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Annex 1. Terms of Reference

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Decentralization and Local Development Support Program (DLDSP), Yemen

Sharm el-Sheikh, 3-6 September 2007

Presentation Outline

PART 1. Introduction
- Yemen's development challenges
- Yemen's local authority system

PART 2. DLDSP in brief
- Program's goal and objectives
- Scaling-up: DLDSP over time
- DLDSP's focus areas:
    - Focus area 1: Decentralization policies
    - Focus area 2: Institutional development, organizational reform
    - Focus area 3: LA's capacity building

PART 3. A case study of public administration reform
Yemen's Ministry of Local Administration

PART 1. INTRODUCTION

PART 1. Introduction (1) | 1 | 2 | 3 |

Yemen: Development challenges

1. The 2006 HD Report ranks Yemen 150 out of 177 countries in the Human Development Index (it is the lowest HDI amongst ranked Arab countries*, and second lowest amongst non-African countries)

In a context where…

- development challenges continue to be overwhelming

- more than 70 per cent of the population live outside the capital area; distributed in more than 130.000 population centers

- the most vulnerable sections of the population reside in rural areas, with difficult access to basic services

…it is imperative for Yemen to promote the development of sub-national levels of governance – with institutions capable of reaching out segments of the population that otherwise would not be serviced in an appropriate manner.

Challenge: Yemen is going in many respects through "formative years" in institution-building (recent reunification 1990)

*Excluding Arab-League member Somalia
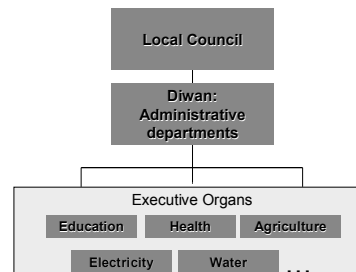

PART 1. Introduction (4) | 1 | 2 | 3 |

Yemen's Local Authority System

- Yemen's Local Authority Law: approved in 2000

- Three levels of government: Central, Governorate, and District

- The term ¨local" applies to both sub-national levels (Governorates and Districts); "Local Authority" as opposed to "Local Government"

- Governorate and District Local Authorities have a Council, whose membership includes
    - a) locally elected officials
    - b) a centrally-appointed head (Governor, District Director)

- The first election was held in 2001; the second election took place last year (2006)

- Under the nominal control of the councils:
    - a) Diwan (Administrative departments)
    - b) Executive Organs (Service-delivery departments)

- Central transfers still account for more than 90% of Local Authorities' income

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PART 1. Introduction (5) | 1 | 2 | 3 |

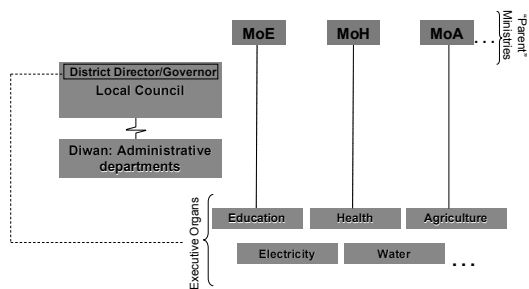**Yemen's Local Authorities: 3-tier organizational structure**

In reality: the manner in which each of these "components" relate to each other is a major area of concern for the NDS

PART 1. Introduction (5)

[1] [2] [3]

Yemen's Local Authorities: 3-tier organizational structure

MoE   MoH   MoA . . .   "Parent" Ministries

District Director/Governor
Local Council

Diwan: Administrative departments

Executive Organs:
Education   Health   Agriculture
Electricity   Water   . . .

PART 2. DECENTRALIZATION AND LOCAL DEVELOPMENT SUPPORT PROGRAM (DLDSP)

PART 2. Program´s goal and objectives (1)

[1] [2] [3]

DLDSP assists the Government of Yemen to define and implement decentralization reforms to its system of governorate and district levels of sub-national government.

The objective of the DLDSP is to improve the effectiveness and performance of the local authorities -to ensure better service delivery, promote local development and thus contribute to povery alleviation.

It is at present…

• supporting the formulation of Yemen´s National Decentralization Strategy, to be presented to Cabinet before the end of 2007 (expected)

• supporting the formulation and implementation of institutional reform programs for the Ministry of Local Administration and Governorates

• piloting Public Expenditure Management procedures and providing capital expenditure support ("topping up" investment budgets) in 48 Districts in 8 Governorates

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PART 2. Program´s goal and objectives (2)

[1] [2] [3]

In addition to that, DLDSP is also…

- piloting innovative approaches for regional strategic planning

- developing basic administrative capacities in our pilot districts

- piloting sector-specific modes of delivery, together with specialized agencies (Sector-wide approach)

- eg. Water management, Amran Governorate, in cooperation with GTZ, DDC, GWF, and concerned national authorities

- Child education & health, Taiz Governorate, in cooperation with UNICEF

- The current annual program budget has reached $4.5 million. It is expected to increase significantly as the program widens its geographic and substantive scope of work in 2008/2009

PART 2. Scaling up: DLDSP over time

[1] [2] [3]

2004 → **2007**

Substantive expansion:

Capacity- Building (Planning and Budgeting), District level
→
National policies: National Decentralization Strategy
Institutional Development: Ministry of Local Administration, Governorates
Strategic Planning, Governorate level
Capacity- Building (Public Expenditure Management)
Sector-specific projects, Governorate level (in partnership with specialist agencies)

Geographic expansion:

2 pilot Governorates, 6 pilot Districts
→
8 pilot Governorates, 48 pilot Districts

8 donors

UNDP, UNCDF, Social Fund for Development, USAID, Public Works Project, Governments of France, Italy, Denmark

"Network" expansion:

2 donors
UNDP, UNCDF
→
Cooperation with other UNDP Programs and agencies (UNICEF), GTZ, USAID

PART 2. Area of focus 1: Decentralization policies

[1] [2] [3]

- DLDSP is at present supporting the Ministry of Local Administration in the formulation of a National Decentralization Strategy (NDS)

- The NDS is presenting reform proposals that address:

1. Mandates and functions across the three levels of government ("Division of Labour")
* Primary Ministries: MoLA, MoP, MoF, MoCS
* Sector Ministries: Education, Health, Water & the Environment, Agriculture, Electricity.

2. Institutional arrangements (Governorate and District levels)

3. Local Authorities' capacity-building requirements

4. Fiscal policies

5. Administrative sub-divisions

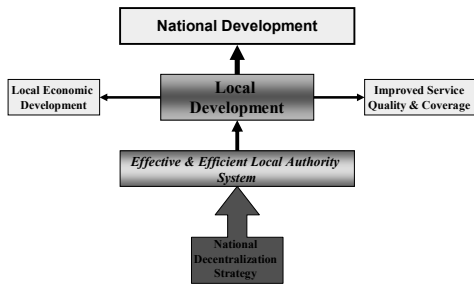- Expected to be presented in Cabinet before the end of 2007

- If approved, a National Program to implement the strategy will be initiated in 2008/2009

For updates on the NDS process, see DLDSP Annual report 2005 and 2006, and DLDSP newsletters, at www.uncdf.org/english/countries/yemen/index.php

PART 2. Area of focus 1: Decentralization policies [1] [2] [3]

Goals of the National Decentralization Strategy

National Development

Local Economic Development ← Local Development → Improved Service Quality & Coverage

Effective & Efficient Local Authority System

National Decentralization Strategy

PART 2. Area of focus 2: Institutional Development [1] [2] [3]

- DLDSP is also supporting an institutional development process at the Ministry of Local Administration, and in pilot Governorates

- Part three will present a more elaborated outline of the ID process at MoLA, as a case study of public administration reform

---

PART 2. Area of focus 3: Capacity building of LAs (1) [1] [2] [3]

- DLDSP is supporting 48 pilot Districts through:

1. Capacity-building interventions
- supporting the formulation of Public Expenditure Management manuals
- providing training (inc. on-the-job training)
- logistical support
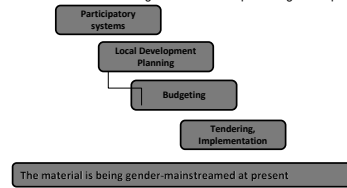- providing technical supervision and follow-up

2. Budgetary support for capital investments: Local Authority Development Fund (LADF)
- "Topping up" LAs' investment budgets through Central Bank of Yemen's transfers

---

PART 2. Area of focus 3: Capacity building of LAs (1) [1] [2] [3]

- Manuals and training materials developed/being developed

Participatory systems

Local Development Planning

Budgeting

Tendering, Implementation

The material is being gender-mainstreamed at present

PART 2. Area of focus 3: Capacity building of LAs (3) [1] [2] [3]

- Manuals and training materials to be developed in the future

Strategic planning (Governorate level)

Local Revenues

Asset Management

Monitoring and Evaluation

PART 2. Area of focus 3: Capacity building of LAs (2) [1] [2] [3]

Mode of delivery

Central team ("Mobile" team)

Governorate-level team ("District Facilitation teams")

District level officers: elected councilors, administrative staff, executive organ staff
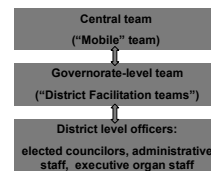
PART 3. A CASE STUDY OF PUBLIC ADMINISTRATION REFORM
The Yemeni Ministry of Local Administration

MoLA's ID process: Objective

One of the preliminary findings of DLDSP is that there is a significant gap between the role that MoLA is expected to play as an institution, and its ability to effectively fulfill that role.

The objective of MOLA's ID program is to support the Ministry in bridging that gap.

The approach is both:
- **integrative**: given the defined mandate and functions, the different components of the organization have to "fit well" together.
- **open** and **participatory**: the Ministry's personnel (senior management, middle management, technical staff) have been actively engaged in the process

---

MoLA's ID process: Methodology in brief

MoLA's ID team was able to…

1 Identify the external needs and demands the organization ought to be responsive to

2 Revisit the organization's mandate and functions

3 Conduct an organizational diagnosis

4 Design the ID program (1ˢᵗ draft)

5 Debate first draft, finalize the proposal, seek formal endorsement

Initiate implementation

Quick Interventions

PART 3. A case study of Public Administration Reform

MoLA's ID program: 10 points of agreement

I) ID Vision

A Mandate and Functions	1.	Revisited mandate and key functions
	2.	Core outputs and expected outcomes
B Organizational Structure	3.	Ministry's basic division of labour: staff functions & line functions

C Processes
- 4. Line Processes
- 5. Staff Processes
  - a. Strategic planning
  - b. Operational planning and budgeting
  - c. Procurement, financial management
  - d. HR management

D Capacities
- 6. Core competences, know-how
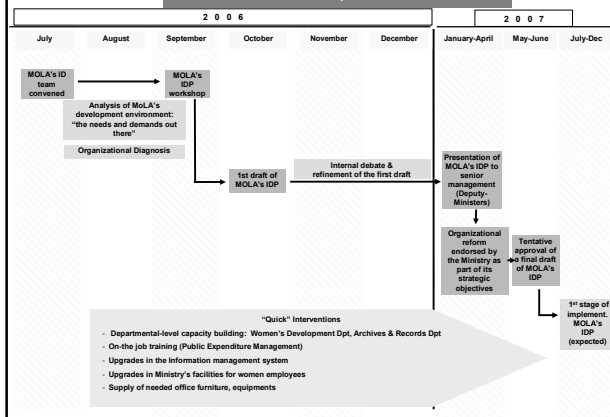- 7. Basic tools and facilities

II) Implementation arrangements
- 8. Operational plan, time-line
- 9. Program management structure
- 10. "Start" arrangements (Administrative decree)

MoLA's Institutional Development Process: A timeline

2 0 0 6						**2 0 0 7**		
July	August	September	October	November	December	January-April	May-June	July-Dec

- MOLA's ID team convened
- Analysis of MoLA's development environment: "the needs and demands out there"
- Organizational Diagnosis
- MOLA's IDP workshop
- 1st draft of MOLA's IDP
- Internal debate & refinement of the first draft
- Presentation of MOLA's IDP to senior management (Deputy-Ministers)
- Organizational reform endorsed by the Ministry as part of its strategic objectives
- Tentative approval of the final draft of MOLA's IDP
- 1st stage of implement. MOLA's IDP (expected)

"Quick" Interventions
- Departmental-level capacity building: Women's Development Dpt, Archives & Records Dpt
- On-the job training (Public Expenditure Management)
- Upgrades in the Information management system
- Upgrades in Ministry's facilities for women employees
- Supply of needed office furniture, equipments

A sample of key results…

PART 3. A case study of Public Administration Reform [1] [2] [3]

MoLA´s Mandate and Functions

MoLA's role vis-à-vis its development environment

The Needs and Demands "out there"
Focus areas

The policy/regulatory environment

The organizational setup:
Local Authorities

The development outcomes

MoLA's functions

Promotion of an appropriate policy/regulatory environment

Supporting the Inst. Dvpt and Capacity-building of LAs

Assessment of local authorities' performance and local development monitoring

MoLA's Mandate

To promote and oversee the sustainable development of Yemen's system of sub-national governance

---

Redefining MoLA's Organizational Structure (Proposal)

Policy-setting, strategic direction

Minister

Policy Unit

Minister's Office

Technical Support/OD Unit

First Deputy Minister/
General Administrator

Staff functions

General Directorate for Planning and Budgeting

General Directorate for Legal Affairs

General Directorate for Financial Affairs and Procurement

General Directorate for Information Systems

General Directorate for Personnel Affairs

General Directorate for Archives and Documentation

General Directorate for Internal Evaluation and Auditing

General Directorate for Media and Public Relations

Line functions

Policy Review and Regulations Sector

General Directorate for Policy Analysis

General Directorate for Regulatory Review and Follow-up

General Directorate for Gender Policies

Organizational Development Sector

General Directorate for Organizational Dvpt. & Training

General Directorate for Planning & Budgeting Support

General Directorate for Implementation & Asset Management Support

General Directorate for Local Revenues Development

Local Development & Performance Evaluation Sector

General Directorate for Local Development Monitoring

General Directorate for Performance Evaluation

PART 3. A case study of Public Administration Reform [1] [2] [3]

MoLA's processes: A general overview

National policies, development objectives

Ministerial policies — 1

Decision-making in consultation with internal and external stakeholders

Strategic objectives, strategic plan — 2

Annual Plan — 3

Budget — 4

Implementation — 5

Performance monitoring and evaluation: Activities, outputs, outcomes — 6

The situation at present:
1. The Ministry lacks a systematic process for policy making
2. The Ministry does not have a strategic planning process in place
3. Annual planning is fragmented: besides not being well-integrated, departamental plans are not based on Ministry-wide objectives
4. Budget formulation does not take into account the financial requirements of the annual plan
5. Inadequate know-how, poor labour practices and shortcomings in the procurement process, amongst other factors, limit MoLA's capacity to implement in an effective manner
6. Monitoring and evaluation are seen as merely formal processes: they do not inform decision-making

---

PART 3. A case study of Public Administration Reform [1] [2] [3]

MoLA's processes: Policy-making

National development objectives, government-wide policies

E x t e r n a l   s t a k e h o l d e r s

General Direct for Policy Analysis & Research
General Direct. for Gender Policies
Other line Departments

Policy Unit → Minister

Policy Analysis and Research → Policy Options → Policy Recommendations → Policy Decisions

Policy Implementation

PART 3. A case study of Public Administration Reform [1] [2] [3]

Practical lessons

Engage senior management in the inception process, "right from the beginning".

Ground the organizational mandate and functions on the needs and demands detected outside the organization

Carry out "quick interventions" – which help to build trust and commitment. Do not wait until the comprehensive "package" is developed…

…but make sure that the quick interventions will not compromise the ability to carry out the comprehensive reform.

Ensure that the proposed interventions are gender-mainstreamed (e.g. Procedures in need of "gender-clearance"; training provision and equipment supplies). Particular attention ought to be given to budgeting, and HR management processes (personnel recruitment, evaluations, promotions, etc.).

Be aware of distinguishing:
a. the need for conducting a comprehensive ID process ("fundamental" approach)
b. the need to build or develop organizational capacities (current functional assignments are not questioned)

PART 3. A case study of Public Administration Reform [1] [2] [3]

Practical lessons…

Agree on limited number of "key points" – leave the details for later. Move up in the level of generality, if needed.

Be aware of the boundaries between the "controllable" environment, and the environment beyond the institution's control (e.g. internal procedures vs. government-wide civil-service policies)

The organizational by-law is not taken as a "fixed" frame of reference – the ID process might call for legal amendments/modifications in the by-law (comprehensive approach). If the organization is conducting the comprehensive ID approach, avoid the "legal" trap

Ground your specific recommendations on specific findings – make the linkage clear.

Be aware of the fact that organizational reform can be seen:
from a functional point of view
from a political point of view:
• identity-bearers
• authority-holders
• decision-makers

Thank you for your attention

DLDSP
NEWSLETTER

Issue No 1

Publication of the Decentralization and Local Development Support Program (DLDSP)

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[1] Photos from left to right: Yemeni, Amran, Sana'a, Hodidah, Zabid, Seyoun.

DLDSP NEWSLETTER

The DLDSP Newsletter is a quarterly publication of the DLDSP which provides a summary of program activities in its 28 pilot districts as well as other interventions at the policy level. This Newsletter also provides updates on decentralization related policy developments that have a direct impact on the status, structure and performance of Local Authorities as well as other developments related to the Ministry of Local Administration and its scope of activities. It also provides updates on donor initiatives that are directly or indirectly supporting decentralization in Yemen.

This is the 1st edition of the DLDSP Newsletter summarizing program activities and other decentralization related developments that took place during the first quarter (January-March) of 2006.

DLDSP is a multi-donor program dedicated to improving the decentralization system in Yemen.

It is currently supported by:

- ➢ Government of Yemen through the Ministry of Local Administration (MOLA)
- ➢ United Nations Development Program (UNDP)
- ➢ United Nations Capital Development Fund (UNCDF)
- ➢ Social Fund for Development (SFD)
- ➢ Italian Government
- ➢ United States Agency for International Development (USAID)
- ➢ Danish Government (DANIDA)
- ➢ Public Works Project

THE DLDSP PILOT DISTRICTS

Republic of Yemen
Ministry of Local Administration

Decentralization and Local Development Support Project
(DLDSP)

Oman
Saudia Arabia
Somalia
Aden Gulf
Red Sea
Eritria
Djibouti

Map Key

Governorate's borders
Districts Centers
Districts borders
Surace roads
Regional water

0   40   Kilometers
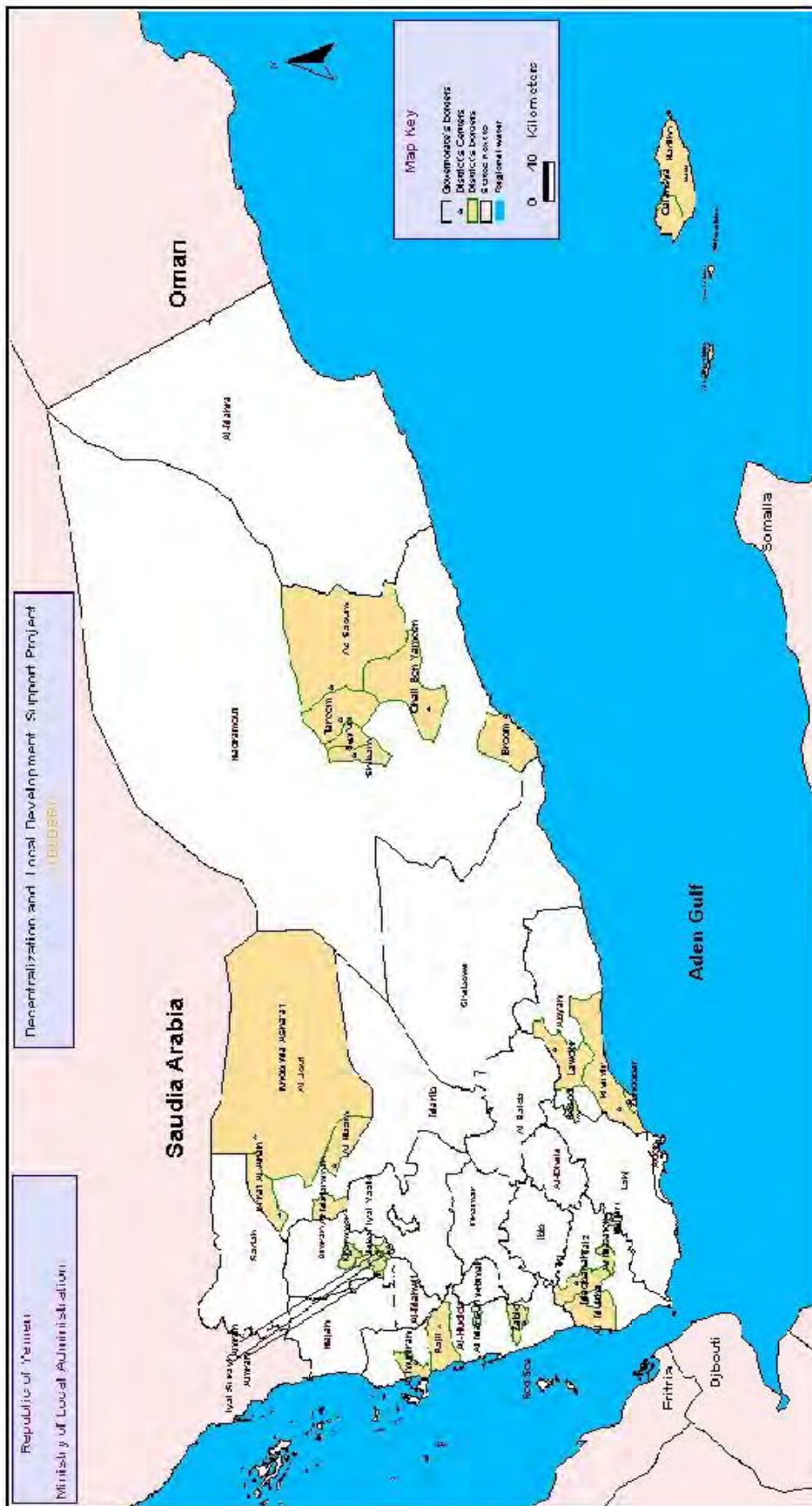
Hadramout	Amran	Al-Gouf	Hodidah	Taiz	Abyan
Shebam	Kha'mer	Khab Al-Sha'af	Al-Monira	Maqbanah	Zunjubar
Sayoun	Eyal Suraih	Al-Mattama	Bajel	Al-Makha	Lawdar
Tareem	Amran	Al-Hazm	Zabid	Haifan	Rosod
Soam	Eyal Yazeed	Rajuzah	Al-Mansooriah	Al-Ma'afer	Khanfir
Ghail Bin Yameen					
Broom Mayfa'a					
Socotra Hadibo					
Socotra Qalansiyah					

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DLDSP NEWSLETTER

The DLDSP Pilot Districts

Table of contents

1. The program profile

This project is conceived as the pilot phase of a national program of the Government of Yemen (GOY). Replicating and expanding this pilot, with additional external aid, would substantially assist to implement the decentralization reforms, build the capacity of Local Authorities (LAs), improve local-level governance, and contribute to alleviate poverty through local development.

The DLDSP is piloting in 6 governorates and 28 districts a system of decentralized planning and financing of local development, building on the foundation provided by the Law 4/2000.

Three essential features characterize such system:
• Transparent and predictable fiscal transfers that aim to (i) reduce inter-district resource imbalances, (ii) provide a minimum of general-purpose programmable resources to support local choice in development spending and (iii) act as incentives to local-level fiscal effort and improved administrative performance.
• Appropriately simple procedures, techniques and organizational arrangements for district-level revenue mobilization and public expenditure management, including participatory strategic planning, investment programming, annual budgeting, project implementation and procurement, local assets management, accounting and reporting, and monitoring and evaluation
• Strong central, governorate, and community- level structures, this should help to support and supervise the emerging LA sector, through legality controls, performance monitoring and social auditing.

What are the main activities?

The DLDSP provides both capital and technical assistance (budget support), for piloting the above system on the ground

in a total of 28 districts and 6 governorates. The capital assistance is called the LADF and also funds logistics to enable district LAs to perform their functions in an effective manner.

The LADF resources are earmarked to the target districts to supplement their regular revenues and inter- governmental fiscal transfers. An allocative formula is applied to the total LADF funds for each district. Any unused balance of the LADF is carried over to the following fiscal year. Target districts access their LADF allocations after the Technical Secretariat (TS) has determined that the districts have complied with the following:

Adoption of a development plan in accordance with the DLDSP materials; consistency of the annual budget and investment program with the goals and objectives of the development plan; preparation of an annual report assessing the district's financial position and achievements in the areas of local investment and provision of services to local communities; preparation of periodic activity reports on the implementation of the annual investment program and the operation of local services delivery facilities and making the development plans, budgets and activity reports available to the local community.

Technical assistance provides analytical support and advisory services to articulate the National Strategy for Implementation of Decentralization Reforms and to improve the legal and regulatory framework of the reforms. Technical Assistance is also provided to improve the public expenditure management process and develop capacities in participating districts.

What are the main achievements?

At the local level:
• District Facilitation Teams. DFTs have been created at the governorate level with the aim to provide technical support to the targeted districts in order to improve their capacity to undertake their tasks and to carry out their responsibilities in accordance with the local authority system.

• Logistic support to pilot districts. Districts have been provided with a minimum of office facilities, furniture and equipment to enable district authorities to perform their functions in an effective manner.

At the central level:
• Activation of a Technical Secretariat within the MOLA. The TS, supported by the DLDSP core technical team, is responsible for the administration of MOLA's decentralization support program.
• National Strategy to Support Decentralization (NDS). The DLDSP team is working closely with a MOLA core team on the development of a strategy for the implementation of decentralization reforms.
• Institutional capacity development. Support provided by the DLDSP team to the TS, is also designed to develop MOLA's institutional capacity to ensure the effective implementation of the decentralization reforms and to interact with other government ministries and institutions, as well as donors.
• Mobilization of donor initiatives supporting decentralization. The DLDSP operating through the TS at MOLA has created a donor coordination group in order to clarify each donor's current or planned intervention, to activate the role of the Decentralization Donors Forum as platform for coordinating support to the implementation of decentralization reforms and strengthening local authorities.

2. DLDSP's activities (January – March 2006)

2.1 National decentralization strategy

The DLDSP team provides technical support and guidance to the process of formulation of the National Decentralization Strategy which aims to enhance the efficiency of the system of local governance after 5 years of its activation in Yemen. Specifically, the strategy is structured along the following five areas of focus:

• The Mandate of each of the three levels of governance (Central, Governorate and District) and their relationship to one another
• The Functions of each level of governance that are required to achieve their mandate
• The Institutional Structure of the governorate and District local authorities that reflect their functions.
• The Capacities (human resources and infrastructure/facilities), required to carry out these functions by the Governorate and District local authorities.
• The Financing requirements of local authorities and their Financial Management systems.

2.2 Alignment of sectoral functional assignments with the local authority (LA) system

The draft NDS is now being reviewed by the Minister of MOLA and will be presented to the Local Authorities Conference to be held in June 2006 and to the Technical Committee and Inter-Ministerial Committee for Supporting Decentralization during the second half of June in preparation for submission to the Cabinet by July August.

Work on the design of the National Program for implementing the NDS will commence once it is approved by the Cabinet which is anticipated to take place before September 2006 (the date of presidential and local elections).

The DLDSP led the process of negotiation with the following sector Ministries to reach an understanding regarding sector decentralization and the alignment of functions for service delivery at the Central, Governorate and District levels to ensure synchronization with the local authority system:

• Ministry of Education
• Ministry of Water and the Environment including its Authorities and Corporations
• Ministry of Electricity including its Authorities and Corporations
• Ministry of Agriculture including its Authorities and National Projects
• Ministry of Public Works with a focus on Solid Waste Management.

Understandings achieved during the working sessions with each ministry will be used as annexes to the NDS and will function as the foundation for the development of Mandates, Functions and Institutional Structures and also regulations for the delivery of each type of service at the local level.

2.3 Activating LA system to improve local development

During the first quarter of 2006 the first batch of basic administration course were facilitated for the 8 pilot districts in Taiz and Hadramout (coastal). The courses were as follows:

• Administration skills and the topics included: principles and elements of administration; reports: definition, goals, effective reports, formats; documentation; filing and recording; Time management.

• Meetings and the topics included: what is a meeting? When is a meeting effective? Types of meetings - information or decision making; conducting meetings (practice/simulations).
• Communication skills and the topics included: why do we communicate; how do we communicate; what is effective communication; listening, paraphrasing (practice/simulations).

The courses were provided by local providers such as universities. Later this year the basic administration package will be completed with courses in problem solving and conflict management, computer skills and information management being provided. DLDSP will then evaluate the application of the competencies learnt during these courses with a view to make them available to all pilot districts.

During the first quarter of 2006 the DLDSP further expanded to four districts in Wadi Hadramout. A four member DFT team were recruited and their orientation program was implemented. The team is now providing support to the four districts in their integrated participatory planning and budgeting activities.

2.4 Training of trainers in facilitation skills

During January the first training course to be undertaken was with the DLDSP Mobile Team on facilitation skills. This training was undertaken in Sana'a and it was considered important for the MT (as key trainers of the DFTs) to be well equipped with good facilitation skills in order to facilitate a learning process rather than perform as authoritian type trainers.

This training was conducted by Joanne Morrison (Deputy Coordinator DLDSP). During the training the trainers guide and participant materials were piloted and modified. The Mobile Team then modified and adjusted the materials to use in the initial training sessions with the DFTs.

Training of DFTs in MOLA Sana'a on Planning and Budgeting

2.5 Finalization of draft materials for trainers & participants in integrated participatory planning, budgeting and facilitation skills.

