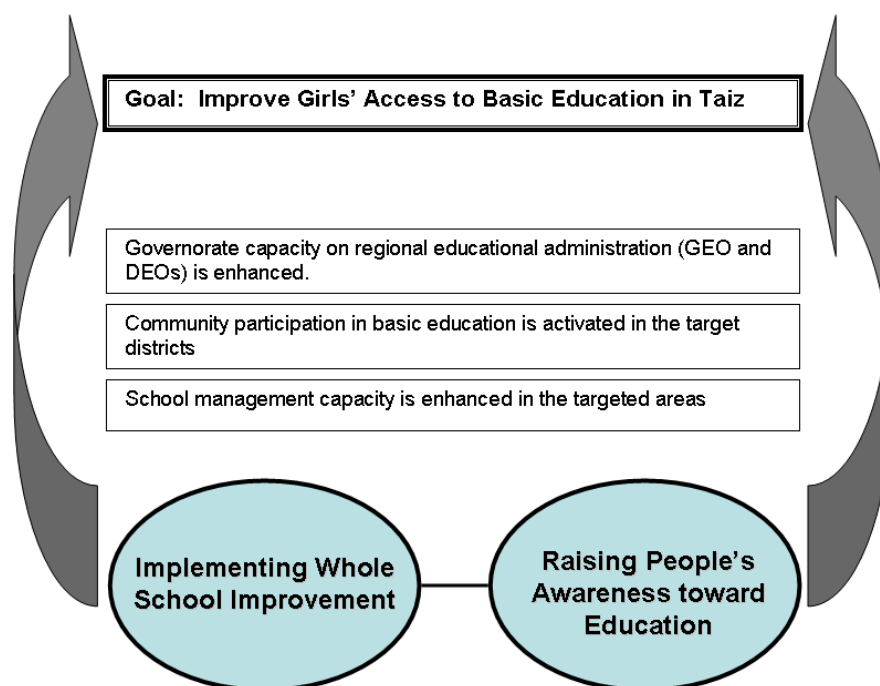
The comparison of F/M ratio between the 2003/2004 and 2007/2008 school years in Taiz Governorate is 0.79 and 0.82. Thus, the ratio has been improved in the four years of the project.

2.2 Achievements of Project Purpose

Project purpose is that an effective model of regional educational administration based on community participation and school initiatives is established for improving girls' access to educational opportunities in Taiz Governorate.

Indicator 1	Guidelines on implementing BRIDGE model, especially from perspective of promotion of girls' education is in place and understood by key stakeholders.
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After the 42 months of project implementation in the 59 targeted schools in the 6 districts of Taiz Governorate, the BRIDGE model was defined in the guidelines as shown in Figure 2.1. MOE senior officials evaluated the BRIDGE project as the first-ever and innovative project that realized a direct transfer of funding to schools.



Source: Created by JICA-BRDGE Project Team.

Figure 2.1 Structure of the BRIDGE Project

“Guidelines for the Whole School Improvement Initiative with a Special Focus on Increasing Girls’ Attendance in Rural Basic Education Schools in Taiz Governorate” provides a comprehensive view of the BRIDGE model.

The guidelines have been completed in consultation with the Ministry of Education, Taiz Governorate senior officers, Taiz GEO and DEOs, Taiz GFO, JICA headquarters, and donors including UNICEF, World Bank, GTZ, BEDP, and the Embassy of Netherlands in order for the BRIDGE guidelines to be incorporated into the national strategy and relevant donor support.

The guidelines are composed of three volumes:

- Volume I Background and Basic Approaches
- Volume II Planning and Operational Manual for GEO and DEOs in Taiz Governorate
- Volume III School Improvement Manual for School Committees

Volume I is composed of reading material for anyone who is interested in understanding the BRIDGE project approach. It first gives background information explaining why the whole school improvement approach is needed for promoting girls’ education, the basic concept of the BRIDGE project, and then lessons learned from actual experiences of the BRIDGE implementation at the 59 target schools in the 6 districts in Taiz Governorate. It concludes with recommendations on how to sustain the BRIDGE project.

Volume II is a planning and operational manual for GEO and DEO officers in Taiz Governorate, who work for the BRIDGE Project. The manual contains the management structure of the BRIDGE project and operational procedures and forms that are used for the actual implementation.

Volume III is a school improvement manual for the school committee members who implement the school improvement plan under the BRIDGE Project. The school manual includes all the necessary forms for the school committee members and is designed as a 3-day training on planning and a 1-day training on report preparation.

Indicator 2	GEO is capable of managing BRIDGE implementation by using the developed guidelines.
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The guidelines have been revised from the draft guideline that was developed in August 2007 through a consultation process with Taiz Governorate stakeholders, including GFO, Governor Office, GEO, and other DEOs. Since the GEO-BRIDGE Team led by the Director of GEO was formed in April 2007, all of the five core members of the team attended the annual School Improvement Planning workshop to supervise the planning and budgeting process of the BRIDGE model in 2007. Based on their experiences, the guidelines were finalized.

In the 2008/2009 school year, the GEO team is going to implement the BRIDGE project with their own funding and by themselves for the same 59 schools in the six districts JICA supported. The GEO team has already successfully acquired a budget for school funding. From July 2008, the GEO team started to organize the planning workshop with DEOs and set up the annual targets of student enrollment as shown in the table below.

Table 2.1 Targeted Number of Students for SY 2008/2009

District	Female	Male	Total	F/M Ratio
Maqbanah	1,800	3,395	5,195	0.53
Mawiyah	1,787	2,275	4,062	0.79
Same	1,380	1,620	3,000	0.85
Al Waziiyah	1,318	1,319	2,637	1.00
Al Mokha	2,552	2,628	5,180	0.97
Dhubab	2,021	1,862	3,883	1.09
Total	10,858	13,099	23,957	0.83

Source: JICA-BRIDGE Project.

In addition, the GEO team has already started to supervise the school planning workshops, which are organized by each DEO and reviewed the school improvement plans that were submitted from schools via the DEOs.

The GEO team submitted the budget request of almost 60 million YER for 2009 to the Taiz Governorate to expand the BRIDGE model to 60 new schools in six newly targeted districts (Same, Mawiyah, Maqbanah, Al Taiziyah, Jabal Habashi, and Khadeer districts) with budgetary support from Taiz Governorate Local Council.

Indicator 3	Female to male student ratio in G1 to G9 in the targeted districts is at least 0.78.
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The F/M ratio has been improved from 0.65 in 2004 to 0.78 in 2007 as shown in Table 2.1. The targeted indicator has been achieved. Both the number of female and male students increased to a total of 21,265 students.

Table 2.2 Comparison of Student Enrollment between 2004 and 2007

	Female	Male	Total	F/M
Baseline (2004/2005)	6,080	9,312	15,392	0.65
Endline (2007/2008)	9,307	11,958	21,265	0.78

Source: JICA-BRIDGE Project.

Indicator 4	The total number of students (both boys and girls) does not decrease.
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As shown in Table 2.2, the total number of female and male students at the 59 target schools was increased in the three years between 2004 and 2007. The number of male students has increased from 9,312 to 11,958, while the number of female student has increased from 6,080 to 9,307. The female increase rate between baseline and endline is 53%, while the male increase rate is 28%. The female increase rate became higher than the male's.

From the impact assessment in the following chapter (summary) and Appendix 9 (full report), related to indicator 3 and 4, more detailed findings were observed:

- As a result of the project, both female and male enrollment for all grades has increased. In total enrollment increase, female students have benefited more since female enrollment in pilot schools increased more than boys' enrollment, especially in higher grades.

- In grade 1 and grade 2, enrollment rates are higher for male students than female students. In other grades, the female enrollment increase rate is higher than of the male enrollment.
- A remarkable change has been found in grade nine of female students, where the number of students increased by 166.3 percentages from the baseline data. In addition, the retention rate of grade 6 female students in the baseline to grade 9 female students in the endline is 72.9%, which is the highest retention rate among all the grades. Even though increasing the retention rate is a remaining issue, it is a clear indication of the success of the BRIDGE project; that girl students in higher grades have responded positively to the BRIDGE project activities and continued their studies to complete grade 9.
- Different enrollment trends have been observed among districts. The highest percentage of growth of female enrollment was found at Al Makha (108% increase). The lowest percentage of growth of female enrollment was found at Dhubab (14.9% increase). The highest percentage of growth of male enrollment was found at Maqbanah (56.3% increase). The lowest percentage of growth of male enrollment was found at Dhubab (13.5% increase). However, each district had different patterns of increase of female and male enrollment by grade. These different patterns occurred due to the different backgrounds of the districts.

2.3 Achievements of Outputs

Output 1: Taiz Governorate's capacity on regional educational administration is enhanced.

Indicator 1	GEO and DEOs understand their roles and responsibilities in BRIDGE implementation.
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- Both GEO and DEOs fully and clearly understood their roles and responsibilities specified in the guidelines. Furthermore, both are satisfied with their division of labour to disseminate the BRIDGE model within districts and Taiz Governorate. Additionally, the core members of the GEO-BRIDGE team who are relevant resources were already involved in the BRIDGE process, including training, statistics, and inspector departments of GEO and preaching and guidance offices.
- Management capacities of GEO and DEOs were strengthened through several different approaches, including monthly meetings, joint school visits, organization of school Open Days and community awareness programs. Through all of this, the DEOs have established self confidence. Two of the DEO members were selected as trainers for the BEDP-WSI program, which helped to disseminate the BRIDGE model beyond Taiz Governorate. The GEO has become capable to manage the BRIDGE project cycle by utilizing the guidelines even though the team was newly formed in April 2007. From the 2008/2009 school year, the GEO has already started the project in the same 59 target schools with budgetary support from Taiz Governorate Local Council.
- The Expert Team developed a competency list for DEOs to implement BRIDGE project. From the experts' observation during the project period, all the DEO Team members' abilities were improved. Reporting (No.8), training organization (No.9), and commitment to work (No. 15 and 16) were almost highly achieved areas by all the members. Frequent school visits incredibly improved DEO's knowledge toward their schools. It helped to build networking skills and resource mobilization skills of DEOs. Of course, there are different levels of achievements among DEOs. It could emphasize that DEOs with a good manager perform better than others.