Reference group working session in MOLA Sana'a on developing materials for Planning and Budgeting

The DLDSP pilot provides an emphasis on improving local development through examining and improving decentralized public expenditure management (PEM), cycle in the pilot districts. Public expenditure management covers

areas such as: integrated participatory planning, budgeting, procurement, project implementation, monitoring and evaluation and asset management. In order to support the local authorities in the pilot districts in PEM manuals and support materials have been developed. With assistance from a short term adult education expert (Rebecca Benson) as well as a Reference Group which comprised of key stakeholders, the following materials have been developed, piloted and finalized in Arabic and English for the first training courses in this quarter.

• Trainer's Guide and Participant Booklet in Facilitation Skills.
• Trainer's Guide and Participant Booklet in Integrated Participatory Planning and Budgeting.

Please note that these materials are regarded as living documents and are constantly being modified as a result of use in the field.
The materials will be finalized during 2006 and officially endorsed by the Government of Yemen.

2.6 Developing the capacities of pilot districts

The DLDSP has finalized the development of the Participatory and Integrated Planning and Program Based Budgeting Manuals and initiated their testing in pilot districts during the first quarter of this year.

During the first quarter the formal training of the DFTs in facilitation skills, integrated participatory planning and budgeting was undertaken. With support from the DLDSP Advisors the MT implemented the following schedule:

• 8th February – a one day meeting with the DFT team leaders only to discuss and agree on the training schedule for all LAs in integrated participatory planning and budgeting.
• 12 February – a meeting with staff from MOLA to seek final agreement on the training materials which were to be used and distributed to LAs.
• 18-23 February – the first formal training of all DFTs using the integrated participatory planning and budgeting materials that had been developed. This session was also used to select "master trainers" from the pool of DFTs who would then be providing training to all 28 LAs in the same materials.

The master trainers training (the DLDSP Mobile Team currently made up of 4 members), was followed by the training of the DFT in the DLDSP pilot governorates of Hadramout, Abyan, Taiz, Al- Hodidah, Amran and Al-Gouf.

24 DFT members were then trained as field trainers and were used to deliver training on the planning and budgeting manuals to local authority members in all of the 24 DLDSP pilot districts. In total, 928 local authority members (30 per district), received intensive training in the following steps to enable them to produce their district's integrated plans and program based budgets:

• Data collection and verification from primary sources with community participation
• The production of the District's General Development Picture Report.
• Determining and reaching consensus on the General Development Challenge facing each district
• Identifying the Strategic Development Imperatives
• Converting Imperatives to Measurable Development Objectives
• Measurable Objectives to Programs
• Programs to Projects
• The generation of the investment program budget

Participating members from each district were selected from the elected local council, district administrative department staff, and the personnel of the sector executive organs. The first two days of introductory training are available to all local authority members in each district. Then a "core team" is nominated in each district which comprises of the Secretary General, District Director, 3 heads of council committees, the chief of the accounting unit, 3 diwan department members, 3 council members, and 2-4 staff from the executive organs (about 12-15 people).

The "core team" then received a further 4-5 days of detailed training on the integrated participatory planning and budgeting process and expected outputs.

The MT and DFTs will then follow up with each LA during the second quarter on the application of the training courses and support the LAs in the preparation of their plans and budgets which are due mid June.

The training was carried out over a period of 6 days for each district team. Financial support for this effort was provided by the donor and national entities identified on the following table:

Table 1- Total number of trainees by donor and governorate

Donor	Governorate	Total No. of Districts	Total No. of Trainees
SFD	Taiz, Amran, Hodidah	10	330
DANIDA	Wadi Hadramout	4	132
UNDP	Ta'iz & Hadramout	6	200
USAID	Abyan & Al-Gouf	8	266
TOTAL	6 Governorates	28 Pilot Districts	928 trainees

Training session on planning, Socotra

Training on Planning and Budgeting in Zunjibar district, Abyan

2.7 On the job training and support for the process of planning and budgeting in pilot districts

Following the focused training of the planning and budgeting manuals, the DFTs and Mobile Team members began to work with the 28 pilot district teams as they initiated their actual planning and budgeting process. This process is currently ongoing and intensive with the objective of producing an integrated plan and budget for each of the 28 district to be concluded by mid June 2006 for submission to their governorates for review.

Mobile Team member following up training, Hodidah

2.8 Implementation activities

A significant component of the DLDSP is to provide assistance to the LAs to improve the overall public expenditure management (PEM) cycle. The PEM cycle includes: integrated participatory planning, budgeting, procurement, implementation, asset management and monitoring and evaluation of the PEM process. To this end training materials have been developed for the LAs in planning, budgeting and during 2006, in procurement and project implementation.

To contribute to the DLDSP's improvement of local development goal, supporting donors provide financial assistance for local-level development spending, through an "earmarked budget support" modality. Specifically, financial assistance is provided through a "basket fund" (which was introduced by the DLDSP-UNDP project under the name of "Local Administration Development Facility"- LADF) and was designed to constitute an integral part of the national fiscal transfers system and to provide external donors with an instrument to contribute to them, while earmarking their support to a limited, but gradually increasing, number of districts where parallel capacity building efforts are conducted.

2005 was the first year for the LADF transfer to 8 districts. The intention was that the LADF would be released along with the three central subsidy transfers from the national budget. However there were some delays essentially due to the first year of the LADF procedure and it took some time for MOLA, MOF and DLDSP to agree on how the funds could flow. Eight districts received LADF for 2005 and the table following provides information on the LADF releases The DFTs as well as the DLDSP Mobile Team and staff from the Technical Secretariat undertake regular support and supervision visits to monitor the progress of the overall LA

implementation activities which include the implementation of the LADF. The following series of photos show some of the activities and outputs from the procurement and implementation aspects of the PEM.

School construction in Al Marfa

Supervision Visit to Health Unit in Makbana district, Taiz

Table – 2 LADF Transfers 2005

Governorate Taiz		2005 LADF ALLOCATIONS		2005 LADF RELEASES FROM CENTRAL BANK TO DISTRICT ACCOUNTS	
				First	Second
Districts	TOTAL	O and M	INVESTMENT	14 Aug 2005	30 Sept 2005
Al Mokha	17,828,000	3,566000	14,262,000	8,914,000	8,914,000
Makbana	29,569,000	5,914,000	23,655,000	14,784500	14,784,500
Hifan	17,789,000	3,558,000	14,231,000	8,894,500	8,894,500
Al Marfa	19,011,000	3,802,000	14,231,000	9,505,500	9,505,500
Governorate Hadramout					
Districts					
Broom	11,426,000	2,285,000	9,141,000	5,713,000	5,713,000
Ghel Bin Yameen	14,777,000	2,955,000	11,822,000	7,388,500	7,388,500
Hadiboo (Socotra)	15,264,000	3,053,000	12,211,000	7,632,000	7,632,000
Qalansyah (Socotra)	6,816,000	1,363,000	5,453,000	3,408,000	3,408,000

3. Short term Consultancies from January to March 2006

The DLDSP has recruited a number of highly qualified short term consultants during the first quarter of 2006. The following is a summary of those consultancies. Please note that all reports referenced are available on request from DLDSP

Name	Title	Duration	Outputs	Comments
Gabriele Ferrazzi (Canadian)	Study of policy options for: Sector Decentralization and Functional assignments Across Levels of Government	21 January – 7 February	End of Mission Report (joint report with J. Steffensen) titled: "Scoping of Service Costing Exercise and Other Tasks", February 2006. And the report titled: " Sector Decentralization and Functional Assignment – Support Study for the Formulation of a National Decentralization Strategy", February 2006.	Joint mission with J. Steffensen plus completed the Sector Decentralization Report and provided technical support to the simultaneous DDC mission.
Jesper Steffensen (Danish)	Assistance to Develop a Decentralization Strategy - Fiscal Decentralization	21 January – 7 February 2006	End of Mission Report (joint report with G. Ferrazzi) titled: "Scoping of Service Costing Exercise and Other Tasks", February 2006.	Joint mission with G. Ferrazzi. Also provided technical expertise to the design of local revenue study.
Khaled Amin (Egyptian)	Study of Local Authority Fiscal System	11 Feb – 17 March	Design of study and questionnaires and piloting data collection tools. Report titled: "Local Revenues in Yemen: Structure, Performance, and Administration Capacity", May 2006.	Design work undertaken with J. Steffensen with support from Paul Smoke (New York University).
Mona Haidar & Rami Zarayk (Lebanese)	Share international/regional experience on decentralized governance of land and water resources. Meet with decentralization experts. Identify scope and location of the piloted institutional arrangements to enhance decentralized governance and agree on a TOR and workplan.	27 January – 3 February	Met with J. Steffensen and G. Ferrazzi Report titled: "Towards Decentralized Governance of Natural Resources in Yemen. Synthesis of International Experience and a Roadmap for a Piloted Institutional Arrangement".	Mona is from UNDP's DDC and Rami from the American University and both are based in Beirut, Lebanon
Mohamed El-Mensi (Tunisian)	Local Finance Advisor to Refine and Finalize Implementation Manuals	18 March - 27 April	Prepared materials on district budgeting procedures and the decentralization strategy.	
Rebecca Benson (Australian)	Preparation of Training Manuals and Support Materials for Public Expenditure Management	March 24 – May 30	Work still in progress and drafts being commented upon.	This consultancy is to prepare trainer manuals & participants booklets for the project implementation cycle
Muammar Yacoob (Yemeni)	Develop a database for donor efforts in decentralization	Feb 1 – 26 March	Database completed and functioning.	

4.1 DLDSP new staff

Mazen Gharzeddine arrived from Venezuela to conduct the institutional component of the program. He is currently engaged in a participatory process to evaluate the institutional arrangements of MOLA and then to design a capacity development program for MoLA and Local Authorities in pilot Governorates and Districts.

With support from the USAID, the DLDSP was able to recruit Mazen, as the Institutional Development Specialist (IDS) in March of 2006. Mazen became immediately instrumental in supporting DLDSP activities in sector decentralization and the alignment of functional assignments in coordination with a set of Sector Ministries. In coordination with MOLA and DLDSP team members, the IDS has also focused his attention on working on the evaluation of the institutional structure and mandate of MOLA with the goal of devising an institutional restructuring and capacity building program for the Ministry to ensure the development of its capacities towards fulfilling its mandate and playing a central role in guiding the implementation of the National Decentralization Strategy beginning in 2008. The IDS will also begin to work on assessing the institutional structure, mandate and functions of the governorate and district local authorities with goal of fine-tuning these entities to increase the efficiency and effectiveness of their operations.

Ilaria Simeone, from Italy is the Donor Program Monitoring Officer for DLDSP. She has been working for DLDSP since January 2006 as intern and in April was recruited by the DANIDA. Ilaria took over responsibility for developing the content of a donor activity data base which was developed for DLDSP by Mr. Muammar Yacoob, a national IT consultant. The database provides information on the sector, region, focus, modality of delivery of donor activities as well as on the budgets and duration for such interventions. The purpose of this effort is to gradually work on synchronizing donor sector activities at the local and central levels with DLDSP efforts to enhance the capacities of local authorities and increase effectiveness in service delivery for the efficient achievement of national development goals and the MDGs.

DLDSP STAFF

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Mohammed Hassan
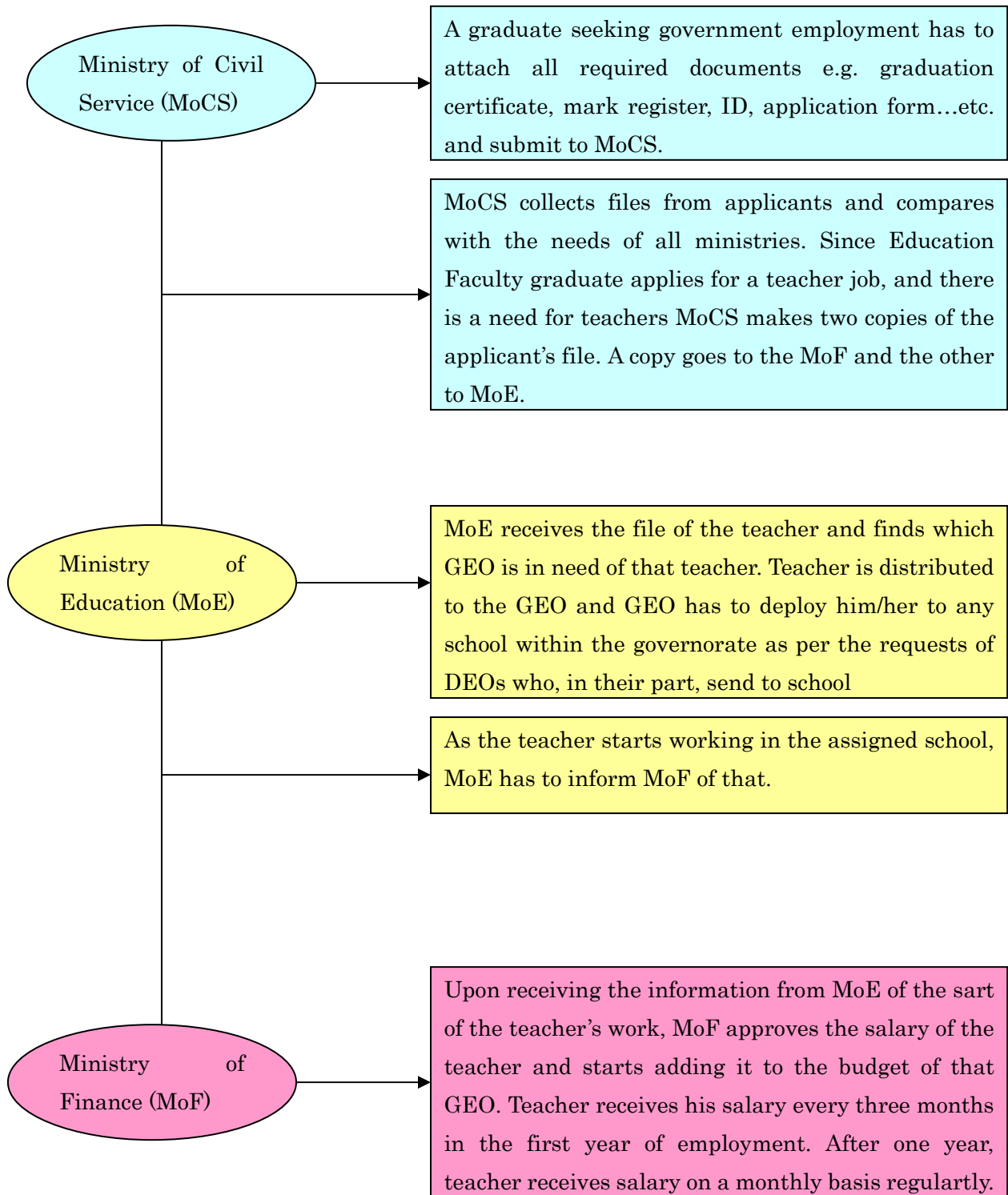Participatory Planning Advisor

Ayman Ali Mohemmed
Driver

Mohamed Haza'a
Driver

4.2 DLDSP new initiatives

The Public Works Project (PWP) entered into an agreement with the Ministry of Local Administration in March 2006 through which it has agreed to initiate its support to district local authorities adhering to the methodology that has been put in place by the DLDSP and committing to channel its support in full coordination with the Program and the Technical Secretariat.

Through PWP support, the program will initiate a district capacity development and activation program in 20 districts outside the scope of the existing pilot which is operational in 28 districts. Twelve (12) of the new districts will be in existing DLDSP governorates while the remaining 8 will be selected in the governorates of Ibb and Haja bringing the total number of districts covered by the program to a total of 48 in 8 governorates.

The entry of the PWP into the DLDSP at this stage represents a strategic step towards ensuring a smooth initiation of the involvement of the PWP in support of the upcoming National Decentralization & Local Development Support Program (NDLDSP) which will be designed to begin in early 2008. Under the NDLDSP, the PWP would become a primary source of support to the district capacity development and activation program and well function as a window of financing for district development programs.

Process Flow
Public Employment

Ministry of Civil Service (MoCS)

A graduate seeking government employment has to attach all required documents e.g. graduation certificate, mark register, ID, application form…etc. and submit to MoCS.

MoCS collects files from applicants and compares with the needs of all ministries. Since Education Faculty graduate applies for a teacher job, and there is a need for teachers MoCS makes two copies of the applicant's file. A copy goes to the MoF and the other to MoE.

Ministry of Education (MoE)

MoE receives the file of the teacher and finds which GEO is in need of that teacher. Teacher is distributed to the GEO and GEO has to deploy him/her to any school within the governorate as per the requests of DEOs who, in their part, send to school

As the teacher starts working in the assigned school, MoE has to inform MoF of that.

Ministry of Finance (MoF)

Upon receiving the information from MoE of the sart of the teacher's work, MoF approves the salary of the teacher and starts adding it to the budget of that GEO. Teacher receives his salary every three months in the first year of employment. After one year, teacher receives salary on a monthly basis regulartly.

The Republic of Yemen
Ministry of Education
The First Conference of Basic Education

Executive Plan and Investment Program for Basic Education strategy

Prepared By: Dr. Hamoud Mohammed Ghalib Al-Sayyani
With Participation of the Technical Committee

Sana'a, Oct. 2002

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Introduction

The National Basic Education Development Strategy 2003-2015 had represented a general and comprehensive framework. It defined the strategic objectives aimed to be achieved by the end of the year 2015 and the general supportive programs that assist to accomplish strategic objectives.

For such a document to be achievable, an executive plan that interprets the objectives and general programs into defined goals and activities and to form a guide for implementation of the strategy during the coming 13 years starting from 2003 should have been elaborated.

In pursuit of this purpose, the Ministry of Education had formed a technical work team, composed of general directors from the Ministry of Education and a representative from the Ministry of Planning & Development. This team was chaired by Dr. Hamoud Ghalib Al-Sayyani , the member of the original technical Team of Development of Basic Education Strategy. The duties of the team were defined as elaborating the executive plan of the Strategy of Development of Basic Education, and preparation of the Investment program for implementation of the strategy for the period from 2003-2015.

It was resolved to have the committee formed of general directors who will be directly responsible of implementing the major programs of the strategy which will contribute towards facilitating implementation as well as having the plan more realistic due to their past experience and knowledge of the ministry's potential to meet actual requirements of each activity.

Starting from July 01, 2002 , until October 15 , 2002 the team worked on completing the tasks allotted thereto in coordination and consultation with Ministry's leadership , general directorates, and specialized departments in the Ministry of Education. It was aiming to have the largest possible number of Education personnel in the Ministry involved and in materialization of the concept of participation followed in preparation of the strategy.

The preparation of the executive plan and the investment program had undergone several phases, as follows:-

- Elaboration of the executive plan of the reform project, reflected in eight topics.
- Preparation of estimated cost of various reform programs
- Preparation of the executive plan for the development phase.
- Preparation of the executive program of the strategy in general
- Placing a work plan
- Formulation of the final document of the executive plan and the investment program.

Throughout all of the above phases, the team was keen to consult and coordinate with different persons responsible of implementation of the strategy in the ministry of education and partners in other ministries concerned, as well as with experts in order to ensure that that the executive plan would be comprehensive and considerate of various circumstances and expectations.

I am therefore pleased to place before you this document, comprising five chapters:-

- Chapter I , tackling strategic vision and objectives of the basic education strategy document and its relation to the poverty alleviation strategy, as well as Millennium development objectives, among other national plans and strategies.

- Chapter II, includes the executive plan for Basic Education Strategy.

- Chapter III includes the National Work Plan of Basic Education Strategy.

- Chapter IV is the Investment program for implementation of strategy.

- Chapter V is a vision of implementing the strategy, as well as monitoring and evaluation thereof.

I would like hereby to take this opportunity to express gratitude to the leadership of the Ministry of Education headed by Dr. Fadhl Abu Ghanim, the Minister of Education, and Dr. Abdul Aziz Saleh Bin Habtour, deputy Minister of Education, care, attention, interest and support they provided throughout the work process.

I would also like to thank the German Technical Support for the assistance they provided during elaboration of the executive plan and the investment program , with special gratitude to Dr. Gerald Brown of Rostock University and Dr. Dagmar Awadh , the head of the Basic Education Support Team.

I seize this opportunity to thank and pay credit to my colleagues the members of the technical team who have shown utmost devotion and enthusiasm in preparing the executive plan and the investment program. Also for their huge and remarkable efforts extended, as well as for the patience and zeal they've shown throughout the preparation phase.

Finally, and in the name of my teammates , I look forward that this plan would witness actual implementation towards achievement

May God bless us all

Dr. Mohammed Ghalib Al-Sayyani
Head of the Technical Team for Preparation of Executive Plan and Investment Program

Chapter I

Vision and Objectives of Basic Education Strategy

The strategic vision of the Basic Education strategy reflects in :-

" By the end of the year 2015 , Yemen shall have a system for basic education that provides the opportunity to all children between 6-14 years of age to have access to basic education of high quality that is appropriate to the development requirements, which will enable to build an efficient Yemeni generation equipped with knowledge and life skills that will allow Yemeni individuals to learn, achieve self and social growth, and render it a productive and active element in achieving the sustainable social and economic development objectives".

To achieve this vision, the Ministry of Education was entrusted to assume this strategic mission which is reflected in the following :-

"The Ministry of Education is obligated to extend its utmost efforts to provide basic education with equal opportunities, high quality and adequacy compliant to the development requirements for every Yemeni child between 4-16 years of age by the year 2015".

Strategic Objective:-

The strategic objective was defined as follows:-

"Reform and development of the basic education system in Yemen to be able to provide equal basic education opportunities of high quality to every Yemeni child between 6-14 years of age".

The strategic Objective comprises two major phases:-

Phase 1: Reform and Development of the existing system to be able to operate with high efficiency and effectiveness to achieve the objective and upgrade basic education in Yemen through targeting reform to one of the following eight axis : Teacher and guidance, Curricula and assessment, School management, Funding of Education, Education management and decentralization of Education, Girls education, School building, and community participation.

This phase aims for the following:-

1- Review and upgrade of laws, legislation, and bylaws to place a legal base on basis of which development of education process can initiate.

2- Building the capacity of all educational levels starting from the center up to the school level. This issue did not get enough attention in the past decades which resulted in weakening f the Educational system and failure of past reform efforts. Everybody is aware now of the fact that no reform or development effort can

reach a successful end without building the capacity of all personnel on various levels.

3- The proceeding of Yemen towards decentralization means in the first place that all educational levels should be able to implement the strategy. Improvement of teaching means and methods, training of teachers, development of curricula, and provision of schools cannot achieve strategy objectives without the availability of qualified educational personnel on the level of the school, the district, and the governorate that are able to assume educational duties with efficiency. Most important duties are development of : the information system, decision making mechanism, assessment system, and raising the potential of the system to provide organized and continuous training to improve teaching and learning processes.

4- Correcting the various malfunctioning points in the educational system, working on defining an independent budget for basic education, elaborating the budget in accordance with plans and programs, starting to build a participatory policy among all partners of the educational process inside and outside the ministry of education, and developing and improving the efficiency of exploitation existing education resources.

The Development Phase, aimed to :-

Causing a qualitative shift in performance and quality of the basic education so that by the year 2015 basic education is provided to all Yemeni children between the age of 6-14 with equal opportunity of access and high quality. This will be achieved through causing a qualitative shift in the level of general strategic performance of the system for :

The strategy of increasing the rate of coverage and expansion. Its objectives are reflected in the following :-

- Provision of basic education to 95% of Yemeni children between 6-14 years of age.
- Reducing the gap between males and females, and Urban/rural areas.

  o Paying special attention to children of poorer classes to achieve:-
    a- Increasing the level of school joining among poorest classes.
    b- Provision of an aid program to keep children of poorest classes in schools.
    c- Provision of alternative education opportunities for those unable to join basic education.

The Strategy for Upgrading the quality and efficiency of basic education, aiming to :-
Raising the level of education process output in accordance with subsequent educational requirements and providing basic life skills, through :-

- Making the teacher and the student the pivot of the educational system, and subject of interest and care f the society.

- Developing schooling environment to be an educational environment supportive of students' academic, social, and psychological growth.
- Expansion in the field of pre-school education as a must to improve students performance during basic education stage.
- Raising the level of teachers of basic education stage up to the university educational level.
- Providing continuous training for teachers.
- Provision of material and moral support to teachers to enhance their motivation.
- Development of curricula towards shifting the focus point from quantity to quality and from the teacher to the learner, and from mesmerizing to thinking and contemplation.
- Improvement and development of assessment and measuring tools.
- Raising the level of school management through qualifying personnel and provision continuous training thereto.
- Raising the social awareness of the importance of basic education and its development.

The Strategy of Elaborating an innovated and open educational system responsive to society's development and social needs, reflected in:-

- Expanding popular participation in planning the management of education.
- Activation, communication, and mutual build-up of trust among educational institutions, productive bodies, and local communities.

It is worthy mentioning here that the existence of two phases, i.e. reform and development, does not mean that there is a distinctive line separating these two, neither timing nor execution wise, The development phase will start in synchronization with the reform phase. Yet, more concentration will be on the educational reform process during the first five years 2003-2007 to be able to achieve the strategic vision more rapidly and efficiently.

Relation between the basic education strategy and Poverty alleviation strategy

The poverty alleviation strategy stressed that the decline of educational level is one of the basic causes of spread of poverty as education is directly connected to all sectors of national economy and society. It therefore a key and a motivator of economic growth and social progress, as well as being the organ of the sustainable human development.
The results of family budget survey of 1998 shown a strong bond between poverty and education level. 87% of the poor represented social factions suffering illiteracy and have not concluded basic education level.

The survey shown a reverse correspondence between educational level and poverty, meaning that whenever educational level lowers, the poverty level rises. The poverty level among families sponsored by illiterates reaches 47.3% , while such level among families sponsored by persons who can read and write, or by persons concluding basic education is at 8.6%, while going down to 2.2% among families sponsored by post- secondary education graduates. In other words, education is a major tool to reduce poverty.

Basic education is also an important factor in rural development and in achieving progress in agricultural sector where over half of the population are working. It is also

one of the major outputs of the working force in industrial section. Concentration of basic education on girls is also considered an important factor in improving health and nutrition conditions of mothers and children, and in reducing fertility levels.

On the other hand, poverty is a reason of poor families for not sending their children to schools. Although these families are aware of the importance of education for raising their living standards, most of them clarified that they cannot send all of their children to schools in their areas, They therefore select to send part of them only, in which case, girls mostly pay the price by being deprived of education.

Therefore, the basic education and poverty alleviation strategies, as well as millennium development objectives concentrated on basic education through four directions, as follows:-

1- Raising the level of joining basic education with concentration on reducing the gap between males and females.
2- Paying more attention to the poorest factions and develop legal and administrative frameworks supporting joining basic education by such factions.
3- Improving educational environment.
4- Improvement of management of the educational process and moving towards decentralization.

In addition to increasing school joining level and reducing the gap between males and females, the objectives of basic education came in compliance with Yemen 2025 vision in terms of improvement of internal efficiency and lowering failure ratios, development of curricula to be compliant with future requirements, and correcting deficiencies in school building and supplies in terms of quality and quantity.

Chapter II

Executive Plan of Basic Education

In assertion of Ministry of Education's commitment to implement the basic education strategy, it formed a technical team composed of general directors of the ministry and a representative of the Ministry of planning and development immediately after finalizing the formulation of the national strategy for development of basic education. The technical team was entrusted to prepare the executive plan and the investment program for the basic education strategy in coordination with the leadership of the Ministry of Education.

A timetable was placed for the team to prepare executive plan and the investment program for the basic education strategy that is compliant with the Ministry of Education's commitment to hold the first national conference for basic education, as well as Yemen international obligations reflected in the elaboration of the national plan "Education for All".

In placing the executive plan and the investment program for the basic education strategy, the committee mainly depended on previously prepared documents such as :-

1- Basic Education Development Strategy
2- Poverty Alleviation Strategy
3- Second Five Year Plan for Economic and Social Development 2001-2005

It also depended on participation and consultation of all sectors of the Ministry of Education to achieve utmost benefit f thoughts and ideas of the personnel operating in various sectors. It was agreed with the technical committee members to keep in contact with the directorates they represent and involve them in elaborating the executive plan, as well as conveying thereto the nature of activities of the technical committee and issues discussed therein. In the same time, passing the ideas of directorates to the other members of the team so as to assume continuous dialogue. Every team member shall also coordinate with the deputy minister of the sector he/she represents and discuss therewith the work achieved, pending issues, and any recommendations or suggestions that may arise.

In preparation of the activities of the executive plan and the costs of investment program for the basic education strategy , the technical committee made use of the lessons learned during preparation of the national strategy for basic education, and the comments and arguments arisen during the discussion circles arranged with various sectors of the ministry, civil society organizations and other ministries' representatives.

Consultations were also held with donors regarding costing units to create the investment program, as well as with the bodies responsible of preparation the millennium development objectives plan at the Ministry of Planning & Development.

On the governorate level, the committee had the governorates thinking of and preparing for implantation of the strategy through holding a two-day workshop. In the first day, 10 governorates participated among which 5 have participated in all stages of basic

education strategy development. In the second day 10 governorates participated among which 5 have participated in all stages of basic education strategy development.

From each governorate three persons participated; the general director of Education, a member of the education office, and a representative of the civil society organizations or local councils.

The Aim of this workshop was:-

1- Advising the attendance of the results of the strategy
2- Assisting all governorates to prepare for the first National Conference for Basic Education
3- Assisting to build a partnership among governorates that participate din preparation of the strategy and those which did not, aiming for assisting in exchanging expertise and skills related to strategic planning.
4- Directing governorates to think about educational priorities required by each governorate in view of strategy outcome, on basis of which executive plans will be placed within the priorities of each governorate.

In accordance with the responsibility and past experience of each committee member in basic education strategy development teams, each member was entrusted to prepare the executive plan for the basic education strategy for each of the following axis :-

➢ Teacher and guidance,
➢ Curricula and assessment,
➢ School management,
➢ Funding of Education,
➢ Education management and decentralization of Education,
➢ Girls education,
➢ School building,
➢ Community participation

In accordance with the executive plans of the above axis, the executive plan was elaborated in a manner showing vertical and horizontal harmony among the axis aforementioned, nullifying separation among them, and compliant with basic education strategy objectives, as follows:-

- Executive plan for the strategy of coverage and expansion.
- Executive plan of achieving equality and justice in education.
- Executive plan for the strategy of developing quality and efficiency of basic Education.
- Executive plan for the strategy of developing educational system.

Executive plan for the strategy of development the level of coverage and expansion For basic Education

Objective Target: Provision of basic education to 95% of Yemeni children between 6-14 years of age. Reducing the gap between males and females, and Urban/rural areas.

Financial/Thousands	Required Resources (Human)	Achievement indications	Implementing Party	Time Period — 4th Plan 5,4,3,2,1 / 3rd Plan 5,4,3,2,1 / 2nd Plan 5,4,3	Activities	Objectives/Programs	Strategic Objective
-	-	Joining of 8 Million Students	Ministry of Education		- Raising the joining level to 95% every year	Raising the joining level for the age category 4-16 to 95%	1-Raising the capacity rate to 95% for age category 6-14 years
83,974,716	-	Building of 183,000 classes	Projects Sector		- Provision of enough classes		
605.272.5.3	-		Education Sect.		- Provision of teachers		
41.654.713	-	Provision of 250,000 teachers	Curr. & Guidance sect. ═		- Provision of text books		
743.834	-				- Provision of teachers' guide		
164.525.560	-		Education Sect.		- Provision of school management		
87.625.969	-	561 Million books	Proj. Sect.		- Provision of school desks		
	-	68,000 guides	Guid. Sect.		- Provision of supervisors		
12.105.450	-	68,000 school management			- Continuous maintenance of school building		
14.720.318	-	1,8 Million desks	Project Sect.				
		efficiency of maintenance mechanism					

Executive Plan for Achieving equality and justice in Basic Education

Strategic Objective: Achieving equal opportunities and justice in educational Services among males and females, urban and rural areas, and marginalized social factions

Strategic Objective	Objectives/ Programs	Activities	Time Period 2nd Plan 3	4	5	3rd Plan 1	2	3	4	5	4th Plan 1	2	3	4	5	Implementing Party	Achievement indications	Human	Financial/Thousands
- Reducing the gap between males and females in joining basic education to five points	1 Changing the stance towards girls education	Determining social and cultural reasons that form obstacles against girl education.														Community participation in unit + Research center, community participation in unit	Printed studies indicating causes	22	8.100
		Preparation and adoption of a wide scale awareness campaign on central and local levels to change the social and cultural trends towards girls education.														The Ministry of Information	Awareness TV and Radio programs, as well as articles in readable newspapers.	269	53.000
	2- Provision and support of female teachers in general, and in rural areas in particular	Attracting and recruiting females of high school diplomas holders														Education offices in governorates and local councils.	Appointment resolutions for female teachers	332	1.500
		Placing a plan and policy to employ and guarantee the stay of 63263 female teachers in rural areas														Education sector and education offices (governorates/districts).	Existence of 63236 teachers through payrolls	40	31.500
																	and appointment resolutions.	6	$31.500
		Planning and forming five teachers institutes for female teachers in rural areas														Projects sector	Existence of five institutes operating in rural areas	20	164.000
		Placing of a policy for encouraging female teachers from urban areas to work in rural areas														Education Sector and Education offices in governorates.			
	3- Provision and	Placement of long range plans to increase girls														Project Sector	Lists of classes and schools	666	23.500

Required Resources		Achievement indications	Implementing Party	Time Period														Activities	Objectives/ Programs	Strategic Objective
Financial/T housands	Hum an			4th Plan					3rd Plan					2nd Plan						
				5	4	3	2	1	5	4	3	2	1	5	4	3			
																	schools with building of independent classes and expansion of existent ones.	**Improvem ent of school buildings adequate for girls education.**	
10.500	332	List of schools operating in two shifts acco. to gender.	Education ofices in districts Project sector														Placing a plan for operating existent schools in two shifts, one for females.		
$56.531	332	Schools that have walls and bathrooms available	Education offices in governorate s and districts														Adding schooling facilities that affect girls education		
439.500	290	Curricula and textbooks that include specialized skills and knowledge for various enviromme nts	Research center general directorate of curricula														Redesign of curricula in a manner to have the girls obtaining knowledge and skills related to environment requirements which lead to improvement of personal income and living standards.	**4- Curricula should be compliant with local environmen t requirement s to be socially and economicall y feasible.**	
-	-	List of facilities and materials added.	Education offices in governorate s and districts														Adding facilities related to female activities as required		
3.000	20	Existence of additional manuals to be used according to environme nts	Research center general directorate of curricula														Preparation of specialized additional manuals compliant with the nature of local environment aiming to provide related skills and knowledge to girls		

Strategic Objective	Objectives/ Programs	Activities	Implementing Party	Achievement indications	Required Resources: Human	Required Resources: Financial/Thousands
1- Increasing the joining of children of poorest factions and caring for special needs persons	1- Taking special care in Curricula to children from deprived factions and of special needs	Reformulation of curricula and content to be more attentive to children of marginalized and special needs factions	Curricula and guidance sector, Education offices in governorates and districts	Educational Statistics showing the rise in joining percentage of children from deprived factions and of special needs	100	210.000
		Inserting positive concepts in curricula content directed to children of marginal and special needs factions				
			Ministry of Technical and Vocational Training		6	12.000
	2- Taking special care to children from deprived factions and of special needs	Forming specialized departments in the ministry and its offices in governorates	Ministry of Education and its offices in governorates	Existence of Special departments in the Ministry of Education and its governorate offices..	69	68.640
		Exempting children concerned with teaching children of deprived factions and of special needs				
		Exempting children deprived factions and of special need from any schooling fees or other financial obligations, and provision of schooling supplies free of charge.	Public Education	A resolution for exemption of children from deprived factions and of special needs.	-	-
		Considering the needs of the physically disabled when building schools	Projects Sector	Designs that consider the needs of the physically disabled	-	-

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Required Resources		Achievement indications	Implementing Party	Time Period													Activities	Objectives/ Programs	Strategic Objective
Financial/T housands	Hum an			2nd Plan			3rd Plan					4th Plan							
				5	4	3	5	4	3	2	1	5	4	3	2	1			
2.000	5	A list indicating distribution of educational resources.	Ministry of Education and its offices in governorate s														Placing adequate and fair criteria for distribution of educational resources among governorates and districts.	3- Just distributio n of education resources among governorat es and districts to achieve spreading of education according to fair criteria that can ensure equality	
6.000	63	Follo-up and assessment reports	Ministry of Education and its offices in governorate s														Building up an adequate system for follow-up and assessment to ensure implementation of criteria and achievement of equality.		

Executive Plan for the Strategy of Developing quality and Efficiency of Education

Objective: Making the teacher and the student the pivot of the educational system, and subject of interest and care f the society.

Strategic Objective	Objectives/ Programs	Activities	Time Period 2nd Plan / 3rd Plan / 4th Plan	Implementing Party	Achievement indications	Human	Financial/Thousands
1- Improvement and development of basic education teachers performance	1- Improvement of inputs and programs of teachers training before service, and render them more suitable for basic education requirements	Issuing legislation to add basic education teachers programs to the Faculty of Education curricula		Ministry of Higher Education	Prime Minister's resolution to qualify basic education teachers of BA holders	7	-
		Raising the levels of admittance criteria to the faculty of education to ensure better quality of teachers.		Ministry of Higher Education	A list of admittance criteria to the Faculty of Education	8	26.320
		Development of teachers preparation programs at the faculties of education to meet requirements of basic education		Ministry of Higher Education + Ministry of Education + Yemeni Universities	tence of uate ing rams for education irements	32	102.190
	2- Consolidation and development of institutional capacity for on-the-job training management and training institutes	Finalizing construction training sections on the level of 332 districts		Curricula and Guidance sector	Existence of training departments in all districts	332	28.595
		Provide personnel, supplies, furniture, for training directorates for 332 districts + 21 governorates		Curricula and Guidance sector	Existence of qualified personnel, supplies, and furniture in all departments	21	420

Time Period

Strategic Objective	Objectives/ Programs	Activities	2nd Plan			3rd Plan					4th Plan					Implementing Party	Achievement indications	Human	Financial/Thousands
			3	4	5	1	2	3	4	5	1	2	3	4	5				
		Rehabilitation and re-supply of 30 high institutes to be ready to qualify teachers.														Project Sector + Curricula Sector	Institutes are qualified to provide on-the-job training	12	3.335.690
		Finalizing formation of framework of the supreme secretariat for high institutes														Ministry of Education	Issuance of the general secretariat bylaw	2	3.000
		Issuance of organizational bylaws and development of training centers and axis schools														Ministry of Education	Definition of training center and axis schools	4	5.056.266
	3- Training and qualificati on of personnel in the field of training, qualificati on and higher institutes	Training of personnel in and out the country on central and governorate levels														Curricula Sector	Formation of training teams which obtained training certificates	4 300	17.745 875
		Training of trainers on the governorate and axis schools levels														Training sections in governorates	Lists of workshops and training courses, and names of participants	-	27.325
		Qualification of trainers in the Higher institutes														Training an qualification+ Higher education	Lists of workshops and training courses, and names of participants	7	$116.152
		Formation of four Teacher faculties affiliated to the Ministry of Education														Projects Sector		8	$8.000
		Formation of specialized high institutes.														Guidance and training Sector	Lists of Qualified persons		

Strategic Objective	Objectives/ Programs	Activities	2nd Plan			3rd Plan					4th Plan					Implementing Party	Achievement indications	Financial/Thousands	Human
			3	4	5	1	2	3	4	5	1	2	3	4	5				
	4- Training of 97000 teachers during service	Encouraging teachers below high school level to resume studies until university level in teachers faculties,														Ministry of Education	Lists of names of teachers joining training programs/teachers faculties	36.170	-
		Design of on-the job training programs for teachers compliant with their needs														Curricula Sector, research Center	Existence of training programs compliant with teachers needs	700	24
		Implementation of training programs for over 97000 teachers.														Education office in governorates	List of training courses and participants	81.079	99
		Provision of continuous training of teachers using the Educational Channel														Curricula and guidance sector	Broadcasting of training programs in regular and continuous manner	$521	30
		On the job training for teachers in specialized subjects like arts and sports.														Curricula Sector,	Training courses for specialized subjects and lists of participants	716.820	666

Time Period

Strategic Objective	Objectives/Programs	Activities	Implementing Party	Achievement indications	Human	Financial/Thousands
	5- Improving social and economic status of teachers	Improving social and economic status of teachers and issuing necessary legislation for that purpose.	Ministry of Education +Ministry of Finance	Teachers obtain sufficient salaries to ensure improvement of their social and economic situation	10	280
2- Raising the level of performance efficiency of school management	1- Provision of school management to cover all schools operating without such management	Development of clear conditions and criteria for appointment of school management personnel.	Public Education	Issuance of a bylaw indicating school management appointment criteria	8	4.700
		Covering of 2255 schools of basic education with school management personnel	Public Education	All Schools have school management personnel	332	6.400
	2- Training of 11152 management personnel	Design of training programs to raise the level of school management	Education and Guidance sector Research center	Existence of training courses based on the needs of school management	20	16.000
		Starting training of the management personnel especially those below university level	Education Sector, Education Dept. in governorates and districts	List of courses and participants	44	6.200
	3- Gradual replacement of non-qualified management personnel with trained and effective cadre	Placement and activation of a system for performance assessment	Education sector + Guidance sector	Issuance and activation of the assessment system	6	1.700
		extension of monitoring and follow-up to include school management, with training on performance assessment	Guidance Sector	List of courses and participants	12	4.500
		Placing a replacement		List of replaced management	44	5.300

Time Period columns: 2nd Plan (5,4,3), 3rd Plan (2,1,5,4,3,2,1), 4th Plan (5,4,3,2,1)

			Public Education				personnel		
		program to replace non-qualified personnel.							2.000
3- Development of Basic Education Curricula	**4- Improvement of working environment of school management**	Activation of laws and regulations organizing teacher /management relations	Public Education				Issuance of related legislation	6	
		Provision of 6120 School management rooms and ensuring existence of such rooms in new buildings	Projects Sector				Availability of management rooms	332	52.259.000 $
		Allocation of operation budget for school according to size.	Public Education +Fiance				Availability of operation budget	44	500
	5- Improvement of professional and economic status of school management personnel	Granting management personnel their legal entitlements according to teacher slaw	Ministry of Education+ Finance				Payroll	44	500
		Placing a program to honor efficient and honest management	===				Honoring lists	44	400
	1- Development of the education plan for public education.	Issuing a resolution for the updated plan	General Directorate of Curricula+r esearch center.				Developed plan	22	-
		Placing a plan to provide human and material resources to include Computers, libraries and music curricula according to plan	General Directorate of				Human and material resources	24	2.500
		Placing a developed plan for activation of sports, arts and vocational education subjects.	Curricula and guidance sector				Starting teaching such subjects gradually	24	4.000

Time Period Plan Table

Strategic Objective	Objectives/Programs	Activities	Implementing Party	Achievement indications	Human	Financial/thousands
	2- Development of the content of basic education curricula on scientific and objective basis.	Activation of the Role of Supreme Curricula council in drawing educational policies in the field of developing curricula	Ministry of Education	A resolution o activation of the supreme council	-	1.500
		Development of general objectives of basic education curricula	Curricula Sector + Research center.	Developed objectives document	35	2.100
		Inserting new concepts into curricula	==	Developed curricula conten	132	1.256.000
			==	Existence of such concepts in the curricula	132	13.500
	3- Development of integration between theory and practice through class and out of class activities	Placing a plan on governorate level to provide 1094 labs and related material	Education offices in governorates	Existence of a lab in every basic school	332	$248.100
		Training on teacher per school at least, to develop their capacity to use labs.	Education offices in governorates And distrcts	Existenc eof one lab-trained teacher in every school	44	94.500
		Expansion of class and out of class practices	==	Activities are activated in schools	42	1.500
		Provision of 1139 educational library in each basic school	==	There is a library in every school	332	$125.500

Time Period columns: 2nd Plan (3, 4, 5), 3rd Plan (1, 2, 3, 4, 5), 4th Plan (1, 2, 3, 4, 5)

Time Period

Required Resources		Achievement indications	Implementing Party	2nd Plan			3rd Plan					4th Plan					Activities	Objectives/ Programs	Strategic Objective
Financial/thousands	Human			3	4	5	1	2	3	4	5	1	2	3	4	5			
1.500	44	Practicing f comprehensive and diverse assessment methods	Guidance sector														Assuming comprehensive, diverse, and continuous means	Improvement and support of office assessment process	
214.000	88	At least one teacher obtained training	Education office in governorates and districts														Training basic education teachers on new assessment methods		
2.500	16	A list indicating criteria of quality of basic education.	Research center														Placing criteria for basic education efficiency		
																Implementing tests for 4,6,8 grade student to measure basic efficiency.		
$85.000	14	Reports of needs results	Research center+guidance														Formation of a development center for testing and examination.		
320	4	Existence of tests development center	Curricula and guidance sector																
25.286	4	A list of courses and participants	Curricula sector														Development of technical and planning capacity of the curricula directorate in the fields of policy drawing, objective, follow-up and educational development.	development of institutional capacity of general directorate of curricula, and curricula depts.. at research center	
23.549	4	list of courses	Research center																

Strategic Objective	Objectives/Programs	Activities	Time Period	Implementing Party	Achievement indications	Required Resources (human)	Financial/thousands
Decreasing overcrowding of classes and provision of furniture	Expansion in school building to reduce overcrowding to 50 students	provision of 122062 desks		Projects sector	furniture available for every student	-	-
		Placing a plan to build new schools and expansion of existing ones to reduce overcrowding		Projects sector	overcrowding limited to 50 students/class.	-	-
Activation of communication channels between the community and schools	Activation of communication channels between educational institutions and community.	Holding workshops for personnel in educational institutions and various sectors of local community,		Ministry of education Community participation unit	List of workshops and participants	360	50.000
		Raising the capacity of personnel responsible of educational process and community organizations		Local councils	Lsit of activities between community and schools	410	305.000
expansion in pre-school education in system in all areas	60% of students received pre-schooling education.	Expanding pre-schooling education		Ministry of Education Private education	At least 60% of children in the first grade obtained earlier education Minstry's statistics indicate	-	8.960
		provision of teachers for pre-schooling period		Faculties of education	availability of 50% of teachers for early education	-	16.800.000
		provision of curricula for pre-schooling education		Research center +curricula directorate	Availability of developed curricula	8	6.500

Strategic Objective	Objectives/ Programs	Activities	Time Period 2nd Plan 3	4	5	3rd Plan 1	2	3	4	5	4th Plan 1	2	3	4	5	Implementing Party	Achievement indications	Required Resources human	financial
Developing a qualitative role for supervisors to direct qualitative change	**- Developing role of supervisors to become a trainer for teachers and management**	Issuance of relative laws and regulations														Guidance and curricula sector	Laws and bylaws available	80	2.500
		Training of supervisors on methods of assessment and follow-up														==	Lists of courses and participants	40	2.500
	.Raising supervisors number to become 1/50 of teachers	Increasing number of supervisors on central, governorate and district level														==	Lists of courses and participants	40	3.3000
																	Appointment orders	-	-
		Appointment of experts on directorate level														==	Appointment orders	-	-
Preparing budget structure to activate qualitative sides .	**Increasing**	Increasing of amounts allocated for investment budget														Ministries of educational and finance and other governorate offices	Final accounts show that allocations were increased and are close to international standards	-	-
		Increase of amounts allocated for teaching materials and aids in running budget														Ministries of educational and finance and other governorate offices .		-	-

Executive Plan for the Strategy of Developing quality and Efficiency of Education

Objective: Improvement of internal efficiency of education system, strengthening ministry's and its governorates offices' potential to assume their duties under decentralized system

Required Resources		Achievement indications	Implementing Party	Time Period			Activities	Objectives/ Programs	Strategic Objective
Financial (in thousands)	Human			4th Plan	3rd Plan	2nd Plan			
179.180	3.359	Redistribution of teachers, figures show that no inactive teachers are listed.	Education ministry and its offices in governorates				Redistribution of 5021 teachers to ensure better exploitation of teachers in the field	Optimum utilization of available resources of teachers in basic education	Decreasing educational waste through redistribution of inactive or partially active manpower
-	-		===				Placing a system to ensure that all teachers have a mean value f 42 teaching hours		
5.460	2.705	Statistics indicate the the difference between teaching burden and the number of hours per week is not big	Public education				Placing an adequate system for selection of new teachers		
1.170	145	Mechanism and conditions of acceptance of teachers	Ministries of education and higher education				Placing a mechanism of coordination between the ministry of education and faculties of education for qualifying teachers to meet education requirements		
		Minutes of agreement							

Required Resources		Achievement indications	Implementing Party	Time Period													Activities	Objectives/ Programs	Strategic Objective
Financial (in thousands)	Human			2nd Plan			3rd Plan					4th Plan							
				3	4	5	1	2	3	4	5	1	2	3	4	5			
179.180	3.359	Financial system is clear and open for inspection.	Education offices in all governorates and directorates														Adopting a financial system characterized with clarity and transparency	**Increasing expenditure efficiency and ecomizing the use of available resources**	
-	-	Performance reports	Guidance and monitoring on all levels														Monitoring and supervision on bass of performance		
5.460	600	Budget itemized showing priority items	Ministry of Education and ministry of finance														Reorganization of budget items and setting priorities		
1.170	145	A new mechanism that reduces the cost of building of a classroom															Reconsidering contracts methodology for school buildings **so** that the cost per classroom drops to US$10500		
3.410	140	Designs compliant with environments	Project sector														Designing school building in compliance with environment		
172.499	1.413	Issuance of laws and legislation / Change of the way budget us prepared	Project sector														Finalizing the school mapping project in all governorates		
982	26	Issuance of laws and bylaws	Ministry of Education +Ministry of Planning														Issuance of budget on basis of programs and performance related laws / Building human and technical capacity in the field of financial	...ifting from traditional budget methodology based on items and chapters to a program budget, and connecting	

Strategic Objective	Objectives/ Programs	Activities	Time Period 2nd Plan 3	2nd Plan 4	2nd Plan 5	3rd Plan 1	3rd Plan 2	3rd Plan 3	3rd Plan 4	3rd Plan 5	4th Plan 1	4th Plan 2	4th Plan 3	4th Plan 4	4th Plan 5	Implementing Party	Achievement indications	Human	Financial (in thousands) 36.295
	funding with performanc e	planing on governorate levels														==	Change of budget preparation methodolog y	1.905	
Increasing funding and diversifying funding sources of basic education	ising the level of basic education to be compliant with its objectives , as well as increasing its efficiency	- Raising Education budget to 25% of state budget Directing the financial allocation of social development collected from foreign companies to basic education - Allowing the Ministry to use excessive amounts from its other articles of its budget for basic education														Ministry of Education Ministry of Finance == ==	- أ Education allocations are 25% of state budget ميزانية Ministry's budget shows that financial allocation of social developmen t are directed to basic education Central Bank accounts indicate that the ministry can use excessive amounts for basic education by 2004	10 - -	2.000 - -
	2- diversifyin g sources for basic education	Formation of a coordination unit with donor parties and connecting such support with basic education ج- Allocating 40% of local councils budget for basic														Education ministry Education	Existence of coordinatio n units with donors and the ministry Accounts of local councils	5 -	1.000 -

Time Period

Strategic Objective	Objectives/ Programs	Activities	Implementing Party	Achievement indications	Human	Financial (in thousands)
		education development	ministry, its offices and local councils	show that 40% of their allocations are directed towards basic education	-	-
		- Formation of basic education support fund with a capital of 6 Billion Riyals	Education ministry And Cabinet	Resolution of formation and activation of the fund	-	-
		Placing a program to expand in accepting donations, grants, endowments and community contribution in basic education	Education ministry	Providing program and start operation beginning of 2005	-	-
Minimizing educational loss resulting from failure and dropping out	- Decreasing failure ratio from 11% to 2%	Preparation of studies on failure	Ministry of Education Research Center	Studies on causes of failure and laws to reduce failure	15	5.000
		Implementation of automatic promotion starting from grades 1-3	Basic schools		-	-
		Adopting mechanisms on school level to support weak students	Ministry of Education Research Center	Programs and additional lessons to support weak performance students	105	2.000
		Decreasing failure ratio from 11% to 2% by 2005		statistics show that failure ration decreased to 2% by 2015	-	-
Preparing Legal and organizational structure to comply with local authority law and its executive bylaw.	**Reformulation of related laws and administrative, financial and related educational bylaws to enable ministry to grant**	Review and development of laws administrative, financial and related educational bylaws to comply with local authority law and its executive bylaw	Cabinet, ministries f education, higher education, technical education, civil service, and finance	صدور القوانين والتشريعات واللوائح	36	6.274
					64	6.274

Strategic Objective	Objectives/Programs	Activities	Time Period														Implementing Party	Achievement indications	Human	Financial (in thousands)
			2nd Plan				3rd Plan					4th Plan								
			3	4	5	1	2	3	4	5	1	2	3	4	5				
	financial, administrative and educational powers to governorates and districts	Holding workshops to discuss said laws, bylaws and regulations															Ministry of Education, research center related ministries	lists of workshops and participants		
	– Placing a gradual program to grant financial, administrative and educational powers to raining depts. in governorates and districts.	Holding meetings to prepare central authority to grant financial, administrative and educational powers to local authority.															All sectors of ministry of Education and Research center.	lists of workshops and participants / Printed guides / Workshops docs.	16	10.327
		Issuance of supporting bylaws to assist organizational and administrative capacity on central and local levels															ministry of Education and its offices, Research center, and related ministries	Issuance of bylaws, decisions, and criteria for work organization	42	24.484
Improvement and support of administrative and institutional build-up of the ministry	Development and support of administrative and institutional build-up of the ministry	– Issuance of the developed structure of the ministry and holding workshops and symposia to explain it															Ministry of Education Cabinet.	– Issuance of the developed structure of the ministry and implementing thereof.	16	3.300
		Formation of a Management for coordination between the ministry, donors, and local administration.															Ministry of Education, Donors, Local Administration	Existence of a unit for	7	22.000
																	Ministry of Education	coordination in between the	664	43.207

Strategic Objective	Objectives/Programs	Activities	Time Period 2nd Plan			3rd Plan					4th Plan					Implementing Party	Achievement indications	Human	Financial (in thousands) ($909)
			3	4	5	1	2	3	4	5	1	2	3	4	5				
		Formation of comprehensive and integrated database connecting the ministry to governorates, districts and schools.														and its offices in governorates	ministry, donors, and local administration		36,822 ($2,209)
																	Access to information on all levels		
	2- Provision of human resources capable of planning, programming, assessment, and follow-up on levels of the ministry and its offices in governorates	Holding of 70 workshops and a training program on planning, programming and assessment.														Ministry of Education and its offices in governorates and districts	Lists of training programs and initial reports indicating raise of level in planning and assessment	120	15,549 ($2,006)
		Provision of a program and holding courses in 22 governorates														Ministry of Education and its offices in governorates Local administration, civil service, finance and its governorates offices	Adoption of a development plan and training programs	42	16,258 ($1,474)
		Holding of 66 training programs in the fields of planning, teachers management and budget preparation.														==	Lists of workshop and symposia	84	15,716
																	Programs available in education offices in governorates	112	
																	Lists of workshops and training programs		
Strengthening and support of institutional structure of education offices in	**Preparing governorates and districts to assume**	Holding workshops to explain laws, and bylaws														Education and offices in governorates and districts	Lists of workshops. Symposia, and participants	664	7,392
		Placing a plan to cover the needs of																	

Strategic Objective	Objectives/Programs	Activities	Implementing Party	Achievement indications	Human	Financial (in thousands)
governorates and districts.	new tasks under the decentralization system	education offices in governorates and districts of human resources	=	All education offices in governorates and districts have sufficient personnel	332	30.130
	2- Strengthening administrative and educational capacity of personnel governorates	Holding 60 workshops and courses on governorate level	Ministry of Education and offices in governorates and districts	Lists of workshops and participants	1.360	6.432
		Strengthening planning and follow up departments capacity on governorates and districts levels	= =	Performance reports indicate improvement of these sections in planning and follow-up	996	169.259
Improvement and support of legal environment for community participation in educational process and raising the level of community awareness of importance of its participation.	development and issuance of legislation related to community participation in basic education	Issuance of Parents council bylaw, Education law, Local administration and community participation. As well as bylaws indicating relation between community and educational process	Ministry of Education	Issuance of bylaws, laws, and regulations	8	24.000
	Enhancing the relation between the educational system and the community in service of the educational process	Finalizing structure and activation of community participation unit in all governorates,	Community Participation n units Education offices in governorates	Community Participation unit is present in every education office in governorates	42	15.000
		Formation of Parents councils in all schools	Education and its offices in governorates	Parents councils are present in all schools	-	-
		Holding workshops for education, local councils, and community organizations personnel.			664	10.000
		Collection of information and field date and use results to enhance community participation\	Community Participation n unit in the Ministry of Education and governorates	Lists of workshops and participants	80	20.000
				Results and	62	179.000

Time Period columns: 2ⁿᵈ Plan, 3ʳᵈ Plan, 4ᵗʰ Plan (sub-columns 1–5).

Required Resources		Achievement indications	Implementing Party	Time Period																Activities	Objectives/Programs	Strategic Objective
Financial (in thousands)	Human			4th Plan					3rd Plan					2nd Plan							
				5	4	3	2	1	5	4	3	2	1	5	4	3					
		recommendations for community participation	Education, Information, and local administration																Promoting awareness of community participation in local education importance among women,		
		Broadcasting of programs, lists of workshops and symposia, festivals held.																			