Table 2.3 DEO's Competency List for BRIDGE Management

Areas	No.	Description for Self-Assessment
Team Working	1	I cooperate and help the other member of the team.
Leadership	2	My manager gives clear directions to the team and sets tasks for each member.
		My manager motivates team members to work hard.
Networking	3	I contact and bring any important people to the school community for BRIDGE events, such as signing ceremony, open day, awareness events.
Resource mobilization	4	I build good relationships with key stakeholders to bring new resources to support my pilot schools, such as introduction of local council, wealthy family in the community and other donors.
Knowledge and skills to support schools	5	I fully understand my own pilot schools in terms of: a) enrolment of boys and girls students; b) ability of the head teachers to manage their schools; c) level of community participation, including women's participation; and d) conditions of school environment.
	6	To solve problems, I organize meetings with appropriate school committee members, facilitate discussions before visiting schools and reach a conclusion at the end of the meeting.
	7	I organize meetings with women at my pilot schools by consulting with the community leaders and head teachers.
	8	I prepare reports on what has been discussed and list next steps.
	9	I provide training and make sure that all the participants understand the contents.
	10	I keep a well-organized file of the project documents.
Communication with schools	11	I provide different levels of supports according to different levels of head teachers' capacity and different conditions of schools.
	12	I encourage and listen to schools and communities, including illiterate and women.
Personal Maturity	13	I establish good relationships with people and solve conflicts.
	14	I manage personal emotion and provide good advice even under tight schedule and stressful environment.
Commitment to work	15	I meet deadlines of all report submissions.
	16	I attend all the meetings with JICA-BRIDGE team on time.
Presentation	17	I can make presentations on importance of girls' education and community participation in front of large groups of people I am able to provide concrete examples.

Source: JICA-BRIDGE Project.

Output 2: Community participation in basic education is activated in the targeted areas.

Indicator 2	DEOs assess that community participation is increased.
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DEO assessed community participation at the targeted schools was increased through their observation during school visits. At the beginning of BRIDGE, community participation was regarded as financial contributions by all including DEOs, schools and communities. Therefore, BRIDGE Team set the evaluation criteria to assess the community participation under the BRIDGE project as follows and shared the criteria among GEO and DEOs:

- (1) Community leaders' recognition about girls' education: In an excellent situation, the community leaders recognize the importance of good education and a stimulating school environment for all children in the community. They take responsibility to help achieve this.

- (2) Collaboration between community and head teachers: In an excellent situation, the community takes responsibility to help the head teacher improve the quality of education and the school environment.
- (3) Community leaders' initiatives to encourage women's participation: In an excellent situation, the community leaders recognize that women should be involved in helping to improve the school and that women have relevant experiences and skills to offer.
- (4) Women's participation in decision making: In an excellent situation, women's groups are involved in decision making regarding school improvement projects and women have their own pilot activities.

Through the establishment of school committees and the three year's experiences, DEOs became a facilitator at each of the targeted schools to support collaboration between head teachers, teachers and communities. DEOs played a catalytic role to facilitate community participation by frequent school visits and to solve problems if conflicts occurred between a school and the community.

Indicator 3	Both schools and communities assess that community participation is increased.
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From the impact assessment analysis, it was clearly found that both parents and head teachers thought community participation was increased. Especially, the parents' willingness to help schools was remarkably improved.

- At the baseline, only 13.3% agreed they were willing to help the school. On the contrary, 99% of parents agreed at the endline.
- Parents increased more ownership and responsibility toward their schools. At the endline, 92% fully agreed that the school in the community was for themselves (4% fully agreed at the baseline)
- Head teacher changed their attitude remarkably to community participation. 77% of head teachers fully disagreed at the following question in the baseline survey. On the contrary, in the endline survey, 88% of head teachers fully agreed. "I believe that community participation is necessary to improve school education".

Indicator 4	Parents' and communities' understanding about the importance of education is increased.
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Parents increased their attention to their children's school and education.

- 54% of parents talked with their children's teachers about their children's education and school (36% at the baseline).
- 39% of parents always or often helped their children to do homework at home, which is a 10 % increase from the baseline.

Indicator 5	Women's participation of school activities is increased.
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Women's participation was increased in the three years. Since women's participation was very limited, BRIDGE made a decision that at least one school activity should be for encouraging women's participation in the first year. As a result, women's active participation was realized by attending women's classes including literacy and sewing.

- At the 59 schools, in the 3rd year, 36 literacy classes and 19 sewing classes were established. In some schools, both types of classes were opened for women.
- Open Day event at each district became excellent opportunities for women to come to school and learn about the school improvement. Group discussions among Mothers' Council members became precious experiences for women to share their experiences and issues and to find better solutions by learning other experiences.

Output 3 : School management capacity is enhanced in the targeted areas

Indicator 6	Head teachers understand roles and responsibilities in BRIDGE implementation.
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- BRIDGE divided the roles and responsibilities between the school committee chairs and head teachers and developed a training program for head teachers on the quality of education in addition to SIP management. Through the training and support from DEOs, head teachers understood clearly about their roles and responsibilities on improving the quality of education. The SIP was revised and a section on quality of education was added in which head teachers were mainly responsible for.
- From the endline survey, the most helpful activities for head teachers to improve their school management were i) discussions with community leaders on how to promote community participation in education, and ii) sharing ideas and experiences with other head teachers.
- From the impact assessment analysis, satisfactory changes were not observed in terms of head teacher's self assessment on school management capabilities. It will take more time and support for head teachers to improve their overall school management skills.

Indicator 7	Understanding of head teachers on the importance of girls' education is increased.
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One significant change in head teachers' attitudes found in the impact assessment results was that head teachers had become supporters of girls' education.

- "Males and females have an equal right to receive education" →81% of head teachers fully disagreed in the baseline survey, whereas 97% of head teachers fully agreed in the endline survey.
- "If having a son and a daughter, I do my best to make both of my son and daughter to go to school" →85% of head teachers fully disagreed in the baseline survey, whereas 95% of head teachers fully agreed in the endline survey.

Output 4 : Steps for disseminating the BRIDGE model beyond the pilot schools and the targeted districts are initiated.

Indicator 8	GEO participates in the process of planning and implementation of workshops to share BRIDGE experiences among the targeted districts.
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In addition to participation, GEO planned and organized workshops to share BRIDGE experiences within Taiz Governorate:

- June 2008: Celebration workshop with Taiz Governorate, 21 DEOs, targeted SCs and donors.
- July 2008: BRIDGE guideline workshop with Taiz Governor Office, GFO, other GEO members and 21 DEOs.
- October 2008: Workshop for Sharing BRIDGE Guidelines with Ministry of Education, all the 22 GEOs in Yemen, and donors.

GEO is requesting a budget for 119 schools from the 2009 governorate budget to keep providing support to the current 59 schools and to add 60 new schools.

Indicator 9	GEO understands the editing process of the newsletter and is involved in the process
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In total, 6 newsletters were published. Up to the 4th edition, GEO contributed articles to the newsletters. From the 5th edition, GEO participated in the editing process. Then the GEO-BRIDGE team became fully responsible for publishing the 6th edition. The GEO-BRIDGE team has become capable of producing a newsletter by them.

Indicator 10	DEOs in each targeted district organize Open Day at least once during the project implementation period.
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In the second year, Open Day was tried out in three districts. In the third year, all 6 districts organized Open Day in their own districts with the participation of 26 DEOs, 310 SC members and 500 community members. The three districts, Mawiyah, Maqbanah and Al Makha, that had implemented Open Day in the second year, helped the other 3 districts by sharing their experiences in organizing Open Day in the third year.

3. Impact Assessment

3.1 Objectives of the Assessment

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

- The first objective of the report is to measure the changes between the baseline and endline in terms of the number of girls' student enrollment in pilot schools and control schools.
- The second objective of the report is to measure the changes which occurred in the pilot schools in terms of school environment including facilities, teachers and various activities.
- The third objective is to measure the extent the behavior and ways of thinking changed towards school and education among head teachers, teachers and parents in the project area during the last three years by measuring the change between the 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.

3.2 Methodology

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

3.3 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 the pilot schools, 1 sub-district namely Serbait was selected from Same; 3 sub-districts namely Kama'ehrah, Akharak and Al-Awman from Mawiyah; 2 sub-districts namely Al-Akhooz and Al-Habaiba from Maqbana; 1 sub-district namely Al-Dharifa from 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 the school survey and head teacher survey, five teachers from each school were interviewed for the teacher survey and for parents' survey both fathers and mothers were selected. Among parents, five fathers including two father's council members 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 3.1 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.

3.4 Summary of the Analysis Findings¹

3.4.1 BRIDGE Helped to Increase the Number of Both Boys' 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 benefited more since female enrollment in pilot schools increased more than boys' enrollment, especially in the higher grades. It is important to note that in control schools, the percentage of enrollment in the endline even decreased in some grades.

Tables 3.2 and 3.3 indicate the increased female and male enrollment for all grades at the 59 targeted schools as a result of the project.

- In grade 1 and grade 2 enrollment rates for females increased 12.1 percent points and 15.8 percent points, while the enrollment rate for males increased 30.7 percent at grade 1 and 23.3 percent at grade 2. Increase rate of the enrollment is higher for male students than female students in grade 1 and grade 2. In other grades, the female enrollment increase rate is higher than that of male enrollment.
- Among all grades, number of female students in grade 4, 7, 8 and 9 increased more than double between baseline and endline. The remarkable change found in grade 9 was that the number of students increased by 166.3 percentage from the baseline data. It is a clear indication of the success of the BRIDGE Project that girl students in higher grades have responded positively to the BRIDGE project activities and continued their study to complete grade 9.
- It should be noted that increasing the retention rate is a remaining issue in addition to increasing the enrollment of male and female students.

Female to male student ratio (F/M ratio) in total at the 59 pilot schools was improved from 0.65 in 2004/2005 to 0.78 in 2007/2008 (see Figure 3.1).

- F/M ratio was improved in all grades except grade 1 and grade 2. This situation is linked to the higher increase rate of male students in grade 1 and grade 2. Eighteen schools out of the 59 BRIDGE pilot schools received the food program for girls' students from World Food Program (WFP) when the BRIDGE project started. At these schools, the number of female enrollment was higher than male in the baseline year. Since the BRIDGE project encouraged female students' enrollment without excluding male students, a higher male student increase was observed, and F/M ratio in grade 1 and grade 2 were slightly worsened.