Chapter III
National Action Plan for the Strategy of Basic Education

National Action Plan for the Strategy of Basic Education 2003-2015
Coverage and Expansion axis

Results	Resources required in US$			Implementing Party	Major Activities			Sub-targets			Long range objective	Problems
	long 2015-2011	medium 2010-2006	short 2005-2003		long 2015-2011	medium 2010-2006	short 2005-2003	Long range 2015-2011	Medium range 2010-2006	Short range 2005-2003	2015	2000
- 95% of the age category 6-14 have joined basic schools	-	-	-	Ministry of Education and its offices in governorates	-	-	-	- Joining level at 95%	- Joining level at 83%	Joining level at 68%	- Net joining level of 95% for age category 6-14	- Low joining level (62.3%)
- 8 million students in schools	-	-	-	Ministry of Education and its offices in governorates	-	-	-	- Joining of 8 Million students	- Joining of 6.1 Million students	- Joining of 4.4 Million students	- Joining of around 8 Million students	- there are 3.4 millions students only (males females)
- Availability of 40,000 schools	-	-	-	Projects Sector	-	-	-	- Increasing the number of schools to 30879	- Increasing the number of schools to 23617	- Increasing the number of schools to 16935	- Provision of 30879 schools	- There are 12338 schools only
- Availability of 183000 classrooms	83.974	83.412	61.251	=	-	-	-	- Increasing the number of classrooms to 182802	- Increasing the number of classrooms to 145054	- Increasing the number of classrooms to 107772	- Provision of 182802 classrooms	- There are only 86419 class rooms
- Availability of 250000 teachers	605.272	449.781	319.892	Public Education Sector	-	-	-	- Increasing number of teachers to 250889	- Increasing number of teachers to 219298	- Increasing number of teachers to 183458	- Provision of 250889 teachers	- There are only 145624 teachers
- Availability of 68197 school management staff to 37401	164.525	106.977	65.214	=	-	-	-	- Increasing number of school management staff to 68197	- Increasing number of school management staff to 52158	- Increasing number of school management staff to 37401	- Provision of 68197 school management staff	- There are only 27249 school management staff
- Availability of 1003556 teachers guides	743	650	543	Curricula and Guidance sector	-	-	-	- Provision of 1003556 teachers guides	- Provision of 877191 teachers guides	733833 teachers guides	- Provision 1003556 teachers guide	- There are only 582469 teachers guides
- Availability of 56 Millions textbooks	41.654	31.858	22.844	=	-	-	-	- Provision of 56,199,150 textbooks	- Provision of 42,982,380 text books	- 30,128,000 text books	- Provision of 56,199,150 text books	- There are only 2381400 textbooks
- Availability of 1.8 Millions dual desks	87.625	32.181	57.532	Projects sector	-	-	-	- Provision of 1,773,331 dual desks	- provision of 651271 dual desks	- 1,164,316 dual desks	- Provision of 1,773,331 dual desks	- There are only 182000 dual desks
- Availability of 5000 supervisors	12.105	7.496	5.469	Curricula & Guidance sector	-	-	-	- Increasing number of supervisors to 5018	- Increasing number of supervisors to 3655	- 2621 supervisors	- Raising the number of supervisors to 5018	- There are only 2080 supervisors

Results	Resources required in US$ — long 2015-2011	Resources required in US$ — medium 2010-2006	Resources required in US$ — short 2005-2003	Implementing Party	Major Activities — long 2015-2011	Major Activities — medium 2010-2006	Major Activities — short 2005-2003	Sub-targets — Long range 2015-2011	Sub-targets — Medium range 2010-2006	Sub-targets — Short range 2005-2003	Long range objective 2015	Problems 2000
- Availability of a mechanism for maintenance and repair	14.720	10.809	39.640	Projects Sector	-	-	-	-	-	-	-	- Low level maintenance and repair system

National Action Plan for the Strategy of Basic Education 2003-2015

Justice and equality axis

Problems 2000	Long range objective 2015	Sub-targets Short range 2005-2003	Sub-targets Medium range 2010-2006	Sub-targets Long range 2015-2011	Major Activities short 2005-2003	Major Activities medium 2010-2006	Major Activities long 2015-2011	Implementing Party	Resources long 2011-2015	Resources medium 2006-2010	Resources short 2003-2005	Results
- Low level of girls school joining (46.7%) - Scarcity of female teachers in rural areas - Difficult educational environment for girls - Disconnection between curricula and girls requirements in various environments	- Raising the level of girls joining to basic education and decreasing the gap between boys and girls	- Girls joining rate 53%	- Girls joining rate 70%	- Girls joining rate 90%	Definition of reasons of low level girls education	-	-	Ministry of Education				- Girls joining rate is 90%
		- Changing the negative stance towards girls education	- Holding of meetings and workshops	-	- 22 workshops - 7 radio programs - 22 TV programs	- Stickers - Instructions	- Guidance	Unit of Community Participation The Ministry of Information	-	-	378	
		- Adding 14598 teachers	- Adding 24330 female teachers in rural areas - Adding 50% as rural service allowance to teachers salaries	- Adding 24335 female teachers in rural areas	- Renting and furnishing 300 houses for female teachers in rural areas	- Building 5 teachers institutes - Renting and Furnishing 650 houses for female teachers in rural areas	- Renting and Furnishing 450 houses for female teachers in rural areas	Education Sector Education offices in governorates	500	617	443	- Employment of 63263 teachers and distributing them to rural areas - ?
		- Adding 14850 classrooms for girls. 50% of girls and mixed schools have walls and bathrooms for females.	- Adding 24750 classrooms for girls. 75% of girls and mixed schools have walls and bathrooms for females.	- Adding 24750 classrooms for girls, 100% of girls and mixed schools have walls and bathrooms for females.	- Assigning two shifts for some schools, one for females	- Defining schools that don't have bathrooms - Defining schools that don't have walls	- Selection of construction sites	Projects Sector Education offices in governorates	23.615	23.615	9.510	- Increasing classrooms assigned for females - All girls and mixed schools have walls and bathrooms
		Development of curricula of 1-3 grades to be compliant with girls requirements	- Development of 4-9 grades curricula - Preparing 5 booklets compliant with girls requirements	- Definition of activities and numbers to have the curricula compliant with girls requirements	- Provision all girls and mixed schools with materials required for female activities	- Review content and objectives of 4-9 grades curricula	- Continue reviewing and development of curricula in detail	Guidance sector Educational Research and Development center	-	1.026	1.026	- Availability of curricula compliant with various environments

Results	Resources required in US$			Implementing Party	Major Activities				Sub-targets		Long range objective	Problems
	long 2011-2015	medium 2006-2010	short 2003-2005		long 2015-2011	medium 2010-2006	short 2005-2003	Long range 2015-2011	Medium range 2010-2006	Short range 2005-2003	2015	2000
- Curricula include positive approach for children of marginalized and special needs factions	35	960	377	Educational Research and Development center General directorate of Curricula	- Periodic review	- Insertion of positive concepts	- Reviewing of concepts and objectives	- Continue reviewing of concept	- Inserting new concepts towards children of marginalized and special needs factions in 7-9 grades curricula - Coordination to provide compensative opportunities	- Development of policies and objectives to be more positive towards children of marginalized and special needs factions	- Increasing the level of joining among children of marginalized and special needs factions	- Low level of joining among special need factions
- Joining ration of children of marginalized and special needs factions is at 85%	1.155	1.155	39	Ministry of Education Ministry of Vocational Training Illiteracy Sector	- Definition of compensative opportunities in various environments	- Formation of 22 directorates in governorates	- Formation of specialized directorate - Exemption from fees - Design of schools to be suitable for children of marginalized and special needs factions	- Coordination with the Ministry of vocational training to provide compensative opportunities	- Formation of Specialized directorates for affairs of marginalized and special needs factions	- Exemption of children of marginalized and special needs factions from fees		
- Budget is fairly distributed among governorates and districts	-	24	24.400	Ministries of education and Finance and their offices in governorates	- Placing a system for follow-up and assessment	- Defining criteria of distributing budgets among Districts	- Defining criteria of distributing budgets among governorates	- Placing a system for follow-up and assessment	- Just distribution of educational resources among districts	- Just distribution of educational resources among governorates		

National Action Plan for the Strategy of Basic Education 2003-2015
Improvement of Quality and Efficiency of Basic Education

Problems 2000	Long range objective 2015	Sub-targets Short range 2005-2003	Sub-targets Medium range 2010-2006	Sub-targets Long range 2015-2011	Major Activities short 2005-2003	Major Activities medium 2010-2006	Major Activities long 2015-2011	Implementing Party	Required resources short-2003-2005	Required resources medium-2006-2010	Required resources long-2011-2015	Results
- Low level teachers qualifications, 50% below high school level	- Raising the level of 90% of teachers to BA levels	- 60% of the teachers are at BA level	- 75% of the teachers are at BA level	- 90% of the teachers are at BA level	- Qualifying basic education teachers in faculties of education	- Development of teachers training programs in faculties of education	- Encouraging teachers to resume training during service	Ministry of Education + Ministry of Higher Education				- Teachers list show that 90% are at BA level
- Low institutional capacity for training departments	- Consolidation of institutional capacity training departments	- Establishing training departments in 332 districts; - Qualifying a national team for training	- Training of 70% staff of training departments	- Training of 30% staff of training departments	- Providing staff for 332 training depts.; - Establishing 30 training center	- Training of trainers in 20 governorates, 332 districts	- Training of High Institutes personnel in and out of the country	Curricula Sector and education offices in governorates	130.641	120	-	- Training departments fully staffed
- On-the-job-training for teachers not available	- Providing on-the-job training for 97000 teachers and improve their living standards	- Training 24250 teachers	- Training 72250 teachers	- 100% teachers obtained remote training	- Preparation of around 5 training programs for teachers; - Training of trainers on national and local levels	- Training of 12000 headmasters on follow-up and assessment methods	- Preparation of TV training programs	Curricula Sector and education offices in governorates + Educational TV channel	143.335	358.281	565	- Training of teachers on all levels; - 97000 teachers trained; - Continuous training of teachers and improved living standards
- 24% of schools lack school management	- 100% coverage of schools with management staff	- Covering 2255 schools with management staff	- Covering 1127 schools with management staff	-	- Placing criteria for appointment of school management	- Coordination with education offices in districts for appointment of management staff	-	Education and governorates offices	60	10	-	- All basic schools management staff obtained on-the-jobtraining
- Low level of qualification and performance of school management	- Raising the level of performance of school management	- Training of 1394 headmasters	- Training of 6970 headmasters	- Training of 2788 headmasters	- Placing 3 training programs according to the needs of the management	- Coordination with education offices in districts for selection of trainees	- Assessment of training for school management	Education and Guidance sector On various levels	164	36	5	- All headmasters of basic schools obtained on-the job training

Results	Required resources in US$			Implementing Party	Major Activities			Sub-targets			Long range objective	Problems
	long 2011-2015	medium 2006-2010	Medium 2003-2205		long 2015-2011	medium 2010-2006	short 2005-2003	Long range 2015-2011	Medium range 2010-2006	Short range 2005-2003	2015	2000
- All schools have management rooms	21.775	21.779	8.717	education offices in governorates and districts	- Allocation of an operation budget for schools according to size	- Allocation of an operation budget for schools according to size	- organizing the relation between administrative and educational management	- Adding more 2250 rooms	- Provision of 2550 management rooms	- Provision of 1020 management rooms	- Provision of 6120 management rooms to improve working environment and enhance living conditions	- Environment of developing school management is not adequate
- Availability of developed curricula	31.060	60.121	27.204	Research center, Guidance and curricula sector	- Implement two tests for students	- Inserting new concepts in curricula	- Activation of the role of the supreme curricula council	- Placement of activation tests	- Development of textbooks content for grades 1-9; - Training of 24000 teachers on assessment methods	- Development of study plan; - Development of objectives and policies of assessment	- Development of curricula and inserting new concepts	- Curricula is not compliant with various environment with concentration on theory
- All basic schools have at least one lab and library	169.820	1.185.774	34.070	education offices in governorates and districts	- Provision of books and references for libraries	- Training a teacher to manage the lab in each school	- Placing a plan to add labs and libraries	- Adding 5470 labs; - Adding 5695 libraries	- Adding 5470 labs; - Adding 5695 libraries	- Adding 1094 labs; - Adding 1139 libraries	- Provision of one lab and library at least in every school	- Scarcity of activities and lab
- All schools are maintained in time without delay	-	-	-	Projects sector education offices in governorates and districts	- Assessment and support of the mechanism	- Placing a mechanism to maintain schools in time	- Placing maintenance and repair plan	- Maintaining schools built in the following plan	- Maintaining schools built in the first plan	- Maintaining 100 classrooms	- Development of maintenance and repair mechanism	- Weak maintenance and repair mechanism
- Supervision became affective on follow-up and assessment	-	102	117	Curricula and Guidance sector	- Assessment of performance of supervisors	- Training of supervisors	- Issuance of relative laws and regulations	- Raising the number of supervisors to 4018	- Preparation of 3859 supervisors	- training of 2700 supervisors on follow-up and assessment methods	- Developing a qualitative role for supervisors to direct qualitative change	- Low role of supervision in follow-up and support of teachers and management
- At least 60% of children in the first grade obtained earlier education	20.375	144.45	5.441	General Directorate of kindergartens in governorates and districts + Private education sector	- Provision of 4000 teachers	- Provision of 6000 early education students	- Provision of early education curricula	- 60% obtained earlier education	- 30% obtained earlier education	- 7% obtained earlier education	- Expansion of early education system to cover 60% of school joining students	- Number of pre-schooling educates is less than 1%
- Running budget except teachers salary raised to 25%	-	-	-	Ministry of Finance and its offices	- Follow-up and assessment of expenditure	- Distribution of allocations to governorates according to specified criteria	- Definition of budget according to requirements of quality improvement	- Raising running budget except salaries to 25%	- Raising running budget except salaries to 20%	- Raising running budget except salaries to 15%	- Increasing budget	- Low budget allocated for qualitative side

Problems	Long range objective	Sub-targets			Major Activities			Required resources in US$			Implementing Party	Results
2000	2015	Short range 2005-2003	Medium range 2010-2006	Long range 2015-2011	short 2005-2003	medium 2010-2006	long 2015-2011	Medium 2003-2205	medium 2006-2010	long 2011-2015		
- Low communication between educational institution and community	- Activation of communication channels between educational institution and community	- Development of legislation related to communication with community	-	-	- Holding 332 workshops - Finalizing community participation unit in all governorates	-	-	4.971	-	-	Community participation unit in governorates and districts + Local Councils	- Relation between educational institutions and community became of positive turnover on education process

National Action Plan for the Strategy of Basic Education 2003-2015
Improvement of Performance of Educational System

Problems (long 2015-2011)	Long range objective (medium 2010-2006)	Sub-targets — short 2005-2003	Sub-targets — Long range 2015-20ff	Sub-targets — Medium range 2010-2006	Major Activities — Short range 2005-2003	Major Activities — 2015	Major Activities — 2000	Implementing Party	Required resources in US$ — Medium 2003-2205	medium 2006-2010	long 2011-2015	Results
- Low level of investment of basic education resources	- Raising the level investment of basic education resources	- Optimum employment of human resources - Raising spending efficiency and economizing of the use of available resources - Finalizing the school mapping project	- Assessment of budget on basis of programs	-	- Redistribution of 5021 teachers that are not teaching - Implementing a transparent financial system - Reconsidering contracts methodology for school buildings	- Issuance of laws to base budgets on programs	-	Ministry of Education Ministry of Finance	-	232	2.411	- Improvement of utilization of human resources
- Low level of funding of basic education comparing to strategy objectives, and limitedness of funding sources	- Increasing funding and diversifying sources	- Education budget is 14% of state budget - Diversifying of funding sources	- Education budget is 19% of state budget -	- Education budget is 20% of state budget -	- Allowing the Ministry to use excessive amounts from other articles of its budget for basic education - Formation of basic education support fund - Allocating 40% of local councils budget for basic education	- Continuing raising the budget of basic education - -	- - -	Ministry of Education Ministry of Finance Ministry of Education Ministry of Finance Ministry of local administration	-	6	12	- Education allocations are 25% of state budget - Education support fund is established - Funding resources diversified
- Increase in educational loss due to raise in failure rate 11.1%	- Minimizing educational loss resulting from failure and dropping out	- Decreasing failure ratio to 10% - Decreasing drop out ratio to 7%	- Decreasing failure ration to 6% - Decreasing drop out ration to 4%	- failure ratio is 2% - drop out ratio is 1%	- 30 researches, reasons of dropping out	- Exemption poor students from fees - 50% of the schools to perform support programs for weak students	- 75% of the schools to perform support programs for weak students	Ministry of Education and its offices in governorates and districts	5	5	62	Raise in internal efficiency of basic education from 0.61 to 0.91

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Problems	Long range objective		Sub-targets		Major Activities			Implementing Party	Required resources in US$			Results
long 2015-2011	medium 2010-2006	short 2005-2003	Long range 2015-2011	Medium range 2010-2006	Short range 2005-2003	2015	2000		long 2011-2015	medium 2006-2010	Medium 2003-2205	
- Legal and organizational structure needs reviewing in view of heading towards decentralization	- Preparing Legal and organizational structure to comply with decentralization	- Reformulation of laws and bylaws (financial and administrative) - Preparing the ministry to grant powers	- Preparing governorates and districts to assume new tasks		- Revision an development of laws - Holding workshops to discuss powers in view of the new laws	- 42 courses and workshops	-	Ministry of Education's various sectors and related Ministries	256	38	-	- Financial and administrative laws are developed in compliance with decentralized system
- Weak intuitional and administrative structure of the Ministry of Education	- Improvement and support of administrative and institutional build-up of the ministry	- Development of institutional build-up of the ministry	- Development information capacity between the ministry and governorates	- Development information capacity between the governorates an districts	- Issuance of the developed structure - Management for coordination between the ministry, donors, and local administration	- Formation of database connecting the ministry to 21 governorates	- Formation of database connecting 21 governorates to districts	Ministry of Education and its offices in governorates	97	105	105	- Issuance of the developed structure of the ministry - A flexible information system interconnecting ministry with schools
		- Holding training courses for executive commands	- Consolidation the planning capacity of 21 education office	- Consolidation the planning capacity of the ministry	- Placing a plan for capacity building - Provision of 22 programs - Holding 88 courses in governorates	- Holding 35 workshops and training courses	- Holding 35 workshops and training courses	General directorate of training and its governorate offices + Training and guidance institutes	4.334	935	935	- Follow-up reports improve performance of school management on all levels
- Low technical capacity of Education directorates in governorates	- Strengthening institutional buildup and technical capacity in governorates and districts	- Preparation of 341 governorates and districts for the new tasks under decentralization	- Strengthening planning capacity of 62 education leading personnel governorates	- Strengthening planning capacity of 252 governorates and districts	- Holding 352 workshops to explain laws and bylaws - Placing a plan for offices requirements of staff	- Holding 22 workshops and courses	- Holding 241 workshops and training courses	Training management is governorates and districts, On-the-job Training institutions	676	640	-	- Performance reports improve technical potential in governorates on all levels

Results	Required resources in US$			Implementing Party	Major Activities				Sub-targets		Long range objective	Problems
	Medium 2003-2205	medium 2006-2010	long 2011-2015		2000	2015	Short range 2005-2003	Medium range 2010-2006	Long range 2015-2011	short 2005-2003	medium 2010-2006	long 2015-2011
- Relation between community and educational institution became positive and community is now participating in planning of educational process	-	442	1.089	Community participation unit + Ministry of Information Local councils Education offices districts	- Holding meetings on school level	- Holding meetings and symposia with community leaders - Issuance of stickers - Organization of 332 festivals - Forming of information center to serve participation issues	- Review, development and issuance of legislation - 100% of schools have parents councils - formation of a supreme council for coordination - formation of 21 community participation units in governorate level - Preparation of 10 radio and TV programs - Issuance of periodic bulletins	- Raising awareness of the importance of community participation	- Raising awareness of the importance of community participation in 332 districts and 20 governorates	- Review, development and issuance of legislation related to community - Consolidation the relation between the educational system and the community	- Enhancing the relation between the educational system and the community in service of the educational process	- Weak relation between the educational system and the community

Chapter IV
Investment program for implementation of the Basic Education Strategy

Education budget reflected the magnitude of interest of basic education by the state. Expenditures on education reached 20% of the general state budget and 7% of the GDP. Although these figures are high, it is expected that they might go even higher in the coming years.

As for the amount spent on basic education, it is rather difficult to determine as there is no independent budget for basic education, but it is estimated as 80% of the public education expenditure.
The percentage of expenditure on basic education of the general state budget is estimated at 12.7% . The implementation of the national strategy of basic education requires gradually raising this ration to around 20% of the state budget by the year 2015.

The amount of support by donor countries and organizations reached around (   ) Millions of US dollars, and it is expected that such amount will grow bigger in the future due to the commitment of donors to support and assists countries that provide strategies to expand and improve the quality of basic education.

Investment program for implementation of basic education strategy

The program was designed on basis of two alternatives:-

1- Supposing continuation of the current status without change or reform with raising school joining ratio for the age category 6-14 to 95% by 2015
2- Reforms in the educational system take place which will assist in reducing the costs in the following aspects:-
    a- Raising the ratio of student/teacher from 22/1 to 33/1.
    b- Changing textbook printing from two parts into one part per year, given the fact the semester system in Yemen is connected rather than being totally separated.
    c- Improvement of the mechanisms of tendering for school buildings so as to reduce class cost from US$ 12000 to US$ 10000.

As for the capacity of the classroom, it would remain the same due to population disperse characterized in Yemen which does not provide for full classes in all areas. Also, the difference between the mean value here (36 per class) and the world standards of 40 per class is not that big.

When comparing the two alternatives , the cost to capacitate 95% of the age category 6-14 in alternative 1 reaches an amount of US $ 12,866 Millions while in alternative 2 the amount drops to US$ 10,572 Millions with a difference of US$ 2,294 Millions.

First Alternative

In the first alternative, teachers projections for the year 2015 twice their number in the year 2000. The general budget of basic education for 15 years was estimated at US$ 6.684 Millions ; i.e. US$ 514 Millions/year. The requirements of basic education strategy change was estimated at US$ 12866 Millions, i.e. at an annual average of US$ 99 Millions. In this alternative the ratio of student/teacher was fixed , also the cost of the classroom. The mean number of textbooks was divided on basis of printing two parts each for one semester, i.e. existence of noted financial loss.

Second alternative

In this alternative, the government represented by the Ministry of Education implements the reform of basic education strategy aiming to raise the level of educational system reflected in rising student/teacher ratio to 32 instead of22 which makes teachers number in 2015 at 46% less than that of the first alternative.
It also proposes an increase in basic education schools which works on two shifts (morning/evening) from 14.3% to20% aiming to lower the cost and in the same time organizing separation between males and females to encourage families to send their girls to girls schools.

At the same time, this alternative proposes improvement in exploiting the revenues of basic education through raising the budget of basic education out of the general state budget and increasing the running budget as a percentage of the general state budget.

If such reforms are implemented, the basic education budget fro 15 years is around US$ 9.043 Millions at a mean value of US$ 6.696 Millions, which means reduction of strategy funding gap at a ration of 1.528% Millions in comparison with the first alternative.

The following table indicate the following :-

- Projections of education costs in Yemeni Riyals.
- Projections of strategy (without reform).
- Projections of strategy (with the reform alternative)
- Cost of justice and equality strategy
- Cost of improving education quality and efficiency strategy
- Cost of improvement of efficiency of educational system strategy.

Risks facing strategy implementation

The implementation of strategy faces two types of risks, one is outside the educational system, while the other is from inside the system.

First : Risks outside the framework of educational system

Despite the improvement in Yemeni economy due to the reforms assumed since 1995, the economic foundation is still weak. This could means inability to control all emergency circumstances that may accompany the implementation phase. Most risks are resembled in the following:-

1- Decline of oil prices: For the period 1995-2000, the performance of national economy had reflected increasing dependence on oil and gas which contribute to 36% of the GDP. Revenues of Oil and Gas form around 60-70% of general revenues in the time where non-oil sector revenues like agriculture, transformative industries, and fishing had declined. This increasing dependence on oil renders the economy subject to instability due to fluctuation of oil prices. Decline in such prices reduces the chances of achieving expected economic growth as well as other consequences like high inflation rates, budget deficit, rise in prices of commodities and services, and consequently inability to meet financial obligations required to implement the strategy.

2- Draught : Agriculture is the second main source of income in Yemen after oil. It contributes to 15.3% of the GDP and employs 53% of manpower. In Yemen, agriculture is totally dependent on rain water. But since the country is located in the dry semitropical region of irregular rains in terms of timing and quantities, it is subject to lengthy draught periods as well as destructive floods. Consequences are decline in agricultural production, decrease in this sector's contribution to GDP, and increase of unemployment rates.

3- Decline of external support: According to Dakar statement, a part of the national strategy will be funded by donor countries and organizations. Several activities and programs of the strategy are based on external support, Any regional or international crisis mat affect the size of support to Yemen and may negatively reflect on implementation.

4- The government should work on improvement of efficiency of assuming projects and programs according to clear criteria of priorities and on basis of more flexible mechanisms of cooperation.

Second: Internal risks, that may take place inside the Ministry of Education

1- Decline of ministry's leadership enthusiasm for implementation of the strategy . Commitment of the state represented by the leadership of the ministry is essential to push the strategy project to successful ends. Any decline of such enthusiasm for a reason or another will affect implementation of the strategy on all levels.

2- **There are some parties who are benefiting from the status quo of educational sector. Those may feel threatened in their positions or interests in case of implementation of the strategy an thus may obstruct implementation.**

3- **Low potential of implementation of strategy , especially on school, district, and some governorates levels. Adding to the low level of communication and coordination. This may cause duality of efforts during implementation and inability to exploit available resources to the best extent.**

To avoid the aforementioned risks, the strategy pursued participatory policy based on containing different points of view and visions within the educational system and various society levels to develop basic education, and to reduce the risk of decline of enthusiasm or potential opposition thereto.

Implementation programs include many meetings and workshops aiming to raise awareness of the importance of the strategy and building institutional capacity on all levels according to requirements of each level and area. This will increase opportunities of implementation while reducing the aforementioned risks.

Strengthening of the institutional capacity of the Ministry of Education on all levels , specially information systems, follow-up and monitoring, ..etc shall increase possibilities of success of the monitoring and follow-up system related to basic education strategy implementation.

Chapter V

Monitoring and assessment of plan

Basic education strategy includes plans and programs to build information systems from the level of the ministry down to that of the school. This aims to provide an adequate and modern information system characterized with transparency. This will enhance monitoring , follow-up and assessment system . It will also enhance confidence and eliminate the risk factor through analysis of data and information and placement of policies and solutions.

One of the most important means of follow-up and assessment for the topic of expansion in basic education is reflected in educational statistics which are annually prepared by the general directorate of planning and statistics. Information for such statistics should be collected with credible means and in accordance with preset indications that are designed before defining tools of data and information collection in the field. This should also comely with the objectives of the ministry of education related to basic education, and will enable the ministry to actively follow-up progress towards such objectives. It will also allow the ministry to monitor qualitative progress in basic education performance.

Mechanism of implementation of the strategy

To push the implementation process forward, a committee for managing implementation will be formed of leading personnel of the Ministry of Education as well as technical personnel. The mission of this committee will be pushing forward with implantation and coordination with general directorates of education in governorates to define priorities of each governorate within the results of the strategy and in accordance with a defined plan.

Annex 1

Names of members of the technical committee formed to prepare the investment program of basic education strategy

1- **Dr, Hamoud Mohammed Ghalib Al-Sayyani, Head of Technical Committee, Prepared the executive plan for Girls education and curricula topics.**

2- **Dr. afkar Al-Shami, member , prepared the investment program**

3- **Dr, Abdul Rahman Murshed , member, prepared the investment program**

4- **M. Hamoud Abdo Naji, member, prepared the executive plan for the decentralization topic.**

5- **Saleh Mohammed Afif , member prepared the executive plan for teacher topic**

6- **Ali Al-Iryani, member, prepared the executive plan for the School Management topic.**

7- **Ahmed Hamoud Al-Haj, member, prepared the executive plan for the Community Particpation topic.**

8- **Moahmmed Hassan Al-Sharafi, member, prepared the executive plan for the School Building topic.**

9- **Murshed Abdullah Murshed, member, prepared the executive plan for the Funding topic.**

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Introduction:

The Ministry of Education has produced this handbook to support the implementation of The Whole School Improvement initiative to be piloted in 60 schools across two governorates.

The process of implementing the Yemen Model for The Whole School Improvement will be evaluated during the pilot June 2007 – June 2008.

Revisions and amendments will be made to the model and the operational manual before rolling out the Whole School Improvement approach across six hundred schools during the school year 2008 - 2009.

The operational manual aims to provide everyone with clear instructions and guidance

to implement Whole School Improvement successfully.

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SECTION ONE

Implementation Timetable

Whole School Improvement Implementation Timetable	2007							2008						
	June	July	Aug	Sept	Oct.	Nov	Dec.	Jan.	Feb.	Mar	Apr	May	June	July
1- Ministry School Improvement Policy Team sets focus areas for the school improvement plan. Select the governorates and number of schools per governorate. Set the annual timetable.	▨	▨												
2- PAU informs Ministry School Improvement Policy Team on funding available.	▨													
3- Ministry School Improvement Implementation Team liaises with Governorate School Improvement Team and agrees the districts and schools according to criteria.		▨	▨											
4- Work shop for Governorate and District School Improvement Teams, briefed on roles and responsibilities on the focus areas for improvement, financial requirements and timetable for implementation. Consulted on institutional and financial arrangements.			▨											
5- Operational manual for Whole School Improvement completed.				▨										
6- Dissemination of Whole School Improvement Operational Manual.					▨									
7- Workshop training materials developed for Governorate, District School Improvement Teams, Head teachers, Mothers' and Fathers' Councils.						▨								
8- Workshops for Governorate and District School Improvement Teams. District School Improvement Team to prepare workshops for head teachers and Mothers' and Fathers' Councils.							▨							
9- District School Improvement Teams carry out workshops (a) head teachers (b) Mothers' and Fathers' Council. Collect names of members and signatures of chair, treasurer and internal auditor. All data to PAU.								▨						
10- Mothers' and Fathers' Councils complete the school improvement plans. Mothers' and Fathers' Councils open a school post office bank accounts.								▨						
11- District School Improvement Teams visit their attached schools to approve the school improvement plan and collect the required signatures and the send to the Governorate School Improvement team for countersigning.								▨	▨					
12- Each school signs a contract with the governorate guaranteeing the funds will be used according to the School Improvement plan.									▨					
13- The Ministry School Improvement Implementation Team reviews sample plans received to ensure quality and consistency across governorates.									▨					
14- PAU arranges for the post office to transfer funds to the school post office accounts.									▨					

PILOT JUNE 2007 – JUNE 2008

Whole School Improvement Implementation Timetable	2007							2008						
	June	July	Aug	Sept	Oct.	Nov	Dec.	Jan.	Feb.	Mar.	Apr	May	June	July
15- Funds are available in school post office account and funds can be withdrawn.										▨	▨	▨		
16- Mothers' and Fathers' Council implement the school improvement plans.										▨	▨	▨		
17- The Treasurer makes end of monthly financial report / Internal Auditor reviews/Chair and Father and Mothers Council approve.										▨	▨	▨		
18- The District School Improvement Team carries out monthly monitoring and support visits to each school. Reports forwarded to Governorate team.										▨	▨	▨		
19- Governorate School Improvement Team monitors and evaluates the process in 5 out of the 30 schools in each governorate.											▨	▨		
20- Ministry School Improvement Policy Team and PAU evaluate the process in Governorate, district and 10 out of 60 schools.											▨	▨		
21- Workshop on Financial Summary and School Self Evaluation The Treasurer completes Financial Summary and a group produces the self evaluation report. Both are agreed by at least 60% of the Members and signed by Chair, Head teacher, Treasurer, Internal Auditor. Targets proposed for year 2.													▨	
22- District School Improvement Team approves the end of year financial summary and self evaluation report for each school and sends to the Governorate School Improvement who countersigns and sends to the Ministry School Improvement Implementation Team and PAU.													▨	
23- Ministry School Improvement Policy Team review the evaluation reports and make amendments to the Yemen Model for Whole School Improvement as required.														▨

SECTION TWO
Yemen Model for Whole School Improvement

2.1   The context of Whole School Improvement in Yemen

Over recent years the Ministry of Education has made progress to improve the quality of education but a great deal still has to be done to improve the quality of education offered at the school level.