¹ For the full analysis, please see Appendix 9: Impact Assessment Report.

Table 3.2 Number of Female Students Enrolled in Different Grades at the 59 Pilot Schools

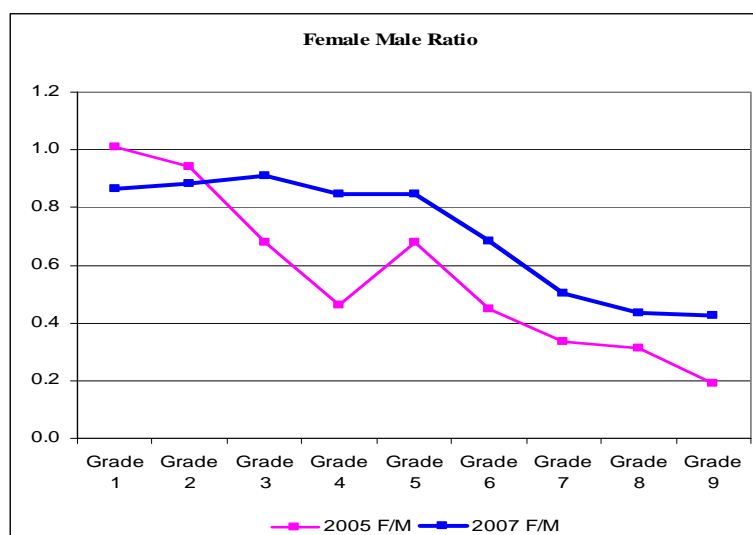
Enrolled Female Students	Baseline (2004/2005)	Endline (2007/2008)	Retention Rate (%)	% Increased
Grade 1	1,888	2,117		12.1
Grade 2	1,507	1,745		15.8
Grade 3	857	1,698		98.1
Grade 4	622	1,287	68.2	106.9
Grade 5	622	984	65.3	58.2
Grade 6	336	627	73.2	86.6
Grade 7	214	436	70.1	103.7
Grade 8	143	294	47.3	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 3.3 Numbers of Male Students Enrolled in Different Grades at the 59 Pilot Schools

Enrolled Male Students	Baseline (2004/2005)	Endline (2007/2008)	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.



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

Figure 3.1 Female to Male Student Ratio in Each Grade within Pilot Schools

Tables 3.4 and 3.5 shows the number of male and female enrollment at the control schools. Comparing the enrollment trend between pilot schools and control schools, it could be concluded that enrollment at pilot schools improved more.

- In both male and female cases, the percentage of enrollment changed irregularly, which means, in some cases it increased while others it decreased. The female enrollment at the endline in grades 1, 2, 6, 8 and 9 decreased from the baseline data. On the other hand, male enrollment in grades 2, 3, 6, 8, and 9 decreased instead of increased from the baseline data.

Table 3.4 Numbers of Female Students Enrolled in Different Grades in Control School

Grade	Baseline (2004/2005)	Endline (2007/2008)	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 3.5 Numbers of Male Students Enrolled in Different Grades in Control School

Grade	Baseline (2004/2005)	Endline (2007/2008)	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.

Different enrollment trends were observed among districts. From the table below, the highest improvement in F/M ratio was found at Al Makha. Low percentage of improvement in F/M ratio was found at Maqbnah and Dhubab.

Table 3.6 Changes of F/M Ratio by Pilot District between Baseline and Endline

	Same	Mawiyah	Maqbanah	Al Waziyah	Al Makha	Dhubab
2004/2005	0.54	0.43	0.41	0.84	0.43	0.84
2007/2008	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.

3.4.2 BRIDGE Helped to Improve the School Environment

BRIDGE project has contributed a lot to increase school facilities in pilot schools.

- As shown in Table 3.7, total number of all school facilities has been increased. Numbers of classrooms have increased by 25% from the baseline to endline while classrooms for female students almost doubled. Toilets for female students increased tremendously which plays an important role for increasing 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 fields, school fences, desks and chairs for students, blackboards, have also been raised when comparing the numbers from the endline of the project with the baseline.
- Head teacher proves that conditions of 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, have been improved.
- Improvement of school facilities occurred beyond BRIDGE support. For example, many school fences were built by district local councils. It is one of the examples that the BRIDGE project attracted other source of support to school.
- Even though BRIDGE supported basic and minimum level of school facilities, including classrooms, toilets, drinking water, blackboards, schools still need to improve facilities such as school libraries, laboratories, and sports fields.
- In addition to improving school facilities, BRIDGE Project hired 172 contracted teachers in the school year 2007/2008. With hiring contracted teachers and building and repairing classrooms, schools could offer more grades. At the baseline, only 13 schools had offered classes from grade 1 to grade 9. At the endline, 20 schools could offer classes for grade 1 to grade 9 for both boys and girls.

Table 3.7 Available School Facilities and Equipments

School Facilities	Numbers	
	Baseline	Endline
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.

3.4.3 BRIDGE Helped to Build Cooperative Relationships between Schools and Communities

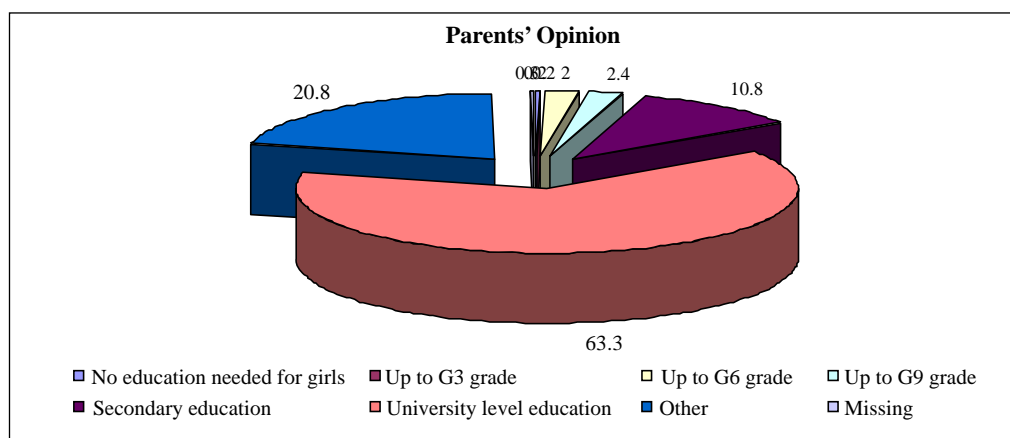
- Data on head teacher's views for better school management at the endline of the project does not show satisfactory changes in comparison to the baseline result. In most cases the baseline and end line conditions are similar. Since the capacity development program for all the head teachers on school management was started from the second year, it was not enough time for head teachers to change their perception toward their management skills.
- Head teachers agreed better communication with community leaders, sharing experiences with other head teachers, and listening to parents' requests were the most helpful contributions by the BRIDGE project. From the table below, forty-seven percent of head teachers agreed that the level of community aspiration to school education was improved greatly by the BRIDGE project.

Table 3.8 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.

- Views of parents regarding children's education care at home have changed positively. Parents' perceptions regarding school have been enriched to a greater extent, which could be explained by the implementation of intensive awareness raising programs by the BRIDGE project. Parents are now very conscious about the improvement of their children's school. Even now they feel the ownership of the school in their own community which is a good achievement of the BRIDGE project.
- Figure 3.2 below shows that 63.3 percent of parents want to give their daughters an university degree education, which is another piece of evidence that parents have a strong desire for their daughters' education if conditions allow them to.



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

Figure 3.2 Parents' Opinion about the Necessity of Education for Their Daughter

3.4.4 Perception toward Girls' Education was Dramatically Changed

- Table 3.9 shows that all respondents both in the baseline and endline agreed on the statements that lack of female teachers, lack of separate classrooms for boys and girls, and lack of decent toilets for girls mainly discouraged girls from coming to school. However, in the case of all three groups of respondents, head teacher, teachers and parents, the endline score was lower than those of the baseline agreeing with the lack of female teachers, separate classrooms and decent toilets as obstacles of girls in going to school. It could mention that these changes among the respondents are the achievements of the BRIDGE project because BRIDGE supported these areas intensively.
- Different perceptions were observed regarding awareness of fathers and mothers toward education between head teachers, teachers and parents. Endline data of head teachers expressed that the lack of fathers' appreciation was a strong reason for females 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 the baseline and endline, both the head teacher and teachers agreed that the lack of mothers' appreciation as the hindrance of girls' education while parents' data showed that they still agreed on this matter at the endline but the percentage of parents who supported this statement had decreased compared to the baseline data. Even though head teachers and teachers still feel that the lack of parents' appreciation toward education is one of the 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 tried to reduce their daughters' work load at home in order to make time for education.
- Not much change was observed regarding the use of sticks and not useful lectures for daughters between the baseline and endline. In both surveys, they did not think that these were obstacles for girls' education.

Table 3.9 Reasons for Females not to come to Schools

Considered Matters	Total Normalize Weighted Score ²					
	Head Teachers		Teachers		Parents	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Lack of female teacher	1.68	0.59	1.43	0.24	1.76	0.61
Lack of separated classrooms for boys and girls	1.72	0.51	1.54	0.50	1.75	0.61
Lack of fathers' appreciation for girls' education	0.68	1.20	0.98	1.01	0.71	0.33
Lack of mothers' appreciation for girls' education	0.72	0.83	0.82	0.85	0.71	0.24
Difficulty in transportation	0.87	0.02	0.83	0.20	0.99	0.30
Lack of school fence	1.19	-0.37	0.94	-0.74	1.00	-0.31
Lack of decent toilets for girls	1.59	0.31	1.47	0.24	1.15	0.63

² Table 3.9 illustrates perceptions about the reasons for females not coming to schools. To assess the opinions, the answer sheet is normalized by weighted method. In this calculation, 'Fully Disagree' and 'Sometime Disagree' are negative answers and the intensity of 'Fully Disagree' is higher than 'Sometime Disagree'. In the same way, 'Fully Agree' is more positive than 'Somehow Agree'. 'Don't Know' is a neutral answer. The scale is formed by giving weights as -2, -1, 0 +1 and +2 for 'Fully Disagree', 'Sometime Disagree', 'Don't Know', 'Somehow Agree' and 'Fully Agree' responses respectively.