A rolling programme of training for general and subject specialist teachers is in place and management courses have been provided for head teachers. Many teachers and head teachers have a great deal to offer but many do not have the opportunity or the ability to implement what has been learned during the training back in school. The Ministry of Education recognizes that there needs to be a structure of support at the school level if the quality of education is to improve.

A strength of the education system in Yemen, is the establishment of a Mothers' and Fathers' Council for each school. The decree sets out a comprehensive structure to allow the Councils to take responsibility for improving the quality of education and the school environment. The membership of the Mothers' and Fathers' Council brings together the head teacher, teachers, mothers and fathers as well as other members of the community.

Training has been provided for the Mothers' and Fathers' Councils and many have started to take the initiative to raise funds and begin to improve the school facilities, however this is not always possible for many disadvantaged communities. Having funding to make school improvements is motivating for the community, head teacher and teachers as they see the results of using the funds wisely.

The Ministry of Education responded to this situation by developing a Yemen Model for Whole School Improvement. Whole School Improvement is an approach used to raise the quality of education at the school level. The main concept is that funding is delegated to the Mothers' and Fathers' Council who take responsibility for managing the funding to improve

the quality of education provided by the school. The Whole School Improvement approach also supports and compliments the Government's decentralization policy.

2.2   The process of Whole School Improvement

At the heart of Whole School Improvement is the process of drawing up and implementing a school improvement plan following the cycle of the diagram below.

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                          ┌─────────────────────┐
              ┌──────────▶│   IMPLEMENTATION    │──────────┐
              │           └─────────────────────┘          ▼
   ┌──────────────────┐                          ┌──────────────────┐
   │      SCHOOL       │                          │    EVALUATION    │
   │ IMPROVEMENT PLAN  │                          │                  │
   └──────────────────┘                          └──────────────────┘
              ▲           ┌─────────────────────┐          │
              └───────────│  WHERE ARE WE NOW?  │◀─────────┘
                          │ WHERE DO WE WANT TO GO? │
                          └─────────────────────┘
                                    ▲
                          ┌─────────────────────┐
                          │   Getting started   │
                          └─────────────────────┘
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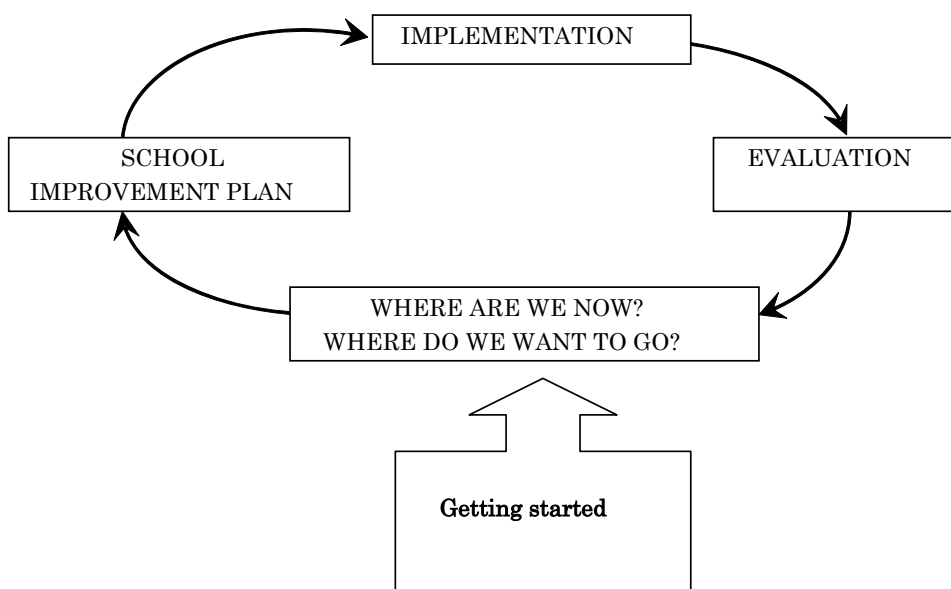
Where are we now? Where do we want to get to?

The Mothers' and Fathers' Council will evaluate the current situation in their school and prioritise improvements. It is easy to identify what needs to be improved in terms of the school buildings, resources, and staffing, but it is much more difficult to evaluate and prioritise action to improve the quality of education in the classroom and this is the ultimate goal.

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Make an action plan

The action plan must set specific and realistic goals that can be achieved within a set time scale. The members of the Mothers' and Fathers' Council will share responsibility to manage different aspects of the action plan and the head teacher will lead on aspects related to the quality of education. Funding will only be transferred to the school when the school improvement plan has been approved at both District and Governorate levels.

Implement the plan

The Chair of the Mothers' and Fathers' Council, liaising closely with the head teacher, will have overall responsibility to monitor the implementation of the action plan, deal with problems as they arise and ensure expenditure is kept within the budget.

Evaluate

Evaluation will be ongoing throughout the process and the end of academic year; a school self evaluation report will be used to set the priorities for the following year.

SECTION THREE
Four Distinct Features of the Yemen Model for Whole School Improvement

- Mothers' and Fathers' Council and the school staff work in partnership to improve the quality of education in their school
- Funding is transferred direct from the Central Bank of Yemen to the school post office account
- The focus for school improvement is set by the Ministry of Education
- School self evaluation and target setting is based on criteria set by the Ministry of Education

3.1 Mothers' and Fathers' Council and the school staff work in partnership to improve the quality of education in their school

The Mothers' and Fathers' Council made up of mothers, fathers, leaders from the community and school staff, provides a clear management structure for both community participation and the school improvement planning process. All community members are able to make a contribution such as providing building skills, labouring and transport.

3.2 Funding is transferred direct from the Central Bank of Yemen to the school post office account

The Mothers' and Fathers' Council will have easy access to the government funds from the school post office bank account. This will speed up the implementation and reduce costly bureaucracy. The Mother' and Fathers' Council will have the responsibility of managing the funds to provide best value for money. They will be accountable to the whole community.

3.3   The focus for school improvement is set by the Ministry of Education

The focus areas set by the Ministry of Education for improvement will give schools a starting point to establish the foundations for raising standards. The Ministry of Education can use the focus areas to channel efforts to education priorities identified through country wide monitoring and evaluation.

 During the pilot the focus will be on the school environment, school administration, and organisation and student behaviour. These areas have been chosen for improvement as

 (a) It will be possible to achieve improvement in the short time for implementation during the pilot.

 (b) It will give the head teacher and staff a chance to become familiar with the process of improvement before tackling the more complex and important issue such as improving teaching and learning.

 (c) Improved school administration and organisation and improved student behaviour will lay the foundations for the school to go forward.

3.4   Structure of the school improvement plan for the pilot

Mothers' and Fathers' Council

Chair Mothers' and Fathers' Council   **Head Teacher**

| Improve the School Environment | | Improve School Administration and Organization | Improve Student Behaviour |
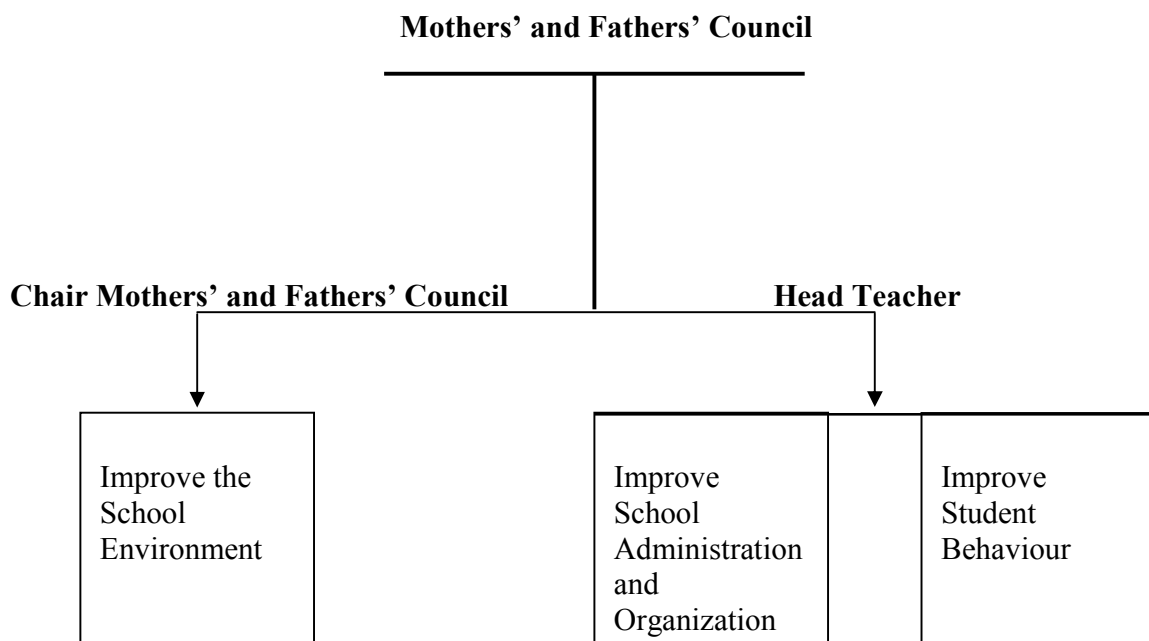
PILOT JUNE 2007 – JUNE 2008

3.5   School self evaluation and target setting is based on criteria set by the Ministry of Education

The Whole School Improvement process will start by the school carrying out a self evaluation of their strengths and weaknesses and answering the following questions. '**Where are we now?' 'Where do we want to go?'**

Self evaluation promotes an understanding of progress over time rather than looking for the right answer or quick solutions. It promotes the attitude of 'always wanting to be better.' Self evaluation is essential to set priorities and decide on the actions needed for improvement. The school that knows itself is well on the way to solving problems and improving. Taking this approach the Ministry of Education aims to give the schools ownership for improving their schools rather than adopting a top down model of government targets.

Criteria for self evaluation will be provided by the Ministry of Education. All schools will use the same criteria which will lead to consistent standards in education across Yemen. The criteria will be written in such a way that all members of the Mothers' and Fathers' Council will have a clear understanding of what makes a successful school.

The implementation of the Yemen model for Whole School Improvement can be achieved within the current education system and staffing structure. However, it is important that each group understands the benefits and the approach to Whole School Improvement and the roles and responsibilities at each level across the education system. Effective and honest communication will be needed across all levels in the education system.

SECTION FOUR

Using Criteria to Draw up a School Improvement Plan

All groups involved in Whole School Improvement need to have a shared vision of what makes a good school and in particular the Mothers' and Fathers' Council needs to have a clear view in order to prioritise and set their own improvement targets. The criteria will also support consistency across schools.

Therefore the Ministry of Education has set the following criteria for a good school as well as specific criteria for the focus area for improvement during the pilot:

> 'School Environment'
>
> 'School Administration and Organization'
>
> 'Student Behaviour'

4.1 Criteria to judge a good school

- The head teacher gives strong professional leadership.
- The Mothers' and Fathers' Council, community, school staff and students all share a common vision and goals for what they want for their school.
- Focus is on purposeful teaching which sets high expectations for all students.
- All students have rights and responsibilities and by their efforts contribute to the good reputation of the school.
- Students' work is monitored by the teachers and they are given positive feedback and extra help when needed.
- The parents have good relationships with the teachers and support their children's education.
- All aspects of school improvement is monitored and evaluated in order to ensure continuous improvement and build on successes.

4.2 Criteria to judge the school environment

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The school accommodation allows the curriculum to be taught effectively and there are no health and safety hazards.

Classrooms

- There is a classroom for each group of students.
- The classrooms have enough light, space and ventilation for the teacher and students to work comfortably either as a whole class or in groups.
- The classrooms, both specialist and general, have suitable furniture for the age of the students and the subject being taught.
- The classroom blackboard is in good condition and the students are able to read the writing from any part of the room.

Decoration and maintenance

- All classrooms, corridors, toilets, offices and storage areas are well maintained and kept clean.
- There is a system in place for repairing broken or damaged items.
- There is a system for keeping the school free from rubbish and litter.
- All indoor and outdoor areas are stimulating for students and teachers.

Resources

- The resources are adequate to teach the curriculum.
- There is an inventory of all resources.
- All resources are stored safely and kept in good condition.
- There is a system for keeping track when teachers borrow and return resources.

4.3 Criteria to judge school administration and organisation:

- There is a timetable for the school day. Everyone knows the timetable and observes the times. Specialist teachers are used effectively.

- Head teacher and staff are in the school at least 10 minutes before the start of the school day, organize the assembly, get classrooms ready and make sure the building is tidy. They welcome the students and follow up any issues from the day before.

- The assembly is well organized and both teachers and students participate. The teachers and keep good order. The assembly begins on time and lasts no longer than 20 minutes.

- Students move in an orderly manner from assembly to their classrooms and are ready to give concentration to their studies.

- The head teacher and deputies ensure the school is calm and students are able to concentrate on learning. They walk around each classroom to motivate and praise students and respond problems. The completed attendance registers are sent to the administration office.

- The administration office is well organized and clean. All equipment is well maintained. All papers and records are filed and easily accessible and up to date e.g. teacher, student absences and examination results. Teaching resources are also filed and accessible. There is a record of what is available and if it is being used.

- There is a diary of staff meetings, training sessions, parents' meetings, school committee meetings, visitors etc.

4.4 Criteria to judge student behaviour

- Students, teachers and parents have all signed up to the school rules that will ensure a good learning ethos where everyone is valued and feels safe.

- The school looks for opportunities to celebrate, praise and give rewards for good behaviour, attitude and performance.

- Sticks are not used to control students.

- The head teacher and staff have a range of strategies for dealing with continuously difficult and disruptive students. All students and parents are aware that if a student disrupts the learning in the school this could lead to his/ her removal.

- At all times the head teacher maintains good communication with the parents and enlists their support to support good student behaviour.

SECTION FIVE

Setting up the Whole School Improvement pilot

The Whole School Improvement initiative will be piloted in two governorates and sixty schools. This size of sample was chosen as it is manageable within the timescale and resources available. The sample is also large enough to give valid information when evaluating the Yemen model for Whole School Improvement in preparation for extending to a larger number of schools in the second year.

The initiative at this stage is suitable for governorates, districts and schools that already have a satisfactory infrastructure and the personnel are appropriately qualified. It is important that the personnel have the capacity to implement new ideas and be prepared to provide support and advice as the initiative is extended to other areas.

As the initiative develops and the capacity is built to manage whole school improvement then weaker schools in terms of the quality of education and the school built environment will be included.

5.1   Criteria for selecting governorates

- The Governorate Director General of Education provides strong and effective leadership.
- The Education Department has the infrastructure and resources in place to manage the initiative.
- The personnel have the appropriate qualifications.
- The governorate covers both rural and urban areas.

5.2   Criteria for selecting districts

- The above criteria apply to the districts as well as the governorates but the districts must also be able to provide a sample of girls, boys and mixed schools

5.3   Criteria for selecting schools

- The schools in each district must be located so that two schools can be easily visited during one day.
- The Mothers' and Fathers' Council is established.
- The head teacher has an education qualification.
- The school building provides shelter to teach the curriculum.
- The school has sufficient teachers to cover the curriculum.

SECTION SIX
Funding Formula

PILOT JUNE 2007 – JUNE 2008

6.1   The formula for calculating the funds to be allocated to each school

All schools will receive the same amount of funding which is expected to be about $1,500. The schools in Yemen have not been receiving funds for ongoing cleaning and maintenance, improving teaching resources, equipment or general administration. Currently the schools are also not receiving school fees which went towards the above in the past. As a result all schools need significant funds to bring the school built environment and resources up to satisfactory standard.

The implementation of the school improvement plan during the pilot must be completed in three months. This does not allow major building works to be undertaken and therefore larger sums of money in excess of $1,500 will not be appropriate.

The funds cannot be spent on items that are not sustainable and do not improve the quality of education for all students

Funds cannot be used for the following

- School uniforms and school bags

- Teachers' or students' transport costs
- Water
- Teachers' salaries
- Food

6.2   Disbursement and retrieval of funds

Around $800 will be available in the school post office account for the start of the implementation period, 1 March. The second payment of around $700 will be available at the start of the second month, 1 April.

Any funds not spent must be returned to the school post office account before the 31 May and along with the funds remaining in the school post office account at that time will be returned to the Central Bank of Yemen.

The school can allocate $30 per month for general administrative purposes such as travel to the post office, telephone calls, photocopying. A record and receipts should be kept and included in the end of month financial report.

It is not possible to overspend on the school improvement account.

SECTION SEVEN

PILOT JUNE 2007 – JUNE 2008

Management Structure

7.1.1   Overview

The management structure for developing and implementing Whole School Improvement gives clear roles and responsibilities to all the levels within the education system. The Whole School Improvement pilot will only be successful if good communication and relationships are established across all groups.

7.1.2   The Ministry School Improvement Policy Team is responsible for setting policy and procedures and keeping the Yemen Model under review. During the pilot, representatives working with the Monitoring and Evaluation Officer from PAU will evaluate the process of implementation at governorate, district and school level. They will objectively identify the strengths and weaknesses and refine and improve the Yemen model for Whole School Improvement before increasing the number of schools.

7.1.3   The Ministry School Improvement Implementation Team is responsible for setting up the pilot and organising trainings in the two governorates. They will ensure that all groups follow the timeline and the planning and financial documentation is available when required. They will monitor a sample of the documentation to ensure consistency across both governorates.

7.1.4   The Project Administrative Unit PAU is responsible for arranging the transfer of funds to the school post office account and contributing to the monitoring and evaluation.

7.1.5   The Governorate School Improvement Team is responsible for ensuring the systems are in place at the district and school level in order to implement Whole School Improvement. Countersign the approval of the school improvement plan and the end of academic year Financial Summary and Self Evaluation Report. Arrange the transfer of the required documentation on time to the Ministry of Education and PAU. Evaluate the school improvement process at the school level in 5 schools.

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7.1.6 The District School Improvement Team work directly with the schools and the Mothers' and Fathers' Councils to provide support through workshops and careful monitoring, responding to concerns and problems.   The contact member of School Improvement Team will approve the school improvement plans and end of academic year Financial Summary and Self Evaluation Report.

7.1.7 The Mothers' and Fathers' Council draw up a school improvement plan and support and monitor the implementation. They approve end of month financial report and end of academic year Financial Summary. They are accountable to the community for how the funds are spent.

7.2 Management structure flow chart

Ministry of Education, School Improvement Policy Team
Chair, coordinator + 8 members

PAU
Project and Administration Unit

Ministry of Education School Improvement Implementation Team
Coordinator, +3 members

Al Mawheet
Governorate School Improvement Team
Coordinator, Local Council representative +4 members

Seyoun
Governorate School Improvement Team
Coordinator, Local Council representative +4 members

District
School Improvement Team
Coordinator responsible for 2 schools and 2 members responsible for 4 schools each

District
School Improvement Team
Coordinator responsible for 2 schools and 2 members responsible for 4 schools each

District
School Improvement Team
Coordinator responsible for 2 schools and 2 members responsible for 4 schools each

District
School Improvement Team
Coordinator responsible for 2 schools and 2 members responsible for 4 schools each

District
School Improvement Team
Coordinator responsible for 2 schools and 2 members responsible for 4 schools each

District
School Improvement Team
Coordinator responsible for 2 schools and 2 members responsible for 4 schools each

10 Schools
Mothers' and Fathers' Councils

10 Schools
Mothers' and Fathers' Councils

10 Schools
Mothers' and Fathers' Councils

10 Schools
Mothers' and Fathers' Councils

10 Schools
Mothers' and Fathers' Councils

10 Schools
Mothers' and Fathers' Councils

7.3 Roles and Responsibilities Ensuring Transparency and Accountability

7.3.1 The Ministry School Improvement Policy Team

Membership

Chair	Deputy Minister of General Education
Coordinator	General Director of General Education
Member	One representative from the General Directorate Girls' Education
	One representative from the General Directorate of Community Participation
	One representative from the General Directorate of Planning and Statistics
	One representative from the General Directorate of Supervision
	Four representatives from the General Directorate of General Education
Total	**10 members**

Roles and Responsibilities Ensuring Transparency and Accountability

The Deputy Minister of General Education will Chair the Ministry School Improvement Policy Team, supported by General Directors from five sectors within the Ministry of Education. This high profile team will be in a position to apply their broad knowledge of developments in education, build on the good practice and success of the National Basic Education Development Strategy (NBEDS) to set well considered policies and strategies to develop and implement the Yemen Model for Whole School Improvement.

The Deputy Minister, as a member of the Ministry of Education Senior Management Team (Minister and Deputy Ministers) will be able to ensure regular feedback on success and concerns and discuss the next steps for development at the highest level within the Ministry of Education.

Representatives working with the Monitoring and Evaluation officer from PAU will evaluate the school improvement implementation process during the pilot year and the team will further develop the Yemen Model before rolling out to an increased number of schools.

Tasks

- Set criteria for selecting the governorate/s, districts and schools to implement the Whole School Improvement initiative.

- Select the governorates and the total number of schools to be involved.

- Set the budget formula for allocating funds.

- Set the annual timetable for implementation.

- Set annual focus for the school improvement plan.

- Agree criteria for school self evaluation in relation to the school improvement plan focus areas.

- Receive and analyse evaluation reports on the Whole School Improvement process and make amendments and revisions to the Yemen model for implementing across an increased number of schools in the second year.

7.3.2   Coordinator of the Ministry School Improvement Policy Team

Roles and Responsibilities Ensuring Accountability and Transparency

The Coordinator of the Ministry School Improvement Policy Team will be the key contact between the Ministry School Improvement Policy Team, and PAU.   Through regular meetings, he/she will ensure the project is being implemented according to legal and financial requirements.

The Coordinator of the Ministry School Improvement Policy Team will work closely with the Coordinator of the Ministry School Improvement Implementation Team to ensure all policy decisions are implemented consistently across all governorates.

The Coordinator will manage the evaluation of the school improvement process during the pilot year and keep the members of the Policy Team informed.

Tasks

- Hold regular meetings with the monitoring and evaluation and the finance officers of PAU and the Coordinator of the Ministry School Improvement Implementation Team to review the progress of implementation and take action to resolve issues of concern.
- Report issues of concern to the Chair of the Ministry School Improvement Policy Team.
- Keep the Ministry School Improvement Policy Team up to date with developments through memos etc. Call emergency meetings if needed.
- Organise the evaluation and review of the implementation of the Whole School Improvement implementation.

7.3.3   The Ministry School Improvement Implementation Team

Membership

Coordinator
Contact person for each governorate implementing whole school improvement.
An assistant for each governorate contact person. The Coordinator will also act as a assistant to one of the governorate contact people.
Total of 4 members for the pilot year

Roles and Responsibilities Ensuring Transparency and Accountability

In the pilot year there will be a contact person for each of the two governorates. They will also be members of the Ministry School Improvement Policy Team in order to facilitate a smooth transition of policy into practice and effective first hand feedback on the successes and concerns during implementation.

Each governorate contact person will have an assistant drawn from the Ministry of Education but not part of the School Improvement Policy Team. This will be an opportunity to increase the number of Ministry of Education staff with the knowledge and expertise of implementing school improvement. They will be able to lead implementation at the governorate level when the initiative expands to other governorates.

It is important that the Ministry of Education recognises that managing the implementation of Whole School Improvement is an addition to the work already being undertaken by colleagues. Quality time will need to be reserved for managing the implementation process.

Each contact person will liaise closely and act as a mentor to the Governorate School Improvement Team giving advice and organising training.

Tasks

- Liaise with the Director General Education of the Governorate, to select the districts and the schools to be involved in the whole school improvement initiative.

- Brief the Governorate School Improvement Team on the timescale for implementation, school improvement focus areas, financial arrangements, training requirements and finalise a governorate timetable.

- Liaise with the governorate team to make sure that all school improvement plans and financial documentation reach PAU within the timescale set so that transfer of funds are managed effectively.

- Monitor a sample of the school improvement plans and financial reports to ensure consistency across governorates.

- Receive school data and documentation and liaise with PAU to ensure all information is easily accessible.

- Take action to resolve issues that cannot be resolved at district or governorate level.

- Organise training as required.

7.3.4   Coordinator of the Ministry School Improvement Implementation Team

__Roles and Responsibilities to Ensure Transparency and Accountability__

The task of coordinating the implementation of a Whole School Improvement pilot across two governorates will require excellent communication and administrative skills.

The Coordinator will be responsible for collating and ensuring reliability of all the data and information from schools required by PAU.   A detailed schedule of meetings and a timeline will be set and the coordinator will be responsible for making sure that all groups keep to the timeline.

Through regular communication and monitoring of progress the coordinator will ensure that implementation is taking place across all governorates according to requirements set by the Ministry School Improvement Policy Team and PAU.

__Tasks__

- Coordinate the collection and checking of all data and documentation across all governorates and pass to PAU.
- Liaise with PAU finance office on a regular basis to ensure funds are transferred to the school post office account and the relevant documentation has been provided.
- Collate all signatures from Mothers' and Fathers' Councils across the governorates and pass to PAU. Monitor to check for accuracy and always refer to this list when monitoring samples of financial summary reports or school improvement plans.
- Ensure that all documentation is available for scrutiny when required.

7.3.5   The Governorate School Improvement Team

Membership

The General Director of the Governorate Education Office will be responsible for the overall management of the school improvement initiative at governorate level
One representative from the General Education Department
One representative from the Supervision Department
One representative from the Community Participation Department
One representative from the Training Department
One representative from the Local Council
Total 6 from each governorate

Roles and Responsibilities Ensuring Accountability and Transparency

The General Director has the responsibility for ensuring funds are spent according to the school improvement plan and if any misuse of funds occurs then he/ she will be responsible for withdrawing the funds from the school.

The team will be responsible for setting up and managing the implementation of the whole school improvement pilot keeping to the policy and requirements set out by the Ministry School Improvement Policy Team. It will be important to set up and keep to a strict timetable ensuring relevant documentation is transferred to the Ministry Implementation Team and PAU.

To check and countersign approvals given by the District School Improvement team and monitor their school visits through receiving visit reports. To carry out an evaluation of the school improvement process at the school level.

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Tasks

- Collate required school data and documentation from all districts, check for accuracy and send to the Ministry School Improvement Implementation Team. Always refer to this data when approving school improvement plans and financial summary reports.

- Check and countersign the approved School Improvement Plan and end of academic year Financial Summary and Self Evaluation Report for each school.

- Authorise the funding to be transferred to the school post office bank account.

- Arrange for the representatives from the Mothers' and Fathers' Councils to sign a contract guaranteeing the use of the school Improvement funds.

- Monitor and evaluate the implementation of school improvement pilot by making a visit to 5 out of the 30 schools in each governorate. Collate the individual evaluation reports and make recommendations for revision or amendments to the Yemen model for Whole School Improvement. Send to the Ministry School Improvement Implementation Team.

- Prepare a participants evaluation sheet for the head teachers and Mothers' and Fathers' Council workshops. Collate responses and send to the Ministry School Improvement Implementation team.

- Ensure that all documentation is available for scrutiny when required.

7.3.6 The District School Improvement Team

Membership

The Manager of the District Education Office will be responsible for the overall implementation of the school improvement initiative at district and school level. The manager will also act as a contact and mentor to two schools.
Two members of the District Education Office preferably with experience as a head teacher or school supervisor will act as a contact and mentor to four schools.
Total 3 members, supporting 10 schools

Roles and Responsibilities Ensuring Accountability and Transparency

The District School Improvement Team has a crucial role to play in making the Whole School Improvement initiative a success. It is very important that the team is familiar with all school improvement planning and financial accounting systems before the implementation starts at the school level. This will require careful study of the operational manual and set up of filing systems.

The district contact member and mentor for each school needs to be an expert on providing information and advice to schools regarding school improvement requirements.   The approach to supporting schools needs to be collaborative, helping the Mothers' and Fathers' Councils think for themselves rather than instructing them what do.   When the Mothers' and Fathers' Council is able to identify the schools' weaknesses in the quality of education and environment then they are able to take action to make improvements.