Considered Matters	Total Normalize Weighted Score ²					
	Head Teachers		Teachers		Parents	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Too much work at home for girls	1.45	0.81	1.06	0.63	0.84	0.17
Early marriage	1.30	0.76	1.15	0.83	1.03	0.76
Parents cannot afford girls' education economically	1.60	0.49	1.41	0.78	1.57	0.94
Not useful lectures for daughters	-0.34	0.00	-0.22	-0.78	-0.40	-0.40
Teachers' use of stick at school	-0.66	-0.69	-0.56	-0.71	-0.42	-0.79
No work after graduation	1.64	0.53	1.36	0.52	1.18	0.03
Lack of textbooks	0.00	-0.71	0.24	-0.41	0.00	-0.30
The school is so far from the house	0.59	-0.31	0.66	-0.01	1.00	0.36

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

- Table 3.10 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.
- It is important to note that parents' views regarding basic rights related to girls' education changed a little from baseline to endline since the data shows that the situation in the baseline was also good.

Table 3.10 Perception Regarding Girls' Education

Considered Matters	Total Normalize Weighted Score ³			
	Head Teachers		Parents	
	Baseline	Endline	Baseline	Endline
Male and female have an equal right to receive education	-1.51	1.95	1.80	1.91
If having son and daughter, I prefer my son going to school to my daughter	1.06	-1.64	-1.33	-1.63
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	1.86	1.79
Females should stay home if get married	0.60	-0.64	-0.58	-0.82
Basic skills of reading and writing are enough for females' education	1.36	-1.14	-1.08	-1.43
I support an idea that females have professional careers in a society	-1.23	1.49	1.37	1.54
Having more children is happiness to females	-0.21	-0.61	1.07	0.00
I believe that community participation is necessary to improve school education	-1.28	1.80	1.68	1.85

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

³ Table 3.10 depicts views regarding girls' education. To assess the opinions, 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.

3.4.5 Most Effective BRIDGE Activities was Found as Hiring Female Teachers

BRIDGE project provided almost 109 million YER in total as funding to schools for implementing school improvement activities. The funding was provided by three different sources as shown in the table below.

Table 3.11 Summary of BRIDGE Funding Amount by Sources (2005–2007)

Source	2005 (Year 1)		2006 (Year 2)		2007 (Year 3)		Three Year Total	
	YER	%	YER	%	YER	%	YER	%
JICA	27,398,090	92.7	27,893,520	93.5	29,235,800	59.1	84,527,410	77.6
Taiz Gov.	0	0.0	0	0.0	16,758,259	33.9	16,758,259	15.4
Local	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.

- Table 3.12 summarizes school activities by allocation of funding. Various activities were financed under the BRIDGE project. Among all activities, hiring contracting teachers was the most popular activities during the three years (42,466,827 YER), which accounts for almost 40% of the 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 uniforms, bags, school fees, school furniture, and water for the tank. However, from Year 2, allocating funding for school uniforms and bags was not allowed by JICA because these items could be donated from wealthy families. School fees were abolished in Year 2 by the Government of Yemen, so then school fees were not financed under BRIDGE from Year 2. School furniture was provided by Taiz GEO from Year 2. Water for the tank was covered by local contributions from Year 2, taking into consideration the need for sustainability.

Table 3.12 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.

- Table 3.13 shows that all the head teachers, teachers and parents agreed that BRIDGE contributed the most to improve the shortage of female teachers. Head teachers and teachers agreed that the lack of fathers' and mothers' appreciation were highly improved due to the BRIDGE project. On the contrary, parents agreed that BRIDGE contributed to improve the shortage of separate classrooms and improve fathers' appreciation toward education.
- Even though head teachers and teachers perceived the lack of fathers' and mothers' appreciation toward education as obstacles for girls' education, it is sure that the BRIDGE project helped to raise awareness and appreciation of parents toward education.

Table 3.13 Most Effective BRIDGE Activities for Improving Girls' Education⁴

Most effective to improve	Head Teachers		Teachers		Parents	
	%	N= 59	%	N = 287	%	N = 591
Lack of female teacher	20.2%	35	21.9%	188	24.0%	352
Lack of separate classrooms for boys and girls	9.2%	16	15.0%	129	18.8%	275
Lack of fathers' appreciation for girls' education	17.9%	31	17.8%	153	15.1%	222
Lack of mothers' appreciation for girls' education	21.4%	37	15.6%	134	12.1%	178
Difficulty in transportation	4.0%	7	3.5%	30	2.3%	34
Lack of school fence	0.6%	1	2.0%	17	4.2%	62
Lack of decent toilets for girls	10.4%	18	9.6%	82	10.2%	150
Too much work at home for girls (water gathering, caring for siblings, etc.)	2.3%	4	1.9%	16	0.5%	8
Early marriage	1.2%	2	1.6%	14	0.4%	6
Parents cannot afford girls' education economically	5.2%	9	2.9%	25	6.3%	93
Not useful lectures for daughters	1.7%	3	0.7%	6	1.7%	25
Teachers' use of stick at school	2.9%	5	1.3%	11	0.6%	9
No work after graduation	1.2%	2	3.5%	30	1.0%	14
Lack of textbooks	1.2%	2	1.3%	11	2.5%	36
The school is so far from the house	0.6%	1	1.4%	12	0.3%	4
Total	100.0%	173	100.0%	858	100.0%	1,468

Source: Created by BRIDGE Project based on the 2008 Endline Survey.
a Dichotomy group tabulated at value 1.

⁴ Table 3.13 is a summary of answers by head teachers, teachers and parents to indicate 3 items to which BRIDGE was most effective in improving the situation of female absences in school.

4. Lessons Learned and Recommendations

To summarize the 42 months of experiences of the BRIDGE project, which were described in details in the previous progress reports (please see Appendix 10 for a list of submitted reports), the BRIDGE guidelines, and the previous sections of this report, the following are lessons learned for the relevant project implementation and the future expansion of the BRIDGE model.

4.1 Targeting the Most Rural and Disadvantaged Schools

The BRIDGE project supported the rural and disadvantaged schools and districts. After their visit to the targeted schools, many MOE senior officials said, "I did not know that there were still many schools in such disadvantaged conditions in very poor communities in Taiz." As their comments indicate, there are huge gaps between urban and rural schools, and within the target districts. Smaller schools located in very poor areas tend to be newer and have poorer school environments and face serious shortages of teachers. BRIDGE project has targeted all the schools in one sub-district of the targeted districts and provided basically the same amount of funding to these schools. However, to consider the disadvantaged conditions of small schools located off the roads, consideration should be made to target the most rural and disadvantaged schools in the target districts.

4.2 Improving Access and Quality of Education Together

To encourage attendance of female students at basic education schools, a comprehensive approach to increase enrollment and reduce drop-outs should be taken. The impact assessment analysis found that even though overall student enrollment and female student enrollment of higher grades were increased, the retention rate of students is not satisfactorily high.

- In the process of developing the BRIDGE model, the Expert Team added a component of quality of education in the school improvement plan in order to reduce the drop-outs. To improve the quality of education, head teachers should play a leading role to manage the school administration and teaching skills of teachers. In rural and disadvantaged schools, head teachers are relatively newer, younger, and less experienced without special training as a head teacher. Quality of education at these schools mean keeping students' and teachers' attendance everyday and following up their absences, supporting teachers through classroom observations, and managing daily school activities, such as school assemblies. A basic program for head teachers on quality of education was already included in the school improvement manual (Guidelines Volume 3). However, as the impact assessment results indicate, head teachers' views for better school management do not show satisfactory changes before and after the project. Continuous follow up should be made by DEOs.
- The BRIDGE project conducted school-based activities for the school improvement plan and awareness raising program. It was not sure how far the schools could reach villages and families remotely located from the schools. The experts found that when contract teachers were hired from villages far from the school, they could influence their community people to persuade sending their children to school with the teachers. However, otherwise, the experts observed that additional effort was required for the schools to reach out to villages and children living far from the schools and who never experienced school.

4.3 Benefited from Locally Hired Teachers

BRIDGE experiences proved that in rural and disadvantaged schools, locally hired contracted teachers made significant impact on increasing both boys' and girls' enrollment. Here are benefits of locally hired contracted teachers:

- **Locally hired teachers can attend schools everyday without delay** because they live in the area. Government hired teachers are difficult to stay in rural and disadvantaged schools if they are not familiar with difficult life in the areas.
- **Locally hired teachers can be accepted by the parents and students even if they are male** because the community people know them well. Teachers are not strangers to the parents and students. If the government teachers could stay at the schools, male teachers could not be accepted by the parents and female students because they are strangers.
- **Locally hired teachers can build good, trustful relationships with the fathers and mothers** since they could visit community houses to talk with the parents and students. With having locally hired teachers, schools could build a close relationship with the community. It takes time for the government teachers to be accepted by the local community in rural and disadvantaged schools.
- **Locally hired teachers are less expensive** than the government teachers. If the government teachers are allocated in rural and disadvantaged schools, the government needs to pay incentives to keep their staying.

In the school year 2007/2008, 172 local teachers were contracted with schools. Out of 172, 58 teachers were female. One hundred and twenty-nine teachers have a degree above secondary education. Forty-eight teachers hold a diploma or university degree.

Although JICA, MOE, Taiz GEO have been making efforts to hire these contracted teachers under the government payroll, the process of hiring was difficult. Only four teachers were hired in the 2008 hiring process. Obstacles of hiring the locally hired teachers are found as follows:

- **Teacher positions are very competitive.** Teacher posts of new hiring are very limited. In 2008, 300 positions were allocated in Taiz Governorate in total. There is a long waiting list at each governorate. BRIDGE contracted teachers cannot be competitive enough in such a system because most of them were not put in the waiting list for long years.
- Decision making on the teacher employment is monopolized by Civil Service Office of each Governorate. **GEO cannot make influence over the decision making of the governorate teacher hiring.** Even Ministry of Education cannot intervene in the process.
- BRIDGE is a pioneer trying to institutionalize the bottom-up teacher hiring process. In the current hiring system, schools urgent needs are not considered. **Since there are no precedents like BRIDGE, no one knew what should have been done.**

4.4 Establishing Active Partnerships between Schools and Communities

Active community participation in school activities is one of the greatest achievements of the project. One of reasons can be said that school committees were fully utilized. For future reference, the following introduces examples of how the school committees were utilized for active community participation.