The District School improvement Team will have responsibility for organising and leading workshops for head teachers on improving the quality of education and for Mothers' and Fathers' Councils on using the School Improvement Operational Manual, drawing up the school improvement plan with the accompanying financial summary. At the end of the school improvement cycle they will also organise workshops to brief Mothers and Fathers Councils on how to produce the End of Year Financial Summary and Self Evaluation Report.

Tasks

- Provide training and support for the Mothers' and Fathers' Councils and head teachers to implement whole school improvement.

- Provide the Mothers' and Fathers' Council with clear and accurate information regarding the requirements set by the Ministry School Improvement Policy Team.

- Approve the school improvement plans and end of academic year financial summaries and self evaluation reports.

- Make the required number of visits to each school to monitor the implementation of the school improvement plan and act as a mentor to the Mothers' and Fathers' Council and head teacher. Forward school visit reports to the Governorate school Improvement Team.

- Ensure that the school improvement plan and financial records are clearly displayed in the school bulletin board and if not arrange for the school funding to be withdrawn.

- Inform the Governorate School Improvement Team when problems arise so that they are dealt with quickly and effectively and funding withdrawn if necessary.

7.3.7   The District School Improvement Team School Visits:

Visit 1

- Collect names and roles within the Mothers' and Fathers' Council.
- Collect signatures that will be required to withdraw funding from the post office bank account and for signing cheques.
- Walk around the school and discuss the possible areas in need of improvement.

Visit 2

- Approve the school improvement plan.

Visit 3

- Evaluate progress in implementing the school improvement plan and check the financial documentation. Act as mentor and offer support when necessary.

Visit 4

- Evaluate progress in implementing the school improvement plan and check the financial documentation. Act as mentor and offer support when necessary.

Visit 5

- Approve the end of year financial summary report and self evaluation progress report on school improvement.

All communication must be carried out in a professional and ethical manner. The school financial documentation must be monitored closely to ensure that all funds are accounted for, calculations are accurate and value for money has been achieved for the items bought. All items bought must be seen in situ.

7.3.8 The Mothers' and Fathers' Council

Membership of the Mothers' and Fathers' Council. All will be elected.

Chair	Community leader who is respected and trusted
Deputy Chair	Head teacher
Treasurer	Could be a teacher or someone from the community who has experience of keeping financial record
Internal Auditor	Member of the school staff or community who is trusted
For schools with less that 500 students = 5 mothers, 5 fathers and 3 teachers For school with more than 500 students = 7 mothers 7 fathers and 5 teachers	

Roles and Responsibilities Ensuring Accountability and Transparency

All members of the Mothers' and Fathers' Council take full responsibility for managing the implementation of school improvement plans approved for their school. The school improvement plan must reflect the needs of the school and provide value for money.

The funding for school improvement must be managed according to the Ministry School Improvement Policy Team regulations with transparency and accountability being a top priority.   Transparency and accountability will begin by creating a bulletin board within the school where all details about the school improvement plan, financial reports and progress reports will be displayed.   The Chair and Treasurer will also sign a contract with the governorate to guarantee the school improvement funds are used according to the school improvement plan.

The full Mothers' and Fathers' council will meet once a month to receive a progress report from the Chair and the financial report from the Treasurer and to approve the actions and expenditure as the school improvement plan is implemented. All members should check the financial reports carefully and ask questions if they do not agree or understand the costs.

Tasks

- Draw up and manage the implementation of the school improvement plan.
- Attend workshops organised by the District School Improvement Team.
- During the implementation period attend the Mothers' and Fathers' Council end of month meetings to be updated on progress
- Give support and when required to take responsibility for managing the implementation of a section of the school improvement plan.
- Inform and involve members of the community to support the school improvement.
- Approve the end of the month and end of academic year financial reports compiled by the treasurer and take part in the school self evaluation and prioritising for year two.

7.3.9   Chair of the Mothers' and Fathers' Council

Roles and Responsibilities Ensuring accountability and Transparency

The Chair of the Mothers' and Fathers' Council has a very demanding role in managing the new school improvement initiative, not only in understanding all the details of implementation but ensuring financial accountability. He/she will need to provide good leadership and involve all members of the Mothers' and Fathers' Council in implementing the school improvement plan and ensure good communication and accountability to the wider community.

Tasks

- Has a clear overview of the implementation of the school improvement plan and monitors to ensure the action plan is being implemented on time and is keeping within the set budget.

- Signs a contract with the governorate to guarantee the funds will be used according to the school improvement plan.

- Work closely with the head teacher as Deputy Chair to plan effective meetings and ensure data and documentation is available when required.

- Work closely with the Treasurer and Internal Auditor to ensure all financial arrangement are being carried out in line with the planned expenditure as set out in the school improvement and there are receipts to support purchases.

- Liaise with the District School Improvement Team if any changes are needed to the school improvement plan.

7.3.10   Treasurer of the Mothers' and Fathers' Council

Roles and Responsibilities Ensuring Accountability and Transparency

The treasurer is trusted to be one of the signatories for withdrawing funds from the post office bank account, allocating funds to make purchases according to the school improvement plan and keeping accurate records of all transactions and carefully check purchases to ensure value for money.

Tasks

- Liaise with the Internal Auditor to withdraw funds from the post office bank account and sign cheques when required.
- Keep a record of all financial transactions and receipts for purchases.
- Produce end of month financial report.
- Produce the annual financial summary report.
- All the financial records are available for scrutiny when required.

7.3.11   Internal Auditor

Roles and Responsibilities Ensuring Accountability and Transparency

The internal auditor must be a trusted and independent member of the Mothers' and Fathers' Council. He / she will not be involved in the financial management of the school improvement plan and is in a position to bring an outside view to the financial expenditure and record keeping. He/she must be one of the signatures when withdrawing funds from the school post office account

Tasks

- Approve the end of month financial report before being presented to the full meeting of the Mothers' and Fathers' Council.
- Approve the end of academic year financial summary before being presented to the full meeting of the Mothers' and Fathers' Council.
- Sign all post office transactions and cheques.

7.3.12   Head teacher

Roles and Responsibilities Ensuring Accountability and Transparency

The head teacher has responsibility for the improvement of the quality of education sections of the school improvement plan. This is recognised internationally as the most difficult aspect of school improvement. It needs professional expertise and high levels of leadership and management from the head teacher. It will be essential to motivated and involved all members of staff in order to make an impact on the quality of education.

The head teacher is in an excellent position to promote accountability and transparency as the school is the centre for the community and all parents can be involved through parents' meetings and school events. This is when there are opportunities to explain the progress in the school improvement and celebrate successes.

Tasks

- Is the Deputy Chair of the Mothers' and Fathers' Council.
- Leads on the quality of education section of the school improvement plan.
- Post the school improvement plan any financial and progress reports on the school bulletin board. Progress in implementing the school improvement plan should be discussed at all staff meetings and in communication with the community.
- Delegate aspects of the plan to different members of staff and as well as reporting progress at staff meetings should have one to one sessions to give advice and share ideas.

SECTION EIGHT
Accountability and Transparency

One of the main concepts of Whole School Improvement is that funds are transferred direct to the school level to be managed by the Fathers' and Mothers' Council. International research shows that improvement in education is more likely to happen when the community is given responsibility for improving their local school and this is supported financially. Having financial accountability gives pressure but is also a motivating factor.

The challenge for the Ministry of Education is to ensure accountability and transparency in how the funds are transferred to and used by the Mothers' and Fathers' Councils to improve the quality of education in the schools.

8.1   Guarantees and contracts

The Governorate Director General of Education signs a financial guarantee with the Ministry of Education

The main responsibility for ensuring financial accountability and transparency, by the Mothers' and Fathers' Councils rests with the Governorate, General Director of Education. When the governorate is selected by the Ministry of Education to implement Whole School Improvement, the Director General of Education will sign a financial guarantee with the Ministry of Education to be responsible for the school improvement funds.

If there is misuse of funds or irregularities in accounting procedures, the Governorate Director General of Education is in a position to deduct the missing money from the individual's salary if he/she is a government employee. In the case of an individual who is not a government employee, then legal proceedings will take place to replace the funds.

The Chair, Treasurer and Internal Auditor of the Mothers' and Fathers' Council sign a contract with the Governorate

After the school improvement plan has been approved and before the funds are transferred to the school post office account, the Chair, Treasurer and Internal Auditor from each school will be invited to the Governorate Education Office to sign a contract stating that the

Mothers' and Fathers' Council will spend the funds according to the school improvement plan and follow the set financial procedures.

It will be the responsibility of the Chair, Treasurer and Internal Auditor to arrange the replacement any funds that are misused or cannot be accounted for.

SECTION NINE
Financial Arrangements

9.1   The School Financial Cycle

Start

Open school bank account

Move to year 2

Approved Financial Summary + Targets Year 2

Approved School Improvement Plan

Remaining Funds Returned

Sign Contract with Governorate

End of Implementation Financial Summary

Implementation period

Funds Released

Monthly Financial Report
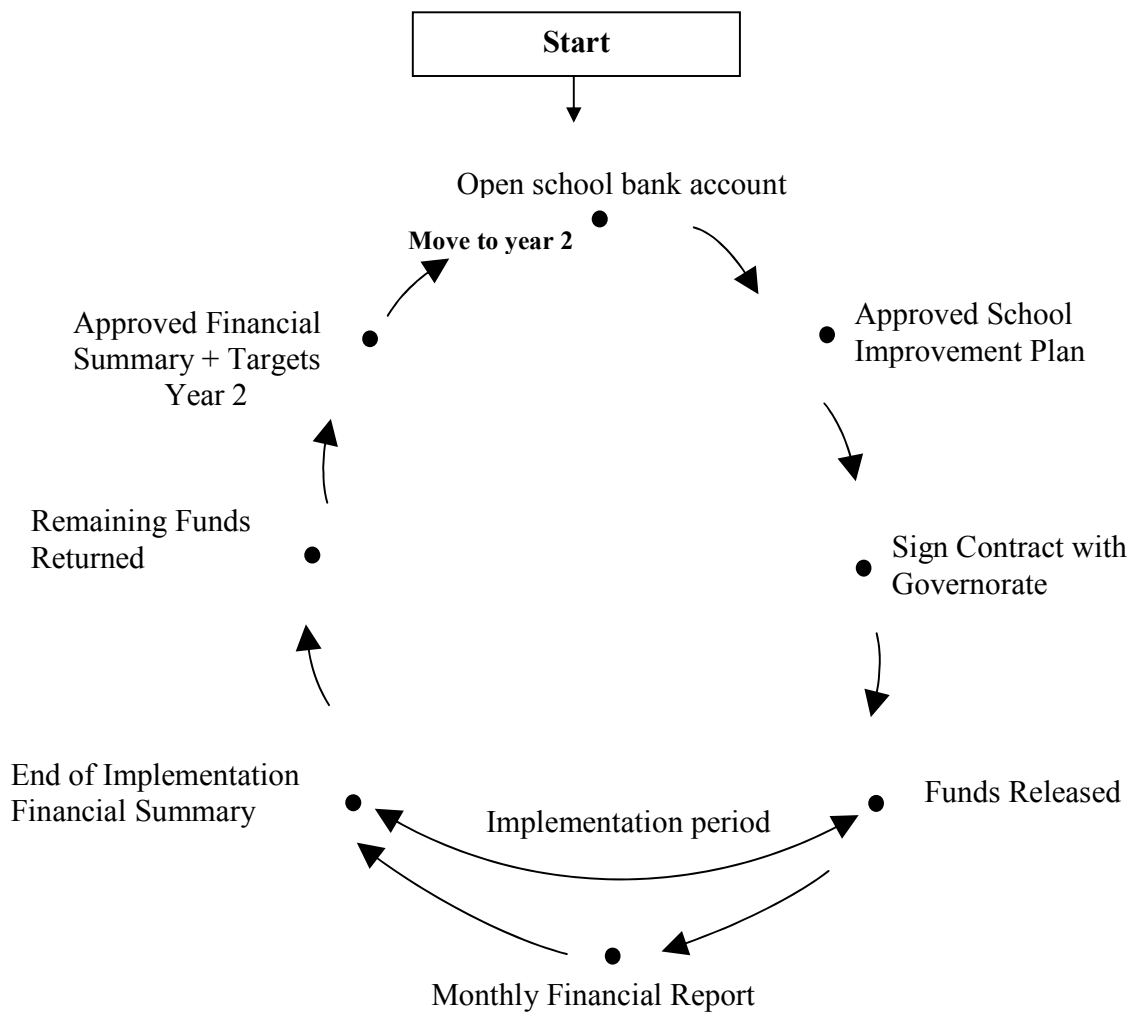
9.2   STEPS in the Financial Process

STEP 1

Contact member of the District School Improvement Team collects data about the Mothers' and Fathers' Council.

The contact member of the District School Improvement Team will visit each school to meet with as many members of the Mothers' and Fathers' Council as possible to clarify their roles and responsibilities and record the names and positions of all the members. He will witness the signatures of the Chair, Treasurer, Head teacher/Deputy Chair and Internal Auditor. At least two of the four signatures will be needed to withdraw funds from the school post office bank account and sign cheques. The Internal Auditor must always be one of the signatories

Having four people who are able to sign cheques and withdraw funds from the post office account gives the school flexibility if members are busy or traveling.

STEP 2

Governorate School Improvement Team confirms school data

The completed list of names, positions and signatures for each school will be submitted to the Governorate School Improvement Team who will, countersign and submit to the Ministry School Improvement Implementation Team and PAU. This list and signatures will be referred to by all groups when monitoring and approving school documentation. The list can only change if a school is withdrawn from the initiative because of misuse of funds. No schools can be added to the list.

STEP 3

Schools to open a 'school improvement' post office account

The District School Improvement Team will inform the Chair of each Mothers' and Fathers' Council that the school can open an account at their local post office. The account should be

in the name of the school and 'School Improvement' account e.g. Al Salah, School Improvement account. The post office account information for each school is forwarded to the Ministry Implementation Team and PAU.

Either, the Chair, Treasurer, Head teacher or Internal Auditor will open the account at the local post office. The four names and signatures should be lodged with the post office as the Internal Auditor plus one out of the four people will be required to be present at the post office in order to withdraw money. The Internal Auditor must be present.

Information about the school post office account are forwarded to PAU.

STEP 4

School Improvement Plan approved

The school contact member of the District School Improvement Team will approve the school improvement plan, including financial information such as what has to be purchased, the cost, who will make the purchase and when. The Governorate School Improvement Team will check and countersign. The Ministry Implementation Team and PAU are informed and PAU retains a copy of each approved school improvement plan and starts to prepare the transfer of funds to the school post office account.

STEP 5

Chair, Treasurer and Internal Auditor of the Mothers' and Fathers' Council sign a contract with the Governorate before the funds are released

The Chair, Treasurer and Internal Auditor visit the Governorate Education Office and sign the contract agreeing to use the funds according to the school improvement plan and follow the financial arrangement. If funds cannot be accounted for the Chair, Treasurer and Internal Auditor will be responsible for replacing the money.

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STEP 6

PAU organizes the transfer of funds to the school post office account.

When PAU is informed that the contracts have been signed the funds will be transferred to the school post office account in two stages, at the beginning of March and April.

STEP 7

Funds available in the school post office account

The District School Improvement Team will inform the Chair of the Fathers' and Mothers' Council that the funds are available in the school post office bank account. The funds can be withdrawn from 1st March. Around $800 will be transferred on 1 March and the remainder on 1 April. Withdrawals should be made in line with the timescale set out in the school development plan. Any funds still remaining in the post office account on the 31 May will be returned to the Central Bank of Yemen.

STEP 8

Withdraw money from the post office "School Improvement" account

In order to withdraw money from the post office bank account, the Internal Auditor and either the Chair, Treasurer or the head teacher will go to the post office, present their identity cards and sign the withdrawal form. The post office will have a record of their names and copies of their signatures to ensure that only the authorized people are able to withdraw funding.

STEP 9

Keep financial records

The Treasurer will keep a record of all transactions carried out at the post office. Each time money is withdrawn the post office will issue a printed statement. These statements will be part of the school end of month financial report and end of academic year financial summary.

The Mothers' and Fathers' Council will have a meeting at the end of each month to review the progress of implementing the school improvement plan. During this meeting the Treasurer will submit the monthly financial report which will include all receipts and the statements from the post office.

Prior to the meeting the Internal Auditor will check the financial documentation prepared by the Treasurer and sign to guarantee accuracy. The monthly financial report must be agreed by at least 60% of the members of the Mothers' and Fathers' Council and must include the Chair, Head teacher, Treasurer and Internal Auditor. It is not possible to overspend on the School Improvement post office bank account.

STEP 10

Authorize expenditure

The approved school improvement plan will list all items to be purchased with costs and who will make the purchase. The Treasurer will provide the funds according to the plan. As well as recording each purchase the Treasurer must receive a valid receipt setting out exactly what has been purchased and the number of items and unit cost. The receipt must be dated and signed by the shop owner or dealer. If the shopkeeper or dealer does not have a business receipt then the school can use the School Improvement Receipt pro forma supplied with the Whole School Improvement financial materials. This can also be used for transport costs etc.

STEP 11

Changes to costs set out in the school improvement plan

It is recognized that prices fluctuate and the quality and specification may vary. Any changes to the planned costs that are less than 10% of the total cost can be agreed by the Chair, Head teacher, Treasurer and Internal Auditor. For increases above this then at least 60% of the members of Mothers' and Fathers' Council must give their approval.

Any changes to the goods or services being purchased must be approved by the contact member of the District School Improvement Team. The reasons for changes must be recorded on the monthly financial reports.

STEP 12

Complete the end of academic year Financial Summary

The Treasurer will complete the end of academic Year Financial Summary form using the information from the March, April and May monthly financial reports. The Financial Summary and accompanying financial reports for March, April and May are checked by the Internal Auditor who signs for accuracy and is then approved by at least 60% of the members of the Mothers' and Fathers' Council. This is the same process as for the monthly financial reports. The Financial Summary will be displayed on the school bulletin board.

STEP 13

Approve the end of academic year Financial Summary

The contact member of the District School Improvement Team will be responsible for approving the end of academic year Financial Summary. The Governorate School Improvement Team will check each report and countersign the approval. Approval means that the school will be included in the second of the initiative. Copies of the Financial Summary will be retained by PAU.

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SECTION TEN
Action Taken when Financial Irregularities are Identified

The Whole School Improvement approach has been developed so that everyone involved has clear roles and responsibilities and the financial procedures are detailed in the Whole School Improvement Handbook. Practical workshops will take place to make sure that all groups are able to take on the responsibilities. The Mothers' and Fathers' Council will have regular support and mentoring from the contact member of the District School Improvement Team. Even with this support and guidance it is recognized that financial irregularities may take place and that systems should be in place to deal with them.

Action to be taken should the following situations arise:

10.1   The School Improvement Plan fails to be approved by the contact member of the District School Improvement Team.

The Mothers' and Fathers' Council need a good school improvement plan before they can begin to make improvement to the school. The plan must set out specific action to be taken with details about what has to be purchased, how much it will cost and who will be responsible.

If the District Team member cannot approve the school improvement plan then he/ she must first discuss this with the Manager of the District School Improvement Team. Together they must decide if the plan can be improved with some more help and arrange for the timeline to be extended or if the Mothers' and Fathers' Council do not show enough commitment or willingness then they will be removed from the initiative. The District Manager will consult with the Manager of the Governorate School Improvement Team who will arrange for the school to be removed from the initiative.

10.2   The School Improvement Plan fails to be counter signed by the Governorate School Improvement Team.

The District and Governorates will have spent time during their training evaluating school improvement plans and by using agreed criteria should not have major differences regarding the quality of a school improvement plan. The main reason the Governorate Team will not counter sign is that essential information may be missing or significant financial information is not realistic.

The Governorate Team will discuss the school improvement plan with the District contact member for the school. If a mistake has been made or an aspect overlooked the school will be asked to review the plan. If it becomes clear that there has been a plan to misuse the school improvement funds, then the school will be immediately withdrawn from the initiative.

10.3   During a monitoring visit the contact member of the District School Improvement Team identifies that:

> **The monthly financial report is not accurate.**
> **The monthly progress report is not accurate.**
> **Funds have been misused**

Since this is the pilot year, it is expected that during the first monitoring visit the financial record keeping may not be complete and the Treasurer may need some advice and support from the contact member of the District School Improvement Team. The financial record keeping must be in place for the second and third visits. If the financial record keeping continues to have irregularities by the third month then the school will not be included in the second year of the initiative.

The misuse of funds is a very serious issue. The contact member from the District School Improvement Team will immediately arrange a meeting with the Manager of the District Team, the Chair and Treasurer of the Mothers' and Fathers' council. If the situation cannot

be explained satisfactorily the matter will be reported to the Manager of the Governorate School Improvement Team who will take the decision if the school should be withdrawn from the initiative immediately or given a second chance. Any funds missing will be repaid.

10.4   The school bulletin board has not been kept up to date with information about the implementation of the school improvement plan.

The use of the school bulletin board to display all information connected with the Whole School Initiative is the way the Mothers' and Fathers' Council keeps the community informed. It is the major strategy to provide accountability and transparency. Failure to keep the bulletin board up to date with information will result in the school being immediately withdrawn from the initiative.

10.5   The Governorate School Improvement Team or the Ministry School Improvement Policy Team during their evaluation visits identifies misuse of funds or irregularities in financial record keeping.

The person leading the evaluation team will discuss the issue with the Chair, Treasurer and head teacher. The second step will be to seek the opinion of the contact member of the District School Improvement Team and check the monthly monitoring visit reports. The Manager of the Governorate School Improvement Team will review the situation and decide what action has to be taken.

The school may be withdrawn from the initiative and in all cases any missing funds will have to be repaid.

If the member of the District School Improvement Team has not been rigorous enough during monitoring visits he/she will be removed from his/her post.

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10.6 The Ministry School Improvement Policy Team during the evaluation of the Whole School Improvement process at district and governorate levels finds evidence that the monitoring of the implementation of school improvement plans has not been carried out in a rigorous manner and data and information are not accessible.

The district or governorate will not be included in the second year of the initiative.

10.7 The end of academic year financial summary and self evaluation report and target setting for year 2 are not approved by the contact member of the District School Improvement Team.

The end of the academic year Financial Summary is simply the combination of the three monthly financial reports which will have been monitored by the contact member from the District School Improvement Team. Therefore it is unlikely that irregularities or inaccuracies in the calculations will happen at this stage. The District School Improvement team should organize a workshop for Treasurers and Internal Auditors prior to completing the end of year financial summary. Treasurers may need extra support.

Should any misuse of funds be discovered at the stage the school would not be included in year 2.

10.8 The end of academic year financial summary and self evaluation report and target setting for year 2 are not countersigned by the Governorate School Improvement Team.

If the process of monitoring and support has been implemented and there is good communication between the District and Governorate School Improvement Teams then this situation will not arise. It is important that during training, workshops and school based support that the systems for accountability and transparency are followed.

However if irregularities or misuse of funds are identifies then the school will be withdrawn from the project and not be included in year 2. Following all other examples of the misuse of

funds, the Chair, Treasurer and Internal Auditor will be responsible for repaying the missing funds.

Reasons for a school not being included in the second year of the Whole School Improvement initiative.

The approval of the end of academic year financial summary and school self evaluation report with targets for year two will automatically lead to the school being involved in year two. Any misuse of funds results in schools being immediately withdrawn from the initiative.

SECTION ELEVEN
Monitoring and Evaluation

PILOT JUNE 2007 – JUNE 2008

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11.1 Focus of monitoring and evaluation during the pilot

A rigorous and systematic programme of monitoring and evaluation is essential during the pilot stage of the Whole School Improvement initiative to ensure that the Ministry of Education has reliable information to make judgements on the strengths and weaknesses of the Yemen model for Whole School Improvement. Revisions and additions can be made before extending to a larger number of schools.

The accountability, transparency and effective use of school improvement funds will be an important part of the evaluation

The implementation is only over a three month period and it is unrealistic to evaluate the impact of whole school improvement approach on the quality of education. It must be recognised that research shows that it takes at least 3 – 5 years for school improvement to have an impact on the standards the students achieve.

PILOT JUNE 2007 – JUNE 2008

11.2 Monitoring and Evaluating of the implementation of School Improvement

	March	April	May	June	July
Mothers' and Fathers' Councils	Approving end of month financial report and progress report on implementing the school improvement plan.	Approving end of month financial report and progress report on implementing the school improvement plan.	Approving end of month financial report and progress report on implementing the school improvement plan.	Approve end of academic year, financial summary. Evaluate the school improvement and set targets for year 2. 1st week	
District School Improvement Team	Monthly visit to check financial record keeping and process of implementing the school improvement plan. Reports copied to Governorate.	Monthly visit to check financial record keeping and process of implementing the school improvement plan. Reports copied to Governorate.	Monthly visit to check financial record keeping and process of implementing the school improvement plan. Reports copied to Governorate.	Approve school financial summary and self evaluation and targets for year 2. 2nd week	
Governorate School Improvement Team	Review district monthly reports. Respond to key issues if necessary. 5 school visits in each governorate to monitor and evaluate the process of implementing whole school improvement. Make recommendations for revision or additions to the Yemen model. Send to the Ministry School Improvement Policy Team by first week in June.			Counter sign the approval of the school financial summary, self evaluation and targets for year 2. 3rd week	
Ministry School Improvement Implementation Team	Informal contact with the governorates for verbal update on progress.	Informal contact with the governorates for verbal reports.	Informal contact with the governorates for verbal reports.	Collates end of academic year school documentation provides PAU with the information required.	
Ministry School Improvement Policy Team and PAU	Updates from the Ministry Implementation team.	2 members plus PAU representative visit each governorate to monitor and evaluate the whole school improvement process at governorate, district and school level. Visit 5 schools in each governorate. Report and make recommendations for revisions and refinements to the Yemen model. Deadline 3rd week June			Policy team review all monitoring and evaluation reports and finalizes the whole school improvement model for 2008-9 completed 1st week.

11.3   Roles and responsibilities for monitoring and evaluating

11.3.1 Mothers' and Fathers' Council

The Chair of the Mothers' and Fathers' Council has a crucial role to play in monitoring the implementation of the school improvement plan to make sure the timeline and the spending is in line with the school improvement plan.

The Chair, working with the head teacher and treasurer will report progress at the end of month Council meeting.

The Treasurer will produce an end of month financial report, checked and agreed by the Internal Auditor. The financial report will also be approved at the end of month Council meetings.

The head teacher will be responsible for posting the monthly reports and other information on the school bulletin board for scrutiny by all members of the community.

The head teacher and the Chair will provide a summary of the monthly reports to help the full Mothers' and Fathers' Council contribute to the school self evaluation and target setting for the second year.

The Treasurer will provide an end of academic year financial summary. The Internal Auditor will check and agree and the Mothers and Fathers Council will approve.

11.3.2 District School Improvement Team

The District Team provides support and advice to the Mothers' and Fathers' Council and is in a good position to through good relationships and monitoring to identify possible irregularities and take immediate action to solve problems.

The contact member of the District School Improvement Team will approve the school improvement plan and check.

- All forms are completed
- The signatures match the signatures collected by the District team
- The financial calculations are accurate
- Projected expenditure is realistic
- Items are eligible for expenditure
- The implementation timeline is realistic
- The criteria have been used to set targets for the focus areas for improvement

During the implementation period March - May, make monthly visits to their contact schools and check.

- The implementation is being carried out strictly in accordance with the school improvement plan.
- The financial records are accurate and are being kept in an orderly fashion. The costs, quantity and quality of the items that have been purchased are in line with the specifications set out in the school improvement plan and are they being used appropriately.

Any concerns will be reported immediately to the Manager of the District Team and if not resolved to the Manager of the Governorate Team.

11.3.3 Governorate School Improvement Team

The Governorate Team will keep in close contact and work collaboratively with the District Teams.

Countersign the school improvement plan approved by the District School Improvement Team and check:

- All forms are completed.
- The signatures match the signatures collected by the District team.

- The financial calculations are accurate.
- Projected expenditure is realistic.
- Items are eligible for expenditure.
- The implementation timeline is realistic.
- The criteria have been used to set targets for the focus areas for improvement.

Monitor that timelines are kept and the Ministry Team and PAU receive the required documentation in a timely and orderly manner.

During the implementation period March to May working in pairs, the Governorate Team will visit five schools to evaluate the process of implementing the whole school improvement approach at the school level. The completed school reports will be sent to the Ministry Policy Team to inform their final evaluation of the Yemen Model for Whole School Improvement.

11.3.4 Ministry School Improvement Implementation Team

The main work of the Implementation Team is monitoring the school paperwork sent from each governorate to ensure consistency in quality across governorates and that the timeline for implementation is being achieved.

11.3.5 Ministry School Improvement Policy Team and PAU

The Policy Team will be given regular updates by the Ministry School Improvement Implementation Team on the implementation process.

During April and May two members from the Policy Team along with the Monitoring and Evaluation Officer from PAU will visit each governorate to carry out an evaluation of the work of the Governorate and District School Improvement Teams and visit five schools to evaluate the process of implementing the school improvement approach at the school level.

The Policy Team are well placed to carry out this essential and important evaluation. The Team has not been involved in the implementation and can be objective but since they were involved in developing the Yemen Model for Whole School Improvement have a good understanding of all steps in the process and the potential for this approach to improve the quality of education in schools.

The Policy Team Coordinator will manage this part of the evaluation, collating reports from the governorates and districts to inform the evaluation and feeding back results.

SECTION TWELVE
Training

12.1 Overview

All groups involved in the Whole School Improvement pilot will need a high quality training as this is the first time in Yemen that this approach to improving the quality of education has been implemented and there is no previous experience at governorate, district or school level.

The approach also involves a wide range of people- education professionals, community leaders, administrators and mothers and fathers, therefore the training needs to take this into account. The Whole School Improvement Handbook will be the main resource during the training.