- **School committees helped to increase accountability and transparency of the use of funding.** Division of responsibilities between school committee chairperson, treasure and auditor was effective to avoid any misuse of the funding. There were many disputes reported during the BRIDGE implementation regarding funding management. When a head teacher tried to use the funding for his own personal use, members of the school committee came to report to the DEO with the money book record as evidence. In this way, a check and balance mechanism was functioning at the school committee.
- **School committees played a key role to bring schools and communities together.** School committees are formed with mixed members of school and communities. This allows school committees to become a window to open the schools toward communities. From the community, participation of a community leader is required. The community leader can play the role of problem solver in the community and as a leading role model to influence the attitudes of the community people toward education and schools. Schools should be integrated into their communities by involving the participation of key stakeholders. Women's participation is required as they can be a window of communication between school committees and the women in the community. From the BRIDGE experiences, it was found that the opinions of women and men were often different, men's prepossession toward women limited women's behavior. Women's opinion should be listened to separately if women can not speak in front of men. Then their opinions should be shared with the school committee. For example, opening literacy and sewing classes were realized when women requested these activities to the school committee.
- **Plan-do-see cycle helped the school committees to keep working throughout the year and take concrete actions for improvement.** BRIDGE took the following plan-do-see cycle for the school improvement planning and community awareness program: i) analyze the current situation, "Where we are?"; ii) analyze problems they face, "What are the problems?"; iii) set actions to solve the problems, and iv) follow up on the actions. This plan-do-see approach helped to make the school and community feel responsibility and ownership toward their schools and children's education. In Year 1, the Team faced the problem that schools and communities just spent money for purchasing materials, and that they did not think how to utilize these resources for improving schools. This problem seems to be gradually solved when the plan-do-see cycle was established.

4.5 Disseminating Islamic Awareness Messages through Different Channels

The BRIDGE project strengthened its awareness raising program for the 42 months implementation because it was found that one of the major obstacles of girls' education was the lack of parents' and head teachers' awareness toward girls' education. The impact assessment revealed that awareness among head teachers, teachers and parents toward girls' education was remarkably improved. DEOs said, "Religious brochure and a cassette tape of Taiz radio campaign was very helpful to convince illiterate parents of the importance of education since the messages were based on Islam, which everyone knows and no one opposes. Local preachers could use the brochure on their Friday speech. People enjoyed listening to the radio campaign drama on girls' education, which was broadcasted by the school radios." BRIDGE experiences also found that it was worthwhile educating journalists by inviting to the target schools to know the reality of rural schools (please see Appendix 11 for list of awareness materials).

4.6 Strengthening Capacity of GEO and DEO in School-Based Approach

The impact assessment proved that the BRIDGE project improved students' enrollment, school environment, community participation and people's perception toward girls' education. These successes could not be realized without appropriate support from GEO and DEOs to schools, including provision of funding, required training and materials, and managing time in addition to direct consultation at the school level. The BRIDGE project emphasizes the importance of this supporting mechanism to foster the school-based management. Capacity development of DEOs and GEO was made based on this idea. Lessons learned related to this issue are the following:

- In the guidelines, roles and responsibilities of each player, GEO, DEO and school committees are clearly defined. GEO's main role is to provide funding to schools and to receive the reports from DEOs and conduct school monitoring in approving school plans and financial reports. In addition, GEO is responsible for disseminating these experiences beyond target schools and to the MOE and Taiz Governorate Office. DEO's role is to support schools' successful implementation of school improvement plans. DEOs are expected to provide appropriate support according to different school situations. It took time for each to understand their roles in actual implementation. Many occasions were observed when GEO tried to take control over school situations and had conflicts with DEOs. DEOs tried to write the school plans instead of the schools. Schools waited from DEO to complete all the reporting works. Through trial and error, they gradually understood their roles and responsibilities and came to respect each other.
- BRIDGE used the word "**workshop**" instead of "training" to emphasize two-way communication between the organizers and participants, and to encourage active discussion among participants. BRIDGE workshops were relatively shorter than other government trainings. Instead of providing a long period of courses, BRIDGE emphasized **on-the-job learning process and follow up support after the workshop**. For example, school committees participated in the three day school improvement planning workshop at the planning stage. After the workshop, school committees are supported by DEO's school visits. At the end of the year, a one day workshop on financial report preparation is provided for the school committees. DEOs report the progress and issues at the schools to GEO at the monthly meeting.

4.7 Institutionalizing Inter-Ministerial Coordination

Since the BRIDGE model includes innovative approaches that have never been done before, including direct transfer of school funding and hiring local teachers by schools, sector coordination within the Ministry of Education, inter-ministerial coordination both at the central and governorate levels, and coordination between concerned ministries and governorate offices became more important with the progress of the BRIDGE project. Successful continuation of the BRIDGE project in Taiz heavily depends on the leadership of the Director of Taiz GEO, who realized the need to receive financial support from the Taiz local council. Further coordination is required with the Civil Service Office to hire contract teachers under the government payroll, with MOE to obtain operational budget for training and monitoring, and with MOF and GFO to realize the direct funding transfer to schools. These coordination should be institutionalized.

4.8 Recommendations for Expansion of BRIDGE Project

After the JICA support ends in November 2008, the BRIDGE project is expected to be expanded to other rural and disadvantaged schools within and beyond Taiz Governorate. Here are recommendations for the successful expansion.

(1) Obtaining Training and Monitoring Budget in Addition to School Funding

In Taiz Governorate, school funding has been provided from the Taiz Governorate local council budget since 2007. Taiz Governorate has continued the same level of support in 2008 and is expanding the target schools from the current 59 schools to 119 schools by adding 60 schools in 2009. This is one of the greatest and most remarkable achievements of the BRIDGE project in Taiz. In addition to obtaining the school funding, training and school monitoring are essential components for the successful implementation of the BRIDGE project to strengthen management capacities of GEO, DEOs and school committee members as well as sharing experiences. Training and monitoring budget for the BRIDGE project should be budgeted at the Ministry of Education and Governorate Local Council.

(2) Establishing a Direct Funding Transfer Mechanism to School Accounts

The success of the BRIDGE project provided strong evidence to the policy makers at the national government that schools are capable of managing the funding transferred directly to the school accounts in transparent and accountable manners if an appropriate monitoring and support mechanism is established at each targeted district and schools. However, under the current budgetary regulations, it is not possible to realize the direct funding transfer to schools as the BRIDGE project suggests. The amendment of budgetary regulations is currently being examined between Ministry of Education and Ministry of Finance. Therefore, Taiz Governorate needs to wait for the amendment at the national level. It is highly recommended that MOE, MOF, and Taiz Governorate including GEO and GFO closely coordinate to follow the same mechanism in Taiz Governorate as the one that will be realized at the national level.

(3) Reviewing Appropriate Mechanism of Hiring and Sustaining "Contract Teachers" and Ensuring the Quality of Contract Teachers

Impact assessment found that hiring teachers was one of the most effective school activities for increasing girls' attendance at the rural schools. Locally hired teachers can be accepted by parents even though teachers are male if they know the teachers. It was proved that locally hired teachers are working hard with less absence and cost less than teachers commuting from outside of the community because there is no need to pay transportation and accommodation costs. However, most of the 129 qualified contracted teachers by BRIDGE project were still not yet hired under the government payroll as of November 2008 (please see Appendix 12 for detailed background of hiring contracted teachers). It was also found that male teachers without a diploma or university degree could not be hired by the current government system. Currently, these teachers are hired by schools with the Governorate funding of 230,000 YER to schools. These amounts are only for hiring 1.5 teachers for ten months.

Before expanding BRIDGE to other governorates, firstly, remaining contract teachers who were not yet hired by the government should be hired by the government. **If it is difficult to hire contracted teachers under the regular government payroll, it is highly recommended that MOE should establish a new mechanism at the governorate level to allow schools to hire local teachers with secondary education qualification.** This requires a strong leadership of Minister of Education. Minister of Education should discuss the issue with Minister of Civil Service. Minister of Education should request Minister of Civil Service to request Taiz Civil

Service Office to include the remaining contracted teacher in the employed teacher list in 2009. Ministers of Education and Civil Services should monitor the process until they will be actually hired in 2009.

For the expansion of BRIDGE, considering “sustainability” and “quality assurance” of these contract teachers, the BRIDGE mechanism of hiring teachers should be reviewed and be improved to match the current government hiring policy. BRIDGE strongly recommends the following criteria for selecting contract teachers:

- Select from the same community;
- Female should have at least completed secondary education;
- Male should at least hold a diploma;
- If both male and female have the same qualification, then hire the female.

Intensive discussion should be made among key stakeholders, including Taiz Governorate offices of Finance, Civil Services and Education with close collaboration with their ministries in Sana'a. For example, the following issues should be determined:

- If the governorate funding can allow schools to hire teachers locally, could the contract teachers become government official teachers in the end? How long can teachers continue to be hired by schools with governorate funding?
- Current selection criteria do not consider the most important factor, which is the stability of the teachers in the schools. Teachers who are sent to a very remote area where they cannot find basic conditions for living (including water, electricity and decent accommodation) cannot survive. Among the 59 target schools, 8 schools do not have one single government teacher; all the teachers are contract teachers. Who should be responsible for matching the school demands for teachers and regular teacher employment procedures?
- How can the schools identify an appropriate number of contract teachers to hire in addition to government teachers at the schools?
- Once the contract teachers are hired by schools, how could GEO provide the official government trainings for these contract teachers as soon as they are hired? How could school head teachers support these contract teachers to assure the quality of teaching at the school?

(4) Examining an Appropriate Level of School Funding

Three year's BRIDGE experiences can conclude that the amount of 500,000 YER per school in a year was necessary, but might not be sufficient depending on the conditions of the school. In the 2008/2009 school year, MOE is planning to implement the direct transfer of school operational cost according to the number of students. Therefore, the amount of the BRIDGE funding should be re-examined.