12.2 The training will aim to

- Ensure a good understanding of the school improvement process and how this can be used to improve the quality of education at the school level.

- Detailed knowledge of the requirements to implement the Yemen Model for School Improvement.

- Understand the financial budgeting and record keeping and be able to produce accurate financial reports.

- Understand the need for accountability and transparency when using the school improvement funds and the penalties if the funds are misused.

- Understand and be able to apply the information in School Improvement Handbook.

12.3   Suggested programme of training and workshops

October 2007

1 day   Ministry, Governorate and District School Improvement Teams

- Dissemination of the Whole School Improvement Handbook

November 2007

3 days   Governorate and District Teams

- Gain detailed understanding of all sections of the School Improvement Handbook
- Develop skills of monitoring and evaluation.

3 days   The District School Improvement Teams

- Prepare workshops for head teachers and representatives from the Mothers' and Fathers' Council.

December 2007

2 days   Workshop for head teachers led by the District School Improvement Team

- Become familiar with the School Improvement Handbook and their role as leading the quality of education element of the School Improvement plan.
- To begin to draft the school improvement plan.

3 days   Workshop for 4 members of the Mothers' and Fathers' Council

- To become familiar with all sections of the School Improvement Handbook and understand the basic principals.
- To be able to complete school improvement planning documentation.

February 2008

1 day   District and Governorate School Improvement Teams

- To share experiences and plan next steps.

May 2008

2 days   Chair, Treasurer and Head teacher

- To be briefed on the requirements for the end of academic year Financial Summary and School Self Evaluation Report.
- To carry out self evaluation tasks.

Child Friendly School Pilot Project in Yemen

First Year Report: October 2008

**UNICEF YEMEN**

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Executive Summary

Ministry of Education with support of UNICEF Yemen started its support of Child Friendly School (CFS) pilot project since the start of the current program cycle (2007). Currently, there are 110 CFSs in 11 targeted districts in five governorates, namely, Hodeidah, Taiz, Ibb, Al-Dhale and Lahej.

The principle of CFS is that school is capable in improving it self when given decision making power and space to change (cash, institutional support), and community support.

Monitoring survey was conducted at the end of school year 2007/2008, i.e., during end of May to beginning of June in 2008 in order to understand the current status of CFSs in the first year project cycle and learn from the experiences to improve the learning environment for children. Head master interview, teacher interview and school observation were conducted during the survey, and field monitoring reports from several staffs in UNICEF Field Offices and Sana'a office are also used to supplement the report.

Before the CFS project started (2006/2007), number of students was 26,658 for boys and 22,753 for girls. In school year 2007/2008, the number boys and girls increased up to 27,667 and 23,584, by 3.8% and 3.7% of increase respectively. In many CFSs, archiving system to manage the school records have been established during 2007/2008, and many head masters are motivated to archive all necessary school records in better manner. However, accurate data management at all levels (school, DEOs, GEOs, MoE) remains key issue.

Number of students in CFS in 5 governorates, 2006/2007 and 2007/2008
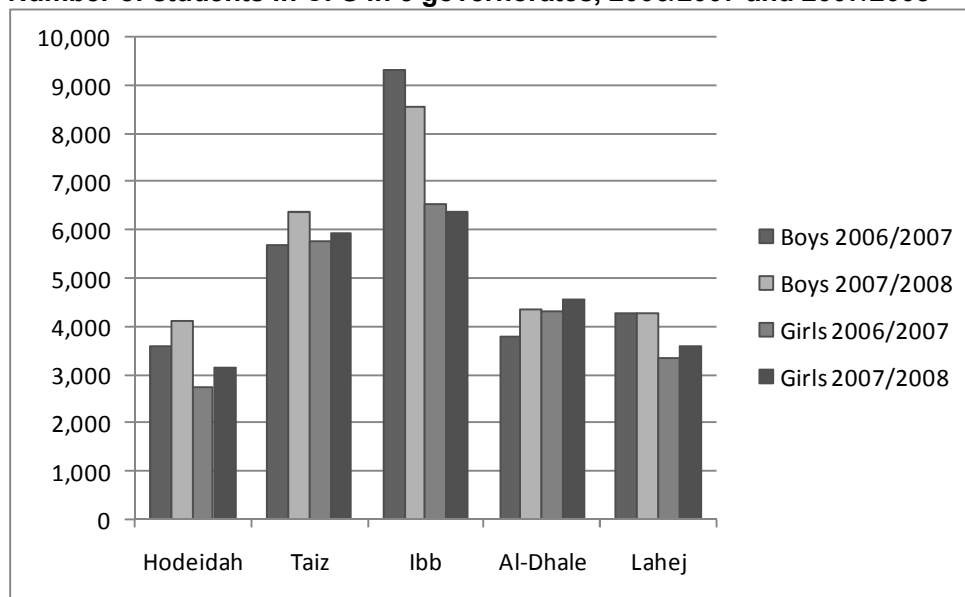
Source: District Profile 2006/2007 and 2007/2008

Number of teachers also showed increase between 2006/2007 to 2007/2008, especially for female teachers. The number of male and female teachers increased from 1,666 to 1,725 (male teachers) and 368 to 455 (female teachers). UNICEF-contracted female teachers gave essential contribution to the increase of female teachers in the targeted schools. However, many schools still face lack of female teachers.

Many activities were conducted in CFSs using capitation grants they received. Mainly, CFSs used the grants for purchasing sports equipment, rehabilitation of school facilities (latrines, windows, school furniture), and for use of school thematic groups activities (culture, environment, anthem, health groups). It was found that almost all of CFSs conducted extra-curricula activities to make schools more enjoyable to learn in innovative ways.

Summary of CFS situation in 2007/2008

#	Actual Number of CFSs with availability of the followings during 2007/2008		%	N=
1	Female teachers	28	26	109
2	Active Father's Councils	42	38	110
3	Active Mother's Council	11	10	110
4	Student Council	56	51	110
5	Social Workers	102	94	109
6	Visited by supervisors	70	78	90
7	Health supervisors	61	68	90
8	Water supply	69	66	104
9	Hand washing facilities with water	52	51	102
10	Bullying reported	35	33	107
11	Fund-generating activities conducted	58	56	90

Source: Head master interview

The table above summarizes the current situation of CFS in 2007/2008. Even though total of 107 Father's Councils (FC) and 49 Mother's Council (MC) were available in CFSs, only 42 FCs and 11 MCs are active, which means they had at least 4 meetings a year and meeting minutes and attendance records were available. As the results are from the first year, it is expected to see more improvement at the end of the second year.

During the first year of CFS pilot project, several good practices were reported from the field, such as exchange visit to other CFSs to learn from each other and active community participation in school management, improvement of school environment (even constructions and rehabilitations of school with the support from the community) and hygienic behavior of the students.

In order to improve the CFS situations, the followings are recommended:
- More frequent monitoring of CFSs and relevant counterparts, especially at school level.
- More awareness raising activities to increase the transparency, as well as concept of CFS among counterparts, and importantly among students in CFS.
- Encouragement of student participation through student councils.
- More innovative ideas for girls and younger students so that both boys and girls in any age groups participate in extra-curricula activities equally.
- CFSs hosting regular meetings with other CFSs to share the progress and experiences.
- Better school records and data management at school and district level.

1. Introduction

Ministry of Education with support of UNICEF Yemen started its support of Child Friendly School (CFS) pilot project since the start of the current program cycle (2007). Currently, there are 110 CFSs in 11 targeted districts in five governorates, namely, Hodeidah, Taiz, Ibb, Al-Dhale and Lahej (Table 1). Starting from school year 2007/2008, 10 CFSs will be added in 2 districts in Socotra. Baseline for the new CFSs in Socotra has been conducted during September 2008, and the initial results from 8 CFSs are presented in the Annex 1.

The CFS approach aims to encourage school management, teachers, children and parents participation to make a school child-friendly by improving the situation in these six areas:
- Positive school management
- Safe, healthy and protective environment
- Quality participatory teaching-learning processes
- Gender equity and gender sensitiveness
- Children are capable of learning to their full potential
- School is a change agent and a motor for community development

The principle of CFS is that school is capable in improving it self when given decision making power and space to change (cash, institutional support), and community support.

Monitoring survey was conducted at the end of school year 2007/2008, i.e., during end of May to beginning of June in 2008 in order to understand the situation of CFSs in the first year project cycle.

Table 1. Number of Child Friendly Schools in targeted area in 2007/2008

Targeted governorate	No. of CFS
Hodeidah	20
Taiz	30
Ibb	20
Al-Dhale	20
Lahej	20
Total	**110**

2. Objectives of Monitoring Survey

- To assess the current status of Child Friendly Schools in targeted area and identify the initial benchmarks.
- To mobilize the experiences and lessons learned for further CFS planning and management of activities, which will be beneficial for each CFS, stakeholders including UNICEF.
- To establish the holistic database on CFS at central level in order to monitor the pilot as well as to include the database in the comprehensive BEGE programme database in UNICEF.

- To take the opportunity for each pilot school to monitor the current status at the end of school year and use the monitoring result to evaluate School Management Plan 2008 as well as to better improve School Management Plan 2009.

3. Methodology

For the monitoring survey, interviews were conducted targeting head masters and teachers in 110 CFSs, and school environment observation was also conducted in 110 CFSs. In addition, several school visits were conducted during the school year 2007/2008 by Field Officers and staffs from Sana'a. Field monitoring visit reports by UNICEF Sana'a and FOs staffs are also used to supplement the findings of this survey.

Instruments

(1) Head master interview
Number of CFS that head master interview was conducted is 110, thus all CFSs are covered by this survey. In 20 CFSs in Lahej, the last 9 variables are not considered for the analysis because the head master interviews for the 9 variables were missing.

It should be noted that 2 different questionnaires are used due to the timings of the data collection. For 50 CFSs in Taiz and Ibb, some questions are added on the methodology to motivate and discipline students. However, in the analysis, the common questions are used to make the analysis consistent.

(2) Teacher interview
In total of 107 CFSs, the teacher interview was answered. In 3 CFSs in Mawza, the teacher interview was not conducted as the schools were closed on the data collection day. During the data collection, it was encouraged to interview both male and female teachers if possible, thus the total number of teachers interviewed exceeds 110 teachers, i.e. 147 teachers were interviewed. (Table 2)

In analyzing the results of teacher interview, teachers who did not provide their sex are not considered to make the analysis sex-disaggregated. The table below provides the number of male and female teachers who answered the interview.

(3) School Environment observation
 For school environment observation, it was observed only when the school was open on the data collection day. Total of 109 CFSs answered for this question. The questionnaire in one school in Toor Al-Baha was missing.

Limitation of the survey

Due to the difficult timing of data collection, some of the Child Friendly Schools were closed due to summer holidays or during the exam period; therefore the questionnaires were not fully answered because of the absence of the right persons to ask and absence of the right school

record. It was also reported from the field after the data collection review that some of the data (enrollment, dropout, repetition, promotion, age distribution etc) were answered by the head masters/teachers' assumptions because the school was closed and there was not school record available. Such facts have made the analysis difficult to generalize the results, so not all analysis planned were able to be to conducted.

The above mentioned was cautiously noted, and the lessons will be reflected for the next monitoring survey.

Table 2. Number of teachers interviewed

	Male teachers	Female teachers	n/a teachers	Total
Hodeidah				
Zaidia	3	7	0	10
Bait Al-Fakeeh	4	5	1	10
Taiz				
Haifan	9	8	2	19
Al-Makha	14	6	0	20
Mawza'a	10	3	3	16
Ibb				
Fara'a Al-Udyan	0	10	0	10
AL-Sebrah	10	0	0	10
Al-Dhale				
Al-Azareq	7	0	3	10
Qataba	10	2	1	13
Lahej				
Toor Al-Baha	8	6	0	14
Halmein	10	5	0	15
Total	**107**	**52**	**10**	**147**

1/ Number of sex-unknown teachers

4. Activities Conducted during February 2007 – August 2008

The Table 3 below is the activities conducted from the preparation phase in 2007 and during school year 2007/2008, and during summer 2008 (i.e. till the school year 2008/2009 starts).

Table 3. CFS activities during XXXXXXXXXx

Phase	Main Activities	Period
Preparation Phase	Selection of CFS	
	Training workshop on CFS concept for GEOs in 5 governorates	April - June 2007
	Training workshop on CFS concept for DEOs in 5 governorates	May - July 2007
	Training workshop on CFS concept and School Management Plan development for headmasters	
	Training workshop on CFS concept for PTAs	
	Training workshop on CFS concept for Social workers	
	Training workshop on CFS concept for preachers	
	Training of teachers on teaching aids in CFS	
	Development of CFS manual	Aug 2007 - present
	Field visit to targeted CFS for the piloting manual	Sep - Oct 2007
CFS pilot First School Year	Supervision by DEOs, UNICEF staffs from Field Offices & Sana'a	
	Capitation grant first installment (400USD)	
	Capitation grant second installment (600USD)	
	Workshop on "No violence against children at school" for all CFS head masters in Lahej	April 2008
	Training DEOs on CFS Operation manual	July 2008
	Training head masters on CFS Operation manual	Aug - Sep 2008
	Rehabilitation of latrines in CFSs	August 2008

5. Number of Students in CFS

In the survey, in order to collect the baseline data (data before the beginning of CFS project), number of students enrolled in 2006/2007, in addition to number of among those students who dropped out, repeated or promoted to the next grade in 2007/2008 were asked. However, 54 schools, which means about half of the schools had inconsistent data regarding number of students enrolled and among whom promoted, dropped out or repeated in the next year. In addition, 3 schools did not provide number of students.

It can partially be explained that because of the difficult timing of the data collection, correct school records were not found; therefore the interviewees gave the information based on their assumptions.

Due to the lack of accurate data from the survey, this report will consider the data regarding number of students and teachers from District Profile, which UNICEF collect from DEO every

year. However, in Annex 3, it also shows the results of the survey to compare the number to the District Profile data as references.

Table 4. Student enrollment and its increase rate between 2006/2007 – 2007/2008 (Basic Education) in targeted area

	2006/2007			2007/2008			Increase rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Hodeidah	**3,591**	**2,764**	**6,355**	**4,097**	**3,137**	**7,234**	*14.1%*	*13.5%*	*13.8%*
Zaidia	614	1,608	2,222	667	1,513	2,180	*8.6%*	*-5.9%*	*-1.9%*
Bait Al-Fakeeh	2977	1,156	4,133	3,430	1,624	5,054	*15.2%*	*40.5%*	*22.3%*
Taiz	**5,667**	**5,774**	**11,441**	**6,380**	**5,929**	**12,309**	*12.6%*	*2.7%*	*7.6%*
Haifan	2,146	1,666	3,812	2,819	2,309	5,128	*31.4%*	*38.6%*	*34.5%*
Al-Makha	2,417	2,263	4,680	2,418	2,056	4,474	*0.0%*	*-9.1%*	*-4.4%*
Mawza'a	1,104	1,845	2,949	1,143	1,564	2,707	*3.5%*	*-15.2%*	*-8.2%*
Ibb	**9,334**	**6,552**	**15,886**	**8,564**	**6,367**	**14,931**	*-8.2%*	*-2.8%*	*-6.0%*
Fara'a Al-Udyan	5,001	4,093	9,094	4,780	3,869	8,649	*-4.4%*	*-5.5%*	*-4.9%*
AL-Sebrah	4,333	2,459	6,792	3,784	2,498	6,282	*-12.7%*	*1.6%*	*-7.5%*
Al-Dhale	**3,807**	**4,309**	**8,116**	**4,338**	**4,574**	**8,912**	*13.9%*	*6.1%*	*9.8%*
Al-Azareq	2,344	2,061	4,405	2,695	2,193	4,888	*15.0%*	*6.4%*	*11.0%*
Qataba	1,463	2,248	3,711	1,643	2,381	4,024	*12.3%*	*5.9%*	*8.4%*
Lahej	**4,259**	**3,354**	**7,613**	**4,288**	**3,577**	**7,865**	*0.7%*	*6.6%*	*3.3%*
Toor Al-Baha	2,010	1,795	3,805	1,896	1,812	3,708	*-5.7%*	*0.9%*	*-2.5%*
Halmein	2,249	1,559	3,808	2,392	1,765	4,157	*6.4%*	*13.2%*	*9.2%*
Total	**26,658**	**22,753**	**49,411**	**27,667**	**23,584**	**51,251**	*3.8%*	*3.7%*	*3.7%*

Source: District Profile 2006/2007 & 2007/2008
Note: Please note that not all CFSs operate from G1 – 9 fully.

As it is shown in the Table 4, total number of students in CFS increased from 49,411 to 51,251 for total, which was 3.7% of increase. Both boys and girls increased from 26,658 to 27,667 (3.8% increase) and from 22,753 to 23,584 (3.7% increase) respectively. However, regional difference can be seen when we break down the numbers, and huge increase can be seen in some districts such as Bait Al-Fakeeh and Haifan. On the other hand, remarkable decrease number of boys and girls can also be seen in some districts such as Zaidia, Mawza'a, Ibb, and Toor Al-Baha.

The reasons of both increase and decrease number of students should be followed up and analyzed, but in some schools, it was reported during the monitoring visit that some girls dropped out of the CFSs in Taiz because of the withdrawal of other incentive projects and those girls enrolled other incentive-targeted schools. In Lahej, it was reported that some girls dropped out of the CFS also to enroll another school which is targeted for cash incentive project. In addition, issues such as lack of attractive activities for girls therefore little interests in girls' education, as well as corporal punishment should also be noted. Other reasons are the internal immigration from the targeted districts to the capital of the district or the capital of the governorate. Early marriage, lack of female teachers, lack of latrines and poverty also remain major obstacles for children, especially for girls. In any case, it requires detailed supervision by

head masters, DEOs and community when students dropped out of school or they found out-of-school children in the community.

Table 5 shows share of boys and girls in CFS. The share of boys and girls are relatively equal, however differences between districts can be seen. In some districts there are higher share of girls, but it is partially because some CFSs are girls-only schools therefore share of boys in the district level total is less than girls'.

During the monitoring visit, many of the CFSs visited have been encouraged to prepare archiving system using the capitation grant; therefore it should also be supervised during the next school year. For the next survey, great efforts both at school level and district level should be made so that more accurate data can be collected for better and further analysis.

Table 5. Share of boys and girls in CFS between 2006/2007 – 2007/2008 (Basic Education) in targeted area

	2006/2007					2007/2008				
	Boys	% boys	*Girls*	% girls	GPI	*Boys*	% boys	*Girls*	% girls	GPI
Hodeidah	*3,591*	**57%**	*2,764*	**43%**	**0.77**	*4,097*	**57%**	*3,137*	**43%**	**0.77**
Zaidia	*614*	28%	*1,608*	72%	2.62	*667*	31%	*1,513*	69%	2.27
Bait Al-Fakeeh	*2977*	72%	*1,156*	28%	0.39	*3,430*	68%	*1,624*	32%	0.47
Taiz	*5,667*	**50%**	*5,774*	**50%**	**1.02**	*6,380*	**52%**	*5,929*	**48%**	**0.93**
Haifan	*2,146*	56%	*1,666*	44%	0.78	*2,819*	55%	*2,309*	45%	0.82
Al-Makha	*2,417*	52%	*2,263*	48%	0.94	*2,418*	54%	*2,056*	46%	0.85
Mawza'a	*1,104*	37%	*1,845*	63%	1.67	*1,143*	42%	*1,564*	58%	1.37
Ibb	*9,334*	**59%**	*6,552*	**41%**	**0.70**	*8,564*	**57%**	*6,367*	**43%**	**0.74**
Fara'a Al-Udyan	*5,001*	55%	*4,093*	45%	0.82	*4,780*	55%	*3,869*	45%	0.81
AL-Sebrah	*4,333*	64%	*2,459*	36%	0.57	*3,784*	60%	*2,498*	40%	0.66
Al-Dhale	*3,807*	**47%**	*4,309*	**53%**	**1.13**	*4,338*	**49%**	*4,574*	**51%**	**1.05**
Al-Azareq	*2,344*	53%	*2,061*	47%	0.88	*2,695*	55%	*2,193*	45%	0.81
Qataba	*1,463*	39%	*2,248*	61%	1.54	*1,643*	41%	*2,381*	59%	1.45
Lahej	*4,259*	**56%**	*3,354*	**44%**	**0.79**	*4,288*	**55%**	*3,577*	**45%**	**0.83**
Toor Al-Baha	*2,010*	53%	*1,795*	47%	0.89	*1,896*	51%	*1,812*	49%	0.96
Halmein	*2,249*	59%	*1,559*	41%	0.69	*2,392*	58%	*1,765*	42%	0.74
Total	*26,658*	**54%**	*22,753*	**46%**	**0.85**	*27,667*	**54%**	*23,584*	**46%**	**0.85**

Source: District Profile 2006/2007 & 2007/2008
Note: GPI= Gender Parity Index = girls\boys.

6. Number of Teachers in CFS

Table 6 compares number of teachers in 2006/2007 and in 2007/2008. Just like number of students shown above, District Profile is used to make it consistent with number of students. However, numbers of teachers in District Profile and survey results are compared in Annex to show the difference. Again, importance of consistent data management should be emphasized.

In the Figure 1, it shows number of teachers generally increased between 2006/2007 and 2007/2008. Especially, increase of number of female teachers is remarkable. In 2007, UNICEF contracted with 337 females (mainly secondary graduates) to become teachers. In CFS, total of

134 UNICEF-contracted teachers are teaching in 71 CFSs (Annex 5). In Yemen, it is generally believed that availability of female teachers is one of the most important factors to increase enrollment and retention of girls, thus this increasing trend is a positive phenomena.

Table 6. Number of teachers in CFS, 2006/2007 and 2007/2008

	2006/2007			2007/2008			*Increase rate*		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hodeidah	**214**	**45**	**259**	**238**	**79**	**317**	*11%*	*76%*	*22%*
Zaidia	87	45	132	101	59	160	*16%*	*31%*	*21%*
Bait Al-Fakeeh	127	0	127	137	20	157	*8%*	*-*	*24%*
Taiz	**555**	**149**	**704**	**557**	**153**	**710**	*0%*	*3%*	*1%*
Haifan	268	96	364	289	99	388	*8%*	*3%*	*7%*
Al-Makha	155	20	175	180	31	211	*16%*	*55%*	*21%*
Mawza'a	132	33	165	88	23	111	*-33%*	*-30%*	*-33%*
Ibb	**367**	**22**	**389**	**312**	**56**	**368**	*-15%*	*155%*	*-5%*
Fara'a Al-Udyan	251	18	269	160	43	203	*-36%*	*139%*	*-25%*
AL-Sebrah	116	4	120	152	13	165	*31%*	*225%*	*38%*
Al-Dhale	**154**	**38**	**192**	**215**	**53**	**268**	*40%*	*39%*	*40%*
Al-Azareq	89	9	98	145	19	164	*63%*	*111%*	*67%*
Qataba	65	29	94	70	34	104	*8%*	*17%*	*11%*
Lahej	**376**	**114**	**490**	**403**	**137**	**540**	*7%*	*20%*	*10%*
Toor Al-Baha	183	83	266	183	101	284	*0%*	*22%*	*7%*
Halmein	193	31	224	220	36	256	*14%*	*16%*	*14%*
Total	**1,666**	**368**	**2,034**	**1,725**	**455**	**2,203**	*4%*	*24%*	*8%*

Source: District Profile 2006/2007 & 2007/2008
Note: In the number, UNICEF-contracted female teachers are included.
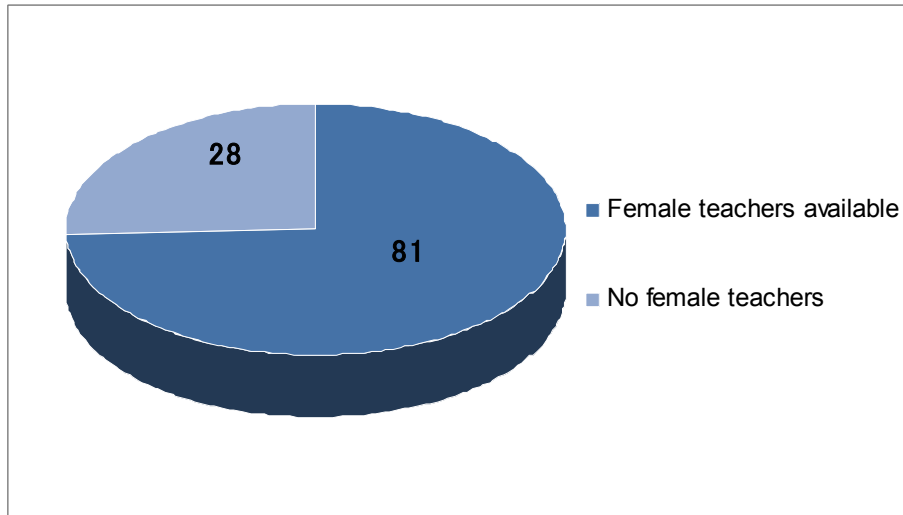
Figure 1. Number of female teachers, 2006/2007 and 2007/2008
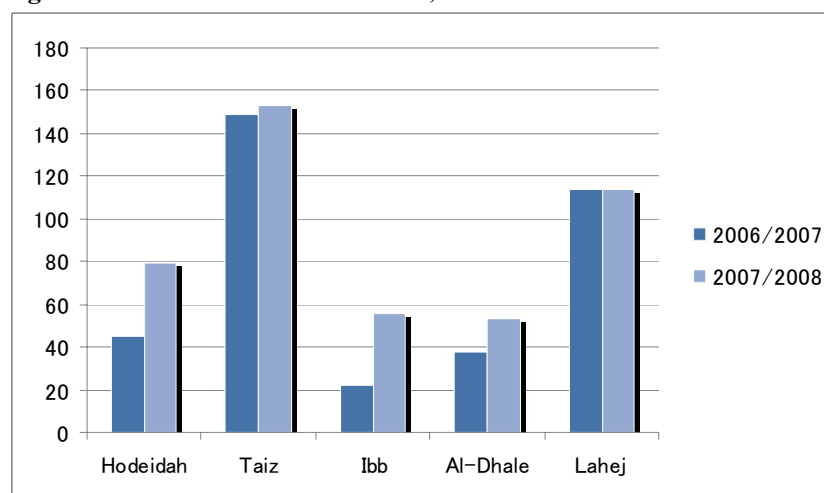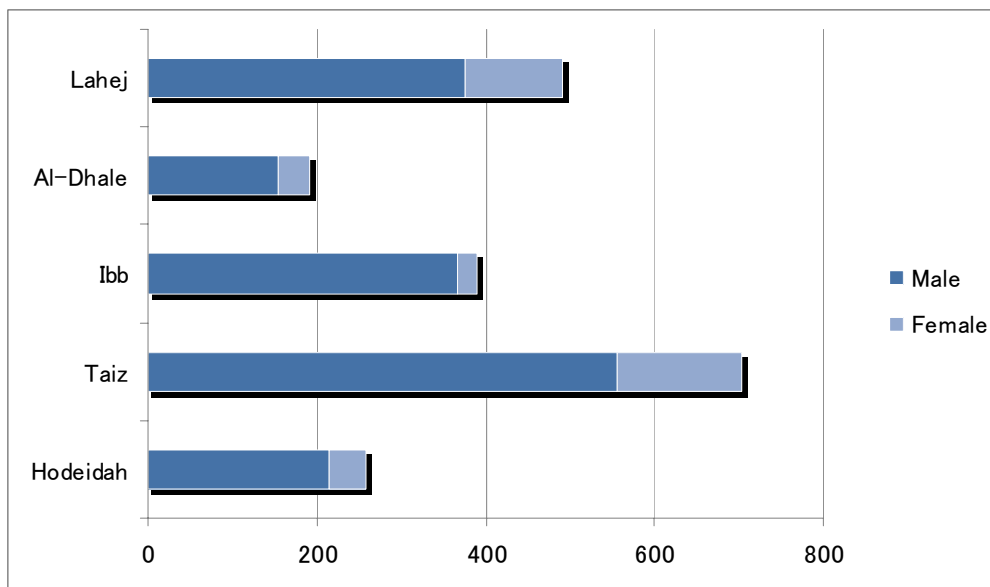

Source: District Profile

However, share of female teachers are still scarce (only 22% of all teachers are female in 2006/2007), and there are no female teachers in 28 CFSs in 2007/2008 (Figure 2).