Table 4.1 Sample School Funding Levels by School Type (YER)

School Type	Year 1	Year 2	Year 3	Year 4	Year 5
Large Schools	0	0	0	0	0
Mid-size Schools	500,000	500,000	300,000	300,000	300,000
<u>Share of activities</u>					
Contracted Teachers	300,000	300,000	300,000	300,000	300,000
Construction and Rehabilitation	150,000	100,000	0	0	0
Others	50,000	100,000	0		
Small Schools	800,000	800,000	800,000	450,000	450,000
<u>Share of activities</u>					
Contracted Teachers	300,000	450,000	450,000	450,000	450,000
Construction and Rehabilitation	400,000	250,000	250,000	0	0
Others	100,000	100,000	100,000		

Source: JICA-BRIDGE Dataset.

Note: Large Schools (More than 500 students); Mid-size schools (150~499 students); Small Schools (Less than 150)
It costs 150,000 YER to hire contracted teachers per year.

The table above summarizes a formula that decides the amount of funding to schools. It is based on the number of students at the school. The amount per school is calculated based on the following assumptions:

- 400,000 YER is the minimum amount for purchasing materials to construct one classroom with community labor.
- 150,000 YER is the 10-month salary of hiring one contract teachers, which is based on the lowest scale of the government teacher's monthly salary of 15,000YER. Once the contract teachers are hired, schools should continue to receive the necessary funding for teachers until these teachers are hired under the government payroll.
- Other activities include organizing activities for improving quality of education and raising parents' awareness toward education. Since these do not cost much, it is highly recommended that schools should spend money for these activities in addition to hiring teachers and constructing classrooms.
- BRIDGE project supports targeted schools intensively for three years once they are targeted. After this period, it is expected that the amount of funding, except the teacher salary, should be decreased to support other schools:

Table 4.2 Number of Schools by Students' Number in 2004 (N=59)

School category	Number	Share
Schools with less than 150 students	26	44%
Schools with students from 151 to 499	25	42%
Schools with 500 and more students	8	14%

Source: JICA-BRIDGE Dataset.

As shown in Table 4.2, 86% of the targeted schools had less than 500 students before the JICA support started. Out of them, almost half (26 out of 51) had less than 150 students. Eight schools have more than 500 students in grades 1 to 9. As a result, the BRIDGE project recommends that the large schools with more than 500 students do not have to receive the BRIDGE funding. Large schools with more than 500 students will receive more operational funding from MOE. BRIDGE also recommends that the most disadvantaged schools with less than 150 students should receive the largest amount of 800,000 YER per year since they require more funding to

improve school facilities and hiring teachers to make their schools as a place for learning. Finally, the mid-size schools that have students from 150 to 499 should receive 500,000YER per year.

(5) Harmonization of Operational Procedures among Similar School-Based Management Programs

There are similar trials to promote school-based management being implemented by different donors (i.e. UNICEF's Child Friendly School (CFS) Program and BEDP's Whole School Improvement Program) and MOE under the national Program. In this regard, much effort shall be required for harmonization in operational procedures among such programs to avoid any duplication. In addition, sharing good practices, strategies and challenges among key stakeholders from different regions and levels should be promoted for effective harmonization of policy, legal framework, implementation and funding framework based on good practices and lessons learned.

(6) Utilizing School Inspectorate System at the District Level to Effectively Implement School Support and Monitoring

In the future expansion, it is recommended that the DEO Team should utilize their inspectors (finance, school environment, and pedagogy) to conduct school visits to support schools and monitor the progress of the BRIDGE activities at the school.

APPENDIX

Appendix 1

Appendix 1 Project Design Matrix (PDM₀) of Broadening Regional Initiative for Developing Girls' Education (BRIDGE) in Taiz Governorate (Agreed on March 22 2005)

Narrative Summary	Objectively verifiable indicators	Means of Verification	Important Assumptions
<p>Super Goal Every girl and boy completes her/his basic education in Taiz Governorate in accordance with BEDS by 2015</p>	<p>1. Boys' and girls' enrollment rates from in G1 to G6 in Taiz Governorate (100%) 2. Boys' and girls' enrolment rates from G1 to G9 in Taiz Governorate (90%)</p>	<p>Census issued by the Statistical office – school-aged population Enrollment number of students by Department of Statistics, GEO Statistical recalculated document by using above two information</p>	
<p>Overall Goal Girls' enrollment rate in Taiz Governorate is increased</p>	<p>Girls enrolment rate from G1 to G9 in the targeted areas</p>	<p>Census issued by the Statistical office – school-aged population Enrollment number of students by Department of Statistics, GEO Statistical recalculated document by using above two information</p>	<p>Yemeni Governmental and Taiz government continue to promote and implement the BEDS strategy.</p>
<p>Program Purpose The effective model of regional educational administration based on community participating and school initiatives is established for improving girl's access to educational opportunities in the targeted districts in Taiz Governorate</p>	<p>1. Guidelines for promising girls' education in Taiz Governorate is made 2. Female students' ratio against a male student in G6 in the targeted area</p>	<p>1. Girls Education Promotion Guideline is printed 2-1 Census issued by the Statistical office – school-aged population 2-2 Enrollment number of students by Department of Statistics, GEO 2-3 Statistical recalculated document by using above two information</p>	<p>Ministry of Education and Ministry of Finance continue to allocate the necessary budget for the implementation of BEDS strategy.</p>
<p>Output 1. Taiz Govern rate's capacity on regional educational administration is enhanced 2. Community participation in basic education is activated in the targeted areas 3. School management capacity is enhanced in the targeted area</p>	<p>1-1 Number of training programs conducted for GEO & DEO officers 1-2 Number of the activities conducted among schools, DEO & GEO 1-3 Number of awareness raising activities for promoting girl's education 2-1 Number of fathers' & mothers' councils established and their number of the activities conducted 2-2 The actual number of reports to DEOs done by facilitators 2-3 Number of reports to DEO done by facilitators 2-4 Parents' and communities' expectations for and awareness of their daughters' and students' education which are raised through their activities 3-1 Number of training for school administrators 3-2 Number of meetings conducted at the school level 3-3 Expectation of parents and community for schools 3-4 Number of reports on the schools' activities to DEO done by school administrators</p>	<p>1-1 Number of training courses and trainees. Training reports 1-2 Program progress reports 1-3 Program progress reports, pamphlets for campaign 2-1 Number of fathers' and mothers' councils set up, the activities records, progress reports 2-2 Seminars conducted and the number of attendant 2-3 Activities conducted by the facilitators and its progress reports 2-4 Results of incentive survey? in terms of school education 3-1 Number of seminars conducted and the number of attendants 3-2 Number of meetings held, attendants, and Program progress reports 3-3 Results of expectation survey in terms of school management 3-4 Program activities and Program progress report</p>	<p>Allocated number of teachers to basic education school is not decreased but increase in accordance with the school age population</p>
<p><u>Activities for Output 1: Capacity Development for Regional (Governorate & District) Educational Administration</u> 1-1 Conduct workshops on the objectives and concepts of BEDS including the skills and knowledge of girls' education promotion and community participation for relevant GEO/DEO officers and local Board /Local Council member 1-2 Organize awareness raising activities for promoting girls' education in whole Taiz Governorate 1-3 Conduct base-line survey on the situation of basic education 1-4 Establish cooperation network among targeted schools, communities, DEOs and GEO 1-5 Make an educational development plan in each targeted district based on the Governorate BEDS 1-6 Formulate operational guidelines for pilot projects (objective, criteria for activities, procedures, how to make proposal, etc) 1-7 Conduct training on how to monitor the progress of pilot project (to be proposed by both communities and schools) for DEO officers in the targeted areas 1-8 Monitor the pilot project 1-9 Conduct regular workshops on the pilot projects and share experiences, problems and lessons learnt through the pilot project at district and Governorate levels 1-10 Conduct the end-line survey 1-11 Formulate guidelines for promoting girl's education in Taiz Governorate based on the results of Activities 1-8, 1-9, and 1-10</p> <p><u>Activities for Output 2: Increasing Community People's Active Participation in Promoting Girls' Education</u> 2-1 Conduct workshop on the outline of the Program and pilot project (to be proposed by community) for relevant GEO/DOE officers, school-related people, and community people 2-2 Select facilitators in the targeted communities 2-3 Establish fathers' and mothers' councils at the targeted schools if there is no such councils 2-4 Report the results of the baseline survey to the targeted school administrators and community people and give them some advices on the issues of basic education to be addressed. 2-5 Conduct workshops and training on the role/responsibility of and how to activate the fathers' and mothers' councils established for the members of the council 2-6 Conduct regular workshops on the importance of education, especially girls' education for the member of the fathers' and mothers' council 2-7 Conduct meetings among the members of the fathers' and mothers' councils, community representatives, female and male students, and school related people, and facilitate them to identify their educational issues and development needs in the communities 2-8 Conduct meetings among the stakeholders motioned in Activity 2-7, and facilitate them to decide and make plans for their pilot projects (to be proposed by communities) based no the needs identified and DEO's plans made in Activity 1-5 2-9 Facilitate relevant stakeholders to implement the pilot projects (proposed by communities) planned in Activity 2-8 2-10 Monitor and report regularly the progress of the pilot projects (proposed by communities) to relevant DOEs (by the facilitators selected in Activity 2-2)</p> <p><u>Activities for Output3: Capacity Development for Administrators in School Management</u> 3-1 To Conduct training on school management, girls' education promotion and so on for school administrators (headmasters/mistress and deputy headmasters/mistresses) 3-2 Establish school improvement committees within the targeted schools, of which members consist of school administrators (including teachers and inspectors), representatives of male and female students, members of fathers' ad mothers' councils and DOE officers 3-3 Conduct meetings among the members of the school improvement committees established in Activities 3-2, and facilitate them to identify the needs to improve school management and educational quality at their schools 3-4 Conduct meetings among the members of the school improvement committees, and facilitate them to decide and make plans for their pilot projects (to be proposed by schools) based on the needs identified and DEO's plans made in Activities 1-5 3-5 Facilitate relevant stakeholders to implement the pilot projects (proposed by schools) planned in Activity 3-4 3-6 Monitor and report regularly the progress of the pilot projects 'proposed by schools) to relevant DOEs 'by the representatives of the school improvement committee</p>	<p>INPUT <Japanese Side> <Yemeni Side></p> <p>Human Resource Experts for the following fields: Regional educational administration Girls' education/gender community participation Others</p> <p>Facilitator for community participation Monitoring Personnel</p> <p>Equipment and materials Vehicles for monitoring Others</p> <p>Counterparts' Training in Japan 2-3 persons per year 8-10 person in total</p> <p>Budget Assistance for pilot projects Other program cost including training allowance for the 1st and 2nd year as necessary</p>	<p>Trainees from GEO, DEO and schools or communities at technical courses or seminars continues to participate in the program</p> <p>Precondition Educational administrators and officers, school staff, communities people local councils officers don't oppose the program design and implementation</p>	

Modified Project Design Matrix after Mid-term Evaluation (PDM1)

Project Title: Broadening Regional Initiative for Developing Girls' Education (BRIDGE) in Taiz Governorate

Project Period: June 2005 to November 2008

Target Areas: Mawiyah, Maqbanah, Al Makha, Dhubab, Same' and Al Waziyah (6 districts)

Target Group: GEO, DEOs, schools and community

Updated: September 9, 2007

Narrative Summary	Objectively verifiable indicators	Means of Verification	Important Assumptions
<p>Super Goal Every girl and boy completes her/his basic education in Taiz Governorate in accordance with BEDS by 2015</p>	<p>1. Completion rate in G9 in Taiz Governorate</p>	<p>Completion rate by Department of Statistics, GEO</p>	
<p>Overall Goal Girls' access to basic education in Taiz Governorate is increased.</p>	<p>1. Female students' ratio against a male student in G1-G9 in Taiz Governorate is increased.</p>	<p>Enrollment number of students by Department of Statistics, GEO</p>	<p>Yemeni governmental and Taiz government continue to promote and implement the BEDS strategy.</p>
<p>Project Purpose The effective model of regional educational administration based on community participating and school initiatives is developed for improving girl's access to educational opportunities in the targeted districts in Taiz Governorate</p>	<p>1. Guidelines on implementing BRIDGE model, especially from perspective of promotion of girls' education is in place and understood by key stakeholders. 2. GEO is capable of managing BRIDGE implementation by using the developed guideline. 3. Female students' ratio against a male student in G1-G9 in the target districts is at least 0.78. 4. The total number of students (both boys and girls) does not decrease.</p>	<p>1-1 Assessment by GEO and MoE on contexts of the guideline, including a set of formats. 1-2 Analysis of studies (examples) on successful cases for promotion of girls' education which will be included in the guideline. 2 Self assessment by GEO and assessment by Japanese experts. 3&4 Enrollment number of students by Department of Statistics, GEO</p>	<p>Ministry of Education and Ministry of Finance continue to allocate the necessary budget for BRIDGE. The BRIDGE model is disseminated in Taiz Governorate.</p>
<p>Output 1. Taiz Governorate's capacity on regional educational administration is enhanced. (Target: GEO and DEOs) 2. Community participation in basic education is activated in the targeted areas (Target: School Committees, Fathers' Councils and Mothers' Councils) 3. School management capacity is enhanced in the targeted areas. (Target: Head teachers) 4. Steps for disseminating the BRIDGE model beyond the pilot schools and the target districts are initiated.</p>	<p>1-1 GEO and DEOs understand their roles and responsibilities in BRIDGE implementation. 1-2 GEO and DEOs can manage each steps minimally required in the BRIDGE management cycle. 2-1 DEOs assess that community participation is increased. 2-2 Both school and community assess that community participation is increased. 2-3 Parents' and communities' understanding about the importance of education is increased. 2-4 Women's participation of school activities is increased. 3-1 Head teachers understand roles and responsibilities in BRIDGE implementation. 3-2 Understandings of head teachers on the importance of girls' education is increased. 4-1 GEO participates in the process of planning and implementation of workshops to share BRIDGE experiences among the target districts. 4-2 GEO understands the editing process of the news letter and involves in the process. 4-3 DEOs in each target district organize Open Day at least once during the Project implementation period.</p>	<p>1-1&1-2 Self-assessment (self-assessment sheet) and assessment by the JICA Expert Team. 2-1 Evaluation criteria sheet developed by the Project. 2-2 Data compiled by JICA-BRIDGE team and Focus group interviews 2-3 Data compiled by JICA-BRIDGE team Focus group interviews 2-4 Focus group discussions and assessment by school head teachers/DEOs 3-1 Self-assessment and assessment by DEOs 3-2 Data and Focus group interviews 4-1 Activity records 4-2 Focus group interview and assessment by the JICA Expert Team. 4-3 Activity records</p>	<p>Trained GEO team remains as C/Ps.</p>
<p>1-1 Hold an inception report seminar to introduce the initiation of BRIDGE Project 1-2 Organize awareness raising activities for promoting girls' education in the whole Taiz Governorate 1-3 Hold monthly meetings between GEO and DEOs. 1-4 Formulate operational strategies. 1-5 Hold workshops how to prepare School Improvement Plan and end-of-year reports. 1-6 Monitor School Improvement Plan. 1-7 Conduct the end-line survey 1-8 Formulate and validate guidelines. 2-1 Formulate Fathers' and Mothers' Councils at the pilot schools if there is no such councils. 2-2 Hold community-based awareness activities. 3-1 Hold workshops on process of planning and implementation of School Implementation Plan. 3-2 Hold monthly meetings with School Committees, Fathers' Committees and Mothers' Committees to plan and monitor of activities. 4-1 Hold workshops to share experiences among pilot schools at the target districts. 4-2 Issue and distribute news letters to the districts in Taiz Governorate, MOE and other development partners twice a year. 4-3 Hold workshops to share BRIDGE experiences with the districts of Taiz Governorate, MOE and other development partners. 4-4 Hold workshops to share BRIDGE experiences with non-BRIDGE team members at GEO.</p>	<p>INPUT <Japanese Side> Human Resource Experts for the following fields: Regional educational administration Girls' education/gender community participation Others Facilitator for community participation Monitoring Personnel Equipment and materials Vehicles for monitoring Others Counterparts' Training in Japan 2-3 persons per year 8-10 person in total Budget Assistance for activities in School Improvement Plan. Other program cost including training allowance for the 1st and 2nd year as necessary</p>	<p><Yemeni Side> Human Resource Staff for Educational Sector (GEO, DEO) Facility Offices for Japanese experts Desks with chairs Telephone line Operational Cost Salaries for C/P staff Travel fees for monitoring including fuel Training allowance for the 3rd year Other expenditures</p> <p>Trainees from GEO, DEO and schools or communities at technical courses or seminars continues to participate in the project. Precondition Educational administrators and officers, school staff, communities people and local councils officers don't oppose the implementation of the Project.</p>	

Appendix 2

Appendix 3

Appendix 3

Yemen BRIDGE project: Counterpart Training in Japan 27 February - 9 March, 2007

Updated: 22 Feb. 2007

Attendant: Ms. Yoko Yokoe, Training Supervisor, JICE (English)

Translator: Mr. Shadi Hijazi, Graduate School of Business Management, Kobe Univ.

Counterpart Training Schedule						
Date		A.M.			P.M.	
25-Feb	Sun	Depart Yemen				
26-Feb	Mon				Arrive in Tokyo, Japan	
27-Feb	Tue	9:30-	Briefing	JICA Tokyo	14:00 or 15:00	Visit JICA Headquarters Meet with Ms. Hara (Head of Human Development Basic Education Team, Ms. Tokuda (in charge of BRIDGE Project)) Tokyo
28-Feb	Wed		Tokyo Kobe Check in @ JICA Hyogo		13:00-13:30 13:35-15:30 15:50-17:30	JICA Hyogo Kobe Univ. Program Orientation (Attendant: Dr. Keiichi Ogawa, Ms. Miho Arimura) Seminar "Girls' Education and Economic Development in Developing Countries" (Lecturer: Dr. Keiichi Ogawa) "International Aid Agencies - JICA and Basic Education Development" (Lecturer: Dr. Mikiko Nishimura) GSICS, Kobe University, 6F Conference Room
1-Mar	Thu	9:00-10:30 10:45-12:15	Seminar "Education and Economical Efficiency: EFA to EFA:FTI" (Lecturer: Dr. Keiichi Ogawa) "Education System and Local Government in Japan" (Lecturer: Dr. Kenshi Yamanouchi)	GSICS, Kobe University, 6F Conference Room	13:30-14:00 14:15-15:45 16:00-17:00	Meet with President of Kobe Univ. (Participants: MoE officials, Prof. Ohta [Deputy President of Kobe Univ], Dr. Ogawa, JICA Training Supervisor, Translator) Seminar "Education Policy and Planning" (Lecturer: Dr. Keiichi Ogawa) Workshop "Lecture on Preparation of Annual Work Plan (AWP) FY2008" (Lecturer: Dr. Keiichi Ogawa) GSICS, Kobe University, 6F Conference Room
2-Mar	Fri	9:30-11:30	Visit Kobe City Board of Education "Learning Activities and Approach of Kobe City" (Attendant from Kobe U.: Ms. Miho Arimura)	Kobe City	13:30-15:00	School Visit "Rokkosan Primary School" (Attendant from Kobe U.: Ms. Miho Arimura) Kobe City
3-Mar	Sat	Reading and Preparation of Materials			Reading and Preparation of Materials	
4-Mar	Sun	9:00-12:00	Reading and Preparation of Materials	Kobe Univ.	13:30-17:00	Workshop "Primary Education Promotion Policy and Finance/Government System" (Lecturer: Dr. Mikiko Nishimura, Dr. Keiichi Ogawa, Others) Kobe Univ.
5-Mar	Mon	9:00-12:00	School Visit "Sumiyoshi Elementary School attached to Kobe University" "Sumiyoshi Jr. Secondary School attached to Kobe University" (Attendant from Kobe U.: Dr. Keiichi Ogawa, Ms. Miho Arimura, Mr. Toyohiko Yogo)	Kobe City	13:30-15:00 15:15-17:00	Seminar "International Organizations and Girls' Education" (Lecturer: Dr. Yuto Kitamura) "ICT and Girls' Education" (Lecturer: Ms. Yoshiko Koda) GSICS, Kobe University, 6F Conference Room
6-Mar	Tue	9:00-12:00	International Symposium "Education Public Policy and Girls' Education in Yemen" (Lecturer: Prof. Tatsuo Kawashima, Dr. Keiichi Ogawa, Dr. Mikiko Nishimura)	GSICS, Kobe University, 6F Conference Room	13:00-17:00	International Symposium "Education Public Policy and Girls' Education in Yemen" (Lecturer: Prof. Tatsuo Kawashima, Dr. Keiichi Ogawa, Dr. Mikiko Nishimura) GSICS, Kobe University, 6F Conference Room
7-Mar	Wed	9:00-10:00 10:45-12:30	Training Assessment at JICA Hyogo (Attendant from Kobe Univ.: Dr. Keiichi Ogawa, Ms. Ohkata) Seminar "Community based Management and ICT"	JICA Hyogo GSICS 6F Conference room	14:00 -17:00	Workshop "Preparation of AWP FY2008" (Lecturer: Dr. Keiichi Ogawa) GSICS 6F Conference Rm.
8-Mar	Thu	9:00-11:00-	School Visit "Rokko Island Primary School" "Minatogawa-Tamon Primary School" (Attendant from Kobe U.: Ms. Izumi Ohkata, Mr. Toyohiko Yogo)	Kobe City	13:30-14:45 15:00-16:30 17:30-20:00	Preparation AWP presentation Presentation of AWP (Attendant: Ms. Izumi Ohkata) Farewell Party (Attendant: Ms. Miho Arimura, Mr. Toyohiko Yogo) GSICS, 6F Conference Room "Mozaic", Kobe City
9-Mar	Fri	Reading and Preparation of Materials			Preparation for departure	
10-Mar	Sat	Preparation for departure			Depart Japan for Yemen	

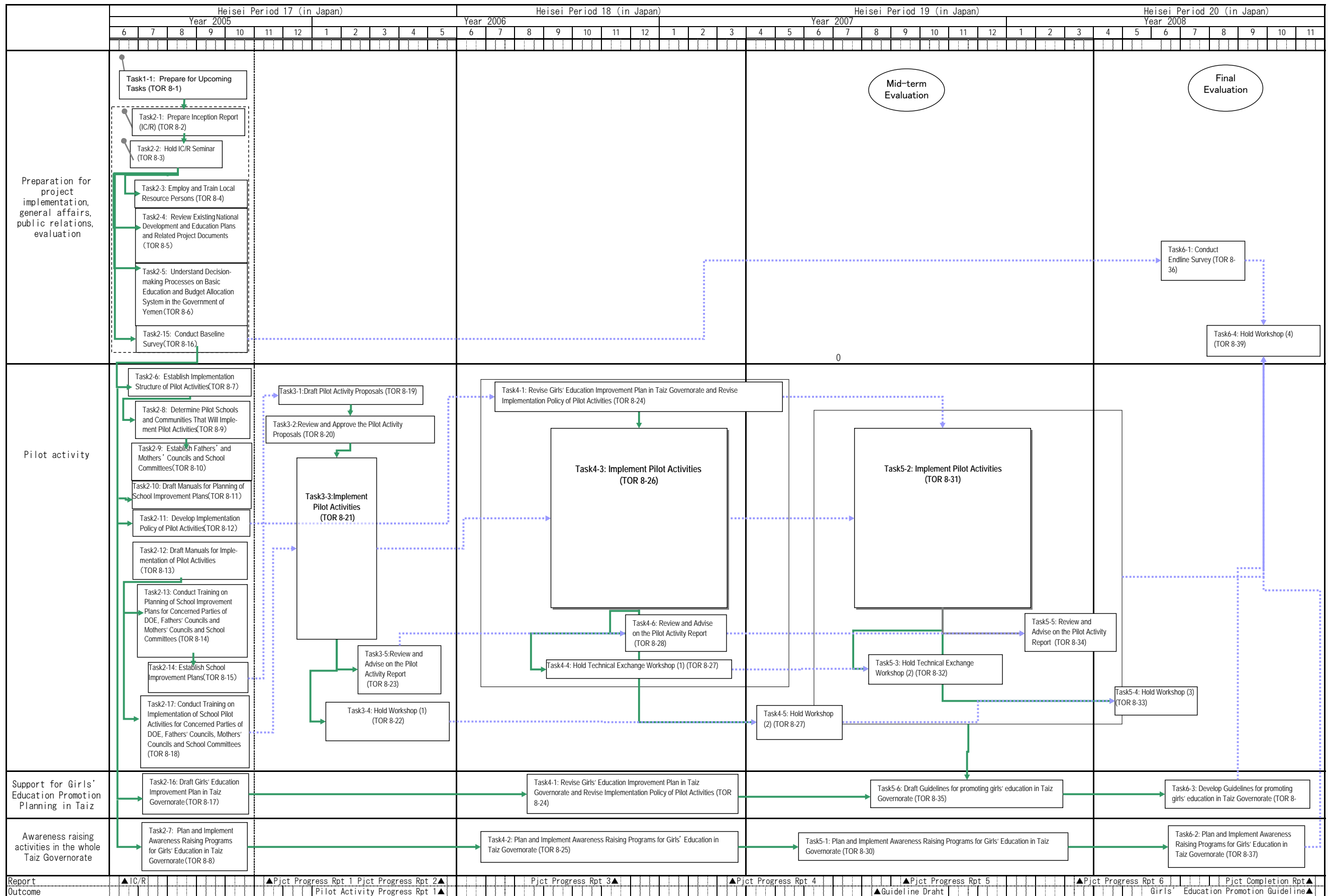
 Training Agency in charge: Kobe University

Participants: Dr. Mahdi Ali Abdulsalam (Director, Taiz Governorate Education Office)
Ms. Fatheyah Al-Shawafi (General Director, Girls Education, Ministry of Education)
Ms. Muna Nasser Ahmed Ajlan (Head of Educational Services Section, Girls' Education Department, Taiz Governorate Education Office)

Appendix 4

Appendix 5

Appendix 5: Work Flow



Appendix 6

Appendix 6: Provision of Equipment and Materials

List of Equipment to be Provided to GEO Office of Taiz

No.	Item Name	Brand, Model	Main Specification	Quantity	Conodition	Transferor	User
1	Shared Hard-Disk	Buffalo Portable HDD 5400 rpm	HD-PH40U2/BST	1	Good	GEO	GEO
2	Wireless Lan	D-Link	WBR2-G54/P	1	Good	GEO	GEO
3	Video camera	Sony Handycam	DCRHC90	1	Good	GEO	GEO
4	Mobile phone	Nokia	001-15NOK2, NOKIA3105, NOKIA3125	3	2 Good, 1 unstable	GEO	GEO
5	Mobile phone SIM card			3	Good	GEO	GEO
6	Fax	Canon B820		1	Good	GEO	GEO
7	Scanner	Canon LDE20, Fujitsu Scan Snap		2	Good	GEO	GEO
8	Printer	Canon3200, Canon6300, CanonPixMD3000.		3	Good	GEO	GEO
9	Projector	EPSON EMP-S1H		1	Good	GEO	GEO
10	Chair		Office chairs	16	Good	GEO	GEO
11	Desk		Office desks	8	Good	GEO	GEO
12	Bookshelf/cabinet (including drawer type)			5	Good	GEO	GEO
13	SPSS (Computer Software)	SPSS BASE WINDOWS 13.0.1 Single Copy		1	Good	GEO	GEO
14	WindowsXP, Office (Computer Software)			1	Good	GEO	GEO
15	Copy machine	Minolta Digital Plain Paper Copier Di2011	Di2011	1	Good	GEO	GEO
16	Binding machine	Hopu HP118		1	Good	GEO	GEO
17	Television	Sanyo Dynamic Flat Platinum	CM21KF81P	1	Good	GEO	GEO
18	VCR	Sony DVD Player/Video Casette Recorder	SLV-D940D	1	Good	GEO	GEO
19	Computer	LG710E	MB GiG 845(5 desk- top computers)/ MB GiG865(1desk-top computer)	6	Good	GEO	GEO
20	Car	Toyata Prado	Silver and White	1	Good	GEO	GEO
21	Generator	Kipor KDE 6500T3	Diesel generator 50Hz	1	Good	GEO	GEO
22	Toner with drum	Minolta MT Toner 106A	MT Toner 106A	3	Good	GEO	GEO
23	Air-conditioner	LG	LG(2.25 Tons), LG(1Ton)	2	Good	GEO	GEO
24	Digital camera	Panasonic DMC-FX30		1	Good	GEO	GEO
25	Copy machine	Canon	NP6521	6	Good	GEO	DEOs
26	Fax	Canon	B840	4	Good	GEO	DEOs
27	Voltage Regulstor	Sassen	2000VA - 110--220V	6	Good	GEO	DEOs
28	cabinet			6	Good	GEO	DEOs
29	cabinet (drawer type)			6	Good	GEO	DEOs
30	motorbikes and accesories	Suzuki	Petrol generator	6	5 Good, 1 broken	GEO	DEOs

Appendix 7

Appendix 7: Local Cost by the Japanese Side

Unit: JPY

Expense Items	FY2005	FY2006	FY2007	FY2008 (Estimated Cost*1)	Sub Total
Remuneration	6,390,622	9,116,696	8,835,290	7,423,688	31,766,296
Equipment Maintenance	246,603	387,942	576,386	311,812	1,522,743
Consumable goods	255,474	385,784	525,898	360,424	1,527,580
Travel Expenses	16,652	1,566,492	1,268,182	702,000	3,553,326
Communication	385,818	327,568	308,603	207,284	1,229,273
Material Development	5,526,235	2,144,036	2,082,093	1,660,050	11,412,414
Rental Materials	1,505,674	435,795	645,854	465,692	3,053,015
Human Resource Development	1,811,037	0	0	0	1,811,037
Training	4,831,917	4,267,876	7,644,104	4,487,507	21,231,404
Unclassified Expenses	9,877	0	0	40,000	49,877
Granted Equipment			745,000	0	745,000
Equipment	9,516,000	1,103,000	101,000	0	10,720,000
Report Development	0	0	0	255,400	255,400
Contract with Local NGO	18,771,000	17,864,000	17,078,000	1,948,000	55,661,000
Construction Cost	0	33,000	0	0	33,000
Total	49,266,909	37,632,189	39,810,410	17,861,857	
Grand Total					144,571,365

* 1 : The cost in FY 2008 is subject to be changed after the closing account in November 2008