Figure 2. CFS without female teachers

Source: Head master interview

Table 3. Share of female teachers in 2006/2007

Source: District Profile 2006/2007

7. First Year CFS Situation by Focus Area

7.1. Focus Area 1: Improve School Management

Expected Results of Focus Area 1
a. Schools are open to learning and community activities.
b. The management and teachers are in school during working hours.
c. Teachers and school administration held regular meetings and encourage student's participation.
d. The school positively interacts with supervisory visits.
e. The school plan is formed through a participatory and transparent approach.
f. Teachers held regular meetings with parents and in an average of two times a year at least.
g. Educational materials on children rights are available in the school (training manuals, posters, awareness materials).
h. All students and parents know the social workers and meet with them regularly.
i. School work in line with its bi-laws and school systems.
j. The principal recognizes his tasks and responsibilities as a resident supervisor to the educational process.
k. There are complementary active relations between the school, parents, and society.
l. School information and data are properly documented and archived.
m. The school administration, teachers, social workers, recognize their tasks and responsibilities.
n. The school administration forms school committees and activate their role in school activities.
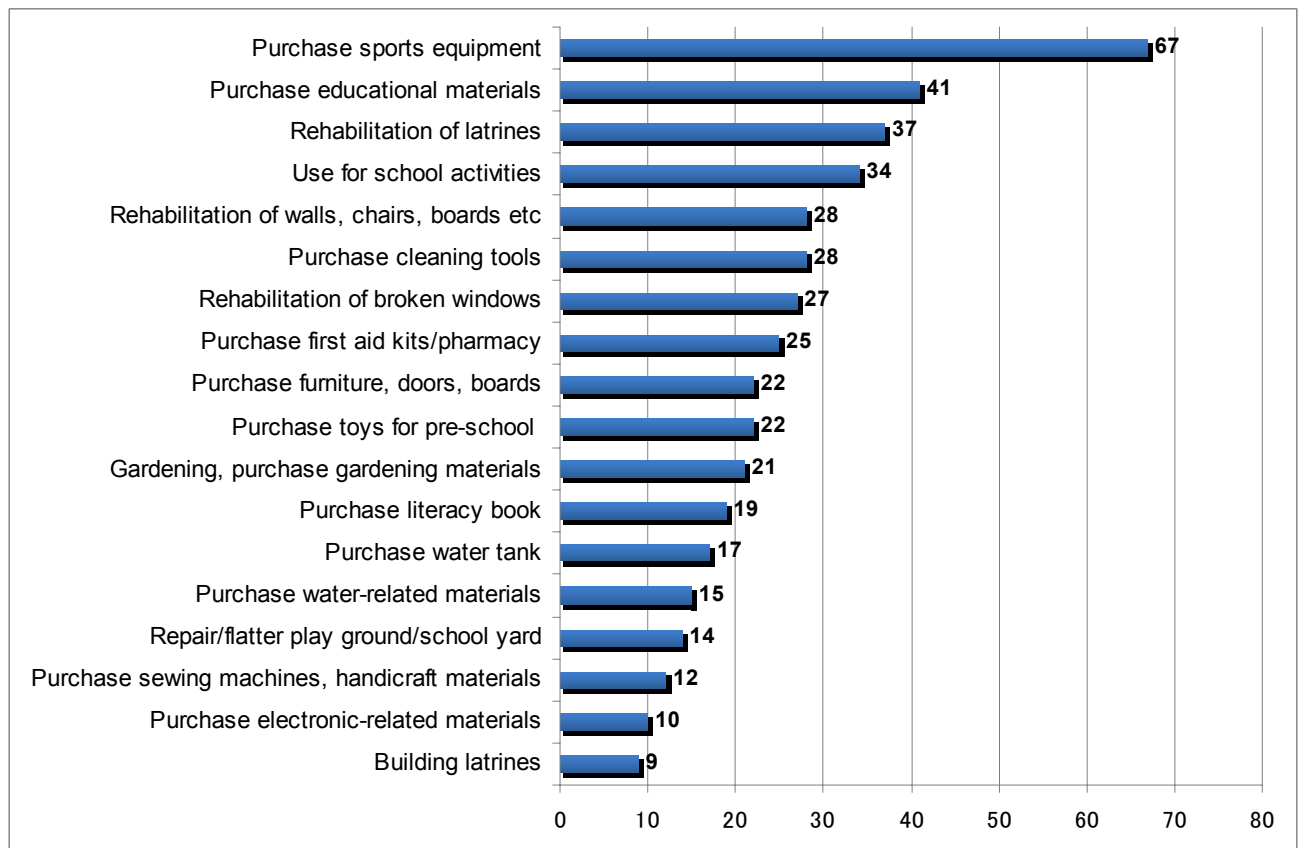
School Management Plan

By September 2007, all CFS developed School Management Plan and according to the plan, each CFS implemented the planned actions with the first year capitation grant. First installment was 400USD in XXX (when?), and the second installment for the rest of the capitation grant (600USD) was in XXX (when?), i.e. each CFS has received 1,000USD by the end of school year 2007/2008. Since the first capitation grant was in XXX (when?) and the second was in XXX (when?), not all activities were conducted in every CFS due to the lack of money by the time the CFSs planned to conduct activities. Financial and activity implementation rate for the school year 2007/2008 will be calculated by early October, when all necessary information is to be reported to the central level.

Besides implementation rate, training for head masters and DEOs are being conducted during summer 2008 in order to evaluate their school management plan 2008 and improve the plan for 2009 with full understandings about their school situation and CFS concept.

Activities using Capitation Grants

During the 2007/2008, more than 60% of the CFSs purchased sports equipment. It can be understood that 69 CFSs answered they had sports activities for extra-curricula activities as seen in Figure 4. In general, capitation grants were used to purchase necessary materials and equipments for school activities, and also to rehabilitate necessary facilities such as latrines, school yard and windows.

Figure 4. Main activities done using the capitation grant and the number of CFS that did the following activities during 2007/2008

Source: Head master interview

Father's and Mother's Council

CFS encourages active community participation in improving school management, and availability of active Fathers' and Mothers' council is one of the important keys for the community participation to improve school environment and management.

As of June 2008, there are 107 FCs and 49 MCs available in the targeted schools. Ministry of Education encourages FMC to meet 4 times a year, and among the FMCs available in CFS, 42 FCs (39.3% of available FCs) and 11 MCs (22.4% of available MCs) actively had meetings at least 4 times a year with attendance record and meeting minutes. The breakdowns of the FMC are presented in Table 7 and Table 8.

Table 7. CFS with active FC[1] (2007/2008)

		Number of CFS with FC available	Active FC[1]	Not fully active FC	
				Active meetings but either minutes or attendance is not available	Minutes & attendance available but not active meeting
Hodeidah	Zaidia	8	0	3	1
	Bait Al-Fakeeh	10	0	6	3
Taiz	Haifan	10	3	2	3
	Al-Makha	10	2	4	2
	Mawza'a	10	0	1	7
Ibb	Fara'a Al-Udyan	10	7	0	3
	AL-Sebrah	10	7	0	2
Al-Dhale	Al-Azareq	9	3	3	2
	Qataba	10	5	0	2
Lahej	Toor Al-Baha	10	8	2	0
	Halmein	10	7	0	3
	Total	**N=107**	**42 (39.3%)**	**2 (19.6%)**	**28 (26.2%)**

Source: Head master interview

1/ Active FC: Father's Council that meets at least 4 times a year (as recommended by the MoE) plus availability of meeting minutes and attendance records

Table 8. CFS with active MC[1] (2007/2008)

		Number of CFS with MC available	Active MC[1]	Not fully active MC	
				Active meetings but either minutes or attendance is not available	Minutes & attendance available but not active meeting
Hodeidah	Zaidia	7	0	3	2
	Bait Al-Fakeeh	4	0	2	0
Taiz	Haifan	0	0	0	0
	Al-Makha	8	1	2	2
	Mawza'a	0	-	-	0
Ibb	Fara'a Al-Udyan	6	2	1	2
	AL-Sebrah	3	0	0	2
Al-Dhale	Al-Azareq	8	2	0	2
	Qataba	0	-	-	0
Lahej	Toor Al-Baha	5	2	0	2
	Halmein	8	4	1	3
	Total	**N=49**	**11 (22.4%)**	**9 (18.4%)**	**15 (78.9%)**

Source: Head master interview

1/ Active M: Mother's Council that meets at least 4 times a year (as recommended by the MoE) plus availability of meeting minutes and attendance records

7.2. Focus Area 2: Safe, Healthy and Protective Environment

Expected Results of Focus Area 2

a. The school environment is not trashed.
b. The school paint is maintained.
c. Door locks are working and used properly.
d. The school furniture is preserved and up to the required standards.
e. There are no shattered windows or broken furniture in the school.
f. Walls display the activities.
g. There are no weapons inside the school.
h. The stick is not used for disciplinary actions.
i. There is clean water available in the school.
j. Toilets are available and clean.
k. Girls use toilets.
l. Classrooms are air ventilated and have adequate light.
m. Girls and boys play and engage in activities.
n. First Aid kit is available.
o. The school grows plants in its outdoors and indoors.
p. There is a fence protecting the school.
q. Trash cans are available.

Latrines

In the questionnaires, number of latrines with functions and privacy were asked. However, usable data was obtained only from 62 CFSs. It may be because the ideas of "functional" latrines were different among data collectors and head masters; therefore this point will be considered carefully in the next cycle of monitoring process.

In total, number of functional latrines was answered to be 123 out of 181 total latrines (68%). Ratio of girls' students to a functional latrine in 62 CFSs was 71.2, with huge difference among districts. The detailed results of 62 CFSs are presented in Table 9. In the table, it is notable that many schools face lack of functional latrines.

Even the share of functional latrines was 68% in the head master interview (sample of 62 CFSs), the school observation result shows that 84% of CFSs have functional latrines (Table 11). Again it should be further analyzed in the supervisory visit during the school year 2008/2009 if the CFSs have functional, private and sufficient latrines.

Table 9. Latrines in CFS (2007/2008)

	Total number of latrines[1]	Total number of functional latrines	Total number of girls G1-9	Girls student-functional latrine ratio[2]	N=[3]
Hodeidah					
Zaidia	4	3	487	162.3	3
Bait Al-Fakeeh	18	4	618	154.5	6
Taiz					
Haifan	46	32	2,076	64.9	9
Al-Makha	9	11	1,182	107.5	5
Mawza'a	14	4	835	208.8	6
Ibb					
Fara'a Al-Udyan	45	4	3,625	906.3	10
AL-Sebrah	10	16	895	55.9	5
Al-Dhale					
Al-Azareq	12	11	1,133	103.0	5
Qataba	5	20	714	35.7	5
Lahej					
Toor Al-Baha	6	3	366	122.0	2
Halmein	12	15	952	63.5	6
Total	**181**	**123**	**12,883**	**71.2**	**62**

Source: Head master interview

1/: It is the total number of latrines, regardless the latrines are separated nor in need of rehabilitation.

2/: Girls student-latrines ratio is calculated by dividing number of girls by total number of functional latrines. To calculate number of appropriate latrines, number of inappropriate latrines are subtracted from total number of latrines (1/). In order to calculate the ratio, only schools are considered where data on number of girls' students and latrines are available.

3/ N: represents number of schools that are considered for calculation of student-latrine ratio. Only 62 schools answered all number of latrines, number of functional latrines and number of girls properly.

Hand Washing Facilities

In 2007/2008, 52 CFSs answered they had hand washing facilities with water in the schools, and only 24 CFSs answered at least one soap is available in hand washing facilities (Table 10).

In the school year 2008/2009, "WASH Clubs" are expected to be established within CFSs, composed by at least one represent for each class, with gender sensitive representation of students. WASH Clubs are expected to advocate a clean environment and improved hygiene and sanitation in the School. Leading, implementing and monitoring all the activities to be develop in the school achieving the Hygienic and Open Defecation Free Declaration. For this purpose, the club could be composed by (1) one sub-Club for Hand washing and (2) One sub-Club for Stop Open Defecation Free. Monitoring cleanliness of the school and personal hygiene of the students is also part of the Clubs Duties.

Table 10. Availability of water supply and hand-washing facilities (2007/2008)

	Water supply	Hand washing facilities with water	Any soap available in hand-washing facilities
Hodeidah	**15**	**10**	**8**
Zaidia	7	4	3
Bait Al-Fakeeh	8	6	5
Taiz	**19**	**10**	**3**
Haifan	8	3	1
Al-Makha	6	2	0
Mawza'a	5	5	2
Ibb	**15**	**17**	**4**
Fara'a Al-Udyan	5	8	1
AL-Sebrah	10	9	3
Al-Dhale	**10**	**5**	**2**
Al-Azareq	6	4	2
Qataba	4	1	0
Lahej	**10**	**10**	**7**
Toor Al-Baha	6	7	5
Halmein	4	3	2
Total	**69 (66.3%)**	**52 (51.0%)**	**24 (23.3%)**
N=	*104*	*102*	*103*

Source: Head master interview

Overall School Environment

During the survey, school observation was also conducted. The results (Table 11) are generally positive; however during the monitoring visit some negative perspectives of physical environment in CFSs are also reported. It was found that many CFSs have doors that close and sufficient ventilation. Functional latrines are also reported to be available in many of the CFSs, but again it should be monitored if the numbers are sufficient and all CFSs have consistent understandings of "functional" latrines. As 64% of CFSs answered they have one spot for garbage collection, it is reported from monitoring visit that many CFSs were making efforts to clean the school environment with active participation by students.

On the other hand, more than half of CFSs have broken furniture and broken windows, and it was reported also that some CFSs have unsafe places where are not suitable as school environment. Such challenging physical environment of CFSs will continue to be monitored throughout the next cycle of CFS pilot.

Table 11. Physical Environment of CFS (2007/2008)

	Physical Environment at School	Yes	% of yes	N=
Positive areas	Classrooms have doors that close	99	98%	101
	Classrooms have sufficient ventilation	98	95%	103
	Classrooms have a black/while board to draw	85	86%	99
	School has functional toilets	90	85%	106
	Classrooms are well painted	75	78%	96
	Classrooms have enough light	79	76%	104
	School has water	75	74%	102
	School and classrooms have nice materials (posters, drawings, etc.) on the walls	75	71%	106
	School has one spot for garbage collection	67	64%	104
	School has clean toilets	66	64%	103
	School has trees and other greenery on the yard	51	49%	105
	School an area in the shade where kids can play	24	23%	104
	School has usable soap	19	18%	104
Challenging areas	School has broken furniture in the school compound	68	65%	104
	School has broken windows	54	54%	100
	School has broken doors	38	37%	104
	School has broken furniture that is not used in the classroom	27	27%	100
	School has garbage on the floor of the classrooms	26	26%	101
	School has garbage on the floor of the schoolyard	21	21%	99
	School has unsafe places (sticks sticking out, wholes in the ground etc.)	16	15%	105

Source: School Observation Sheet

School Violence

As presented in the Table 12, most of the bullying cases are reported either to head masters or social workers. There are remarkable numbers of bullying cases in Haifan, but it requires more investigation on what kind of and how bullying cases were reported, whether it was recorded, and how it was followed up. In addition, the definition of bullying was not noted in the questionnaires; therefore some interviewees might not have had the common understandings about bullying. The same thing can be said for the corporal punishment (Table 13). However, it is important to note that higher reporting on such school violence could also represent the higher sensitivity and awareness on school violence of interviewees, thus they were more likely to report about their situation at school.

During a monitoring visit in Taiz, it was reported that beating students in general reduced in all the schools and other alternatives were used such as calling the parents to discuss the students' situation. Social workers are also involved to talk with the students who have difficulties and try

to help them to solve problems. However, it was also reported that children were hit by teachers during a monitoring visit in Hodeidah.

Table 12. Availability of bullying reported and to who reported in CFS during 2007/2008

		No. of CFS Bullying reported[/1]	Reported to:		
			HM[/2]	SC[/3]	SW[/4]
Hodeidah	Zaidia	2	0	0	13
	Bait Al-Fakeeh	4	22	0	1
Taiz	Haifan	4	103	6	132
	Al-Makha	2	15	0	9
	Mawza'a	3	5	0	0
Ibb	Fara'a Al-Udyan	5	12	0	24
	AL-Sebrah	5	6	0	4
Al-Dhale	Al-Azareq	2	4	0	1
	Qataba	2	1	0	0
Lahej	Toor Al-Baha	6	7	0	0
	Halmein	0	-	-	-
Total		**In 35 schools**	**175 cases**	**6 cases**	**184 cases**

Source: Head master interview
1/One school in Toor Al-Baha, the questionnaires were missing for this question. Also one school in Bait Al-Fakeeh and one school in Al-Makha did not answer this question.
2/HM: head master, 3/SC: Student Council, 4/SW: social worker

Table 13. Number of cases of corporal punishment reported in CFS during 2007/2008

		to HM[/1]	to SW[/2]	Total
Hodeidah	Zaidia	3	0	3
	Bait Al-Fakeeh	2	0	2
Taiz	Haifan	5	2	7
	Al-Makha	0	0	0
	Mawza'a	4	0	4
Ibb	Fara'a Al-Udyan	2	33	35
	AL-Sebrah	3	1	4
Al-Dhale	Al-Azareq	0	0	0
	Qataba	0	0	0
Lahej	Toor Al-Baha	2	0	2
	Halmein	0	0	0
Total		**21 (36.8%)**	**36 (63.2%)**	**57 (100%)**

Source: Head master interview
1/ HM: head master, 2/SW: social worker

7.3. Focus Area 3: Quality participatory teaching-learning process

Expected Results of Focus Area 3
a. Teaching plans are developed as part of the school management plan.
b. The school is visited by good role models representing community leaders, including women.
c. The curriculum is respondent to the children needs (It is based on activities and life skills development).
d. Libraries are available and used by teachers and children.
e. Teachers work is based on participatory framework.
f. Teachers receive training and technical feedback regularly.
g. The school organizes extra-curriculum activities.
h. Opportunities are available for students to undertake projects at least once in each semester.
i. Positive interaction and relationships exist among children and teachers and among themselves.
j. Teachers and students participate and use a diversity of learning and educational methods and approaches.
k. Text Books are available on time for all students.

Extra-Curricula Activities

Figure 5 represents that 99CFSs answered they conducted extra-curricula activities during 2007/2008. Approximately 70% of the schools had sports class/events. However, it is important to note that many of the sport-related activities were limited for only boys and girls had less opportunity to have time for sports during 2007/2008. Equal involvement of boys and girls is necessary for schools to be more child-friendly and attractive.

Student Council

CFS encourages children to actively participate in activities in and outside of classrooms. In 2007/2008, there are 56 student councils among 110 CFSs (Table 14). Mostly, the members of student council were selected through class election, and 67.3% of the available student councils met more than 3 times a term during 2007/2008. In 2008/2009, it should be continuously monitored how to increase children's participation to learning and educational process by enhancing Student Councils.

Figure 5. Number of CFS Extra-Curricula Activities conducted in CFS by activity (2007/2008)
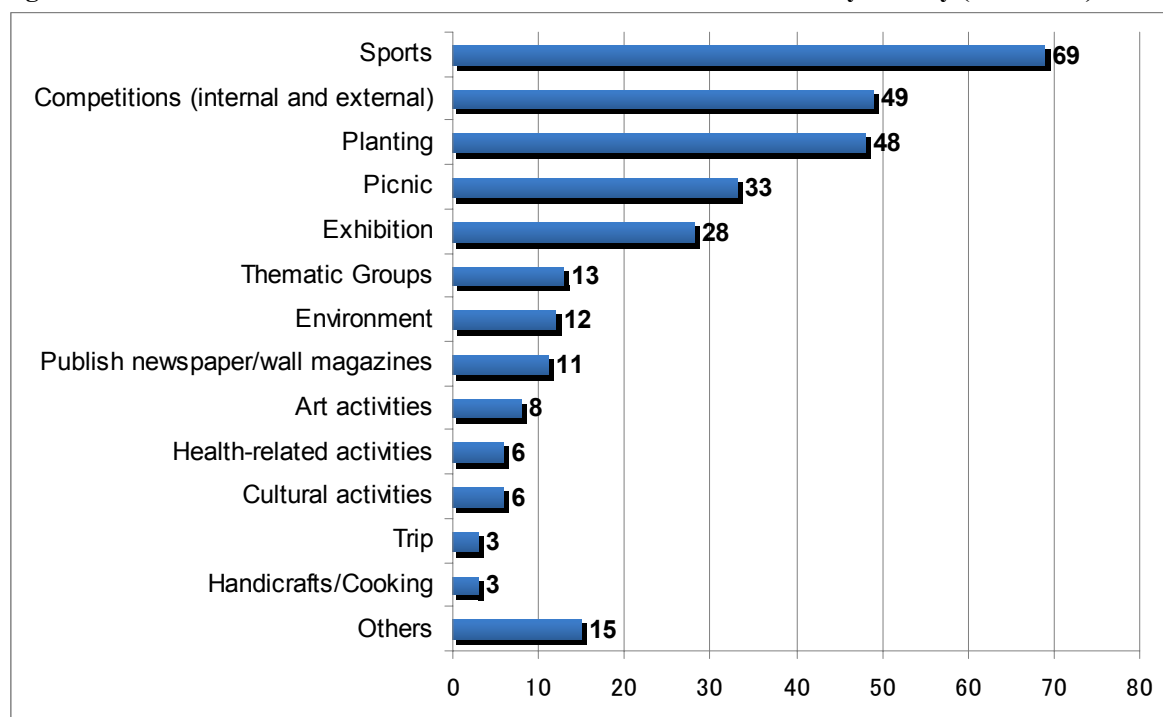
Source: Head master interview

Table 14. Availability of Student Council (2007/2008)

	Yes	No	No answer	Total
Hodeidah				
Zaidia	0	6	4	10
Bait Al-Fakeeh	0	8	2	10
Taiz				
Haifan	10	0	0	10
Al-Makha	1	9	0	10
Mawza'a	2	7	1	10
Ibb				
Fara'a Al-Udyan	7	3	0	10
AL-Sebrah	6	4	0	10
Al-Dhale				
Al-Azareq	8	1	1	10
Qataba	6	4	0	10
Lahej				
Toor Al-Baha	7	3	0	10
Halmein	9	1	0	10
Total	**56 (50.9%)**	**46 (41.8%)**	**8 (7.3%)**	**110 (100%)**

Source: Head master interview

Teacher Training

For both male and female teachers, more than 30% of teachers in CFS had opportunity to get trained. However, the difference between districts and sex can also be seen (Table 15).

Table 15. CFS Teachers who had training opportunity during 2007/2008

	Teachers trained		% of trained teachers of all teachers		$N=^{/2}$
	Male	Female	Male	Female	
Hodeidah	**112**	**46**	**57.1%**	**54.8%**	**19**
Zaidia	25	31	54.3%	58.5%	9
Bait Al-Fakeeh	87	15	58.0%	48.4%	10
Taiz	**248**	**37**	**43.1%**	**24.2%**	**30**
Haifan	165	31	50.9%	29.8%	10
Al-Makha	64	4	39.5%	18.2%	10
Mawza'a	19	2	21.3%	7.4%	10
Ibb	**144**	**38**	**36.6%**	**48.1%**	**19**
Fara'a Al-Udyan	61	22	27.6%	45.8%	10
AL-Sebrah	83	16	48.3%	51.6%	9
Al-Dhale	**104**	**6**	**39.7%**	**26.1%**	**17**
Al-Azareq	87	4	48.6%	26.7%	9
Qataba	17	2	20.5%	25.0%	8
Lahej	**57**	**41**	**13.3%**	**22.4%**	**16**
Toor Al-Baha	27	31	11.1%	20.7%	9
Halmein	30	10	16.1%	30.3%	7
Total	**665**	**168**	**35.8%**	**32.2%**	**101**

Source: Head master interview

1/ Number of teachers do not include volunteer teachers

2/ *N* represents number of schools that answered both number of teachers and number of teachers trained.

Teaching Plan

As more than 90% of head masters answered (Table 16), most teachers interviewed (95% of male teachers and 100% of female teachers) prepared teaching plan during 2007/2008. Among them, nearly half of teachers received feedback from both head masters and supervisors on teaching plan (Table 17).

Table 16. Whether teachers at CFS prepared teaching plan during 2007/2008 (head masters' opinion)

Targeted districts		Most of teachers	Less than half of teachers	Total
Hodeidah	Zaidia	9	1	10
	Bait Al-Fakeeh	10	0	10
Taiz	Haifan	10	0	10
	Al-Makha	9	1	10
	Mawza'a	9	1	10
Ibb	Fara'a Al-Udyan	9	1	10
	AL-Sebrah	8	2	10
Al-Dhale	Al-Azareq	10	0	10
	Qataba	8	1	9
Lahej	Toor Al-Baha	10	0	10
	Halmein	10	0	10
Total		**102** (93.6%)	**7** (6.4%)	**109** (100%)

Source: Head master interview
Note: The values represent number of CFS that answered for each category.

Table 17. Number of teachers who received feedback on teaching plan from school management and supervisor, by sex (2007/2008)

	Feedback on Teaching Plan from:								Total number of teachers prepared plan	
	both school management & supervisor		school management only		supervisor only		No feedback received			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Hodeidah										
Zaidia	0	3	0	0	0	0	0	1	2	7
Bait Al-Fakeeh	2	1	1	2	0	0	0	1	4	5
Taiz										
Haifan	7	7	1	0	1	1	0	0	9	8
Al-Makha	0	0	2	1	3	1	5	3	11	6
Mawza'a	6	2	0	1	2	0	0	0	10	3
Ibb										
Fara'a Al-Udyan	0	6	0	0	0	0	0	2	0	10
AL-Sebrah	6	0	1	0	0	0	0	0	10	0
Al-Dhale										
Al-Azareq	5	0	0	0	0	0	1	0	7	0
Qataba	6	1	0	0	0	0	0	0	10	2
Lahej										
Toor Al-Baha	1	4	2	0	0	0	1	1	8	6
Halmein	6	3	0	0	0	0	0	0	10	5
Total	**39** (48.1%)	**27** (51.9%)	**7** (8.6%)	**4** (7.7%)	**6** (7.4%)	**2** (3.8%)	**7** (8.6%)	**8** (15.3%)	**81**	**52**

Source: Teacher Interview
Note: 22 male teachers and 11 female teachers did not answer the question regarding teaching plan feedback

Supervisor's Visits

Nearly 80% of CFSs are visited by supervisors during 2007/2008 (Table 18). Among them, 50% of CFSs are visited by supervisor more than 2 times in each term (Table 19).

Table 18. CFS visited by supervisor during 2007/2008

	Yes	No	no answer	Total
Hodeidah				
Zaidia	5	2	3	10
Bait Al-Fakeeh	8	0	2	10
Taiz				
Haifan	8	2	0	10
Al-Makha	10	0	0	10
Mawza'a	3	7	0	10
Ibb				
Fara'a Al-Udyan	9	1	0	10
AL-Sebrah	8	0	2	10
Al-Dhale				
Al-Azareq	9	1	0	10
Qataba	10	0	0	10
Lahej	-	-	-	-
Total	**70 (77.8%)**	**13 (11.4%)**	**7 (7.8%)**	**90 (100%)**

Source: Head master interview
Note: Questionnaires of 20schools in Lahej for this question was missing.

Table 19. Frequency of supervisors' visit in CFS (2007/2008)

	More than 2 times in each term	Less than once in each term	Total
Hodeidah			
Zaidia	0	4	4
Bait Al-Fakeeh	1	1	2
Taiz			
Haifan	4	4	8
Al-Makha	10	0	10
Mawza'a	1	2	3
Ibb			
Fara'a Al-Udyan	0	9	9
AL-Sebrah	1	6	7
Al-Dhale			
Al-Azareq	6	3	9
Qataba	8	2	10
Lahej	-	-	-
Total	**31 (50.0%)**	**31 (50.0%)**	**62 (100%)**

Source: Head master interview
Note: Questionnaires of 20schools in Lahej for this question was missing.

Teacher Absenteeism/Absence rate

Number of teachers absent and the reasons of the absence on the day of the data collection were asked in the questionnaires, however, because the timing of data collection was during the end-of-year exam or already closed season for summer, absent rate and absenteeism rate was not possible to calculate. It should be considered well for the next cycle of CFS monitoring.

However, during school visits during 2007/2008, several head masters stated that a new law that ensures that salary of teachers is cut when teachers are absent without notice has increased the presence of teachers at school considerably, which means that teacher absenteeism decreased due to the new law.

7.4. Focus Area 4: Gender Equity and Gender Sensitiveness

Expected Results of Focus Area 4
a. Both boys and girls participate equally in class.
b. The quality of girls' classes is similar to that of boys.
c. Boys and girls are setting in equal balance on the sides of the class.
d. There are spate toilets for girls.
e. Girls and boys have equal opportunities to use the different facilities of the school.
f. The curriculum and educational materials are relevant/responsive to both girls and boys needs.
g. Both female and male teachers have equal opportunities.
h. Girls participate in recreational activities that are responsive to their needs.

Sitting Structure in Classrooms

During the data collection, the data collection teams observed classrooms for grade 1, 4, 6 and 9 if the school was operating on the day. More than half of the classrooms for both grade 1 and 9, boys and girls sit separated aside. The structure that boys sit in the front and girls at the back of the classrooms appears increasing in the higher grades (Table 20, 21).

In Haifan, it was reported that teachers in most schools visited for monitoring were trained or had sessions with management and social workers on how to deal with students, and all of them stopped making girls seat behind boys.

Table 20. Sitting Structure of Grade 1 (as of May-June 2008)

		Mixed	Boys in front, Girls at the back	Separated aside	Others	Total
Hodeidah	Zaidia	0	0	1	1	2
	Bait Al-Fakeeh	0	1	2	2	5
Taiz	Haifan	0	0	6	0	6
	Al-Makha	1	1	3	0	5
	Mawza'a	3	4	3	0	10
Ibb	Fara'a Al-Udyan	0	1	8	1	10
	AL-Sebrah	0	0	7	0	7
Al-Dhale	Al-Azareq	0	4	2	0	6
	Qataba	0	1	7	0	8
Lahej	Toor Al-Baha	0	3	3	1	7
	Halmein	0	1	8	0	9
	Total	**4**	**16**	**50**	**5**	**75**
		(5.3%)	**(21.3%)**	**(66.7%)**	**(6.7%)**	**(100.0%)**

Source: School observation sheet
Note: Grade 1 classrooms in 75CFSs were observed

Table 21. Sitting Structure of Grade 9 (as of May-June 2008)

		Boys in front, Girls at the back	Separated aside	Total
Hodeidah	Zaidia	0	1	1
	Bait Al-Fakeeh	0	1	1
Taiz	Haifan	2	4	6
	Al-Makha	2	2	4
	Mawza'a	5	2	7
Ibb	Fara'a Al-Udyan	5	3	8
	AL-Sebrah	3	5	8
Al-Dhale	Al-Azareq	4	4	8
	Qataba	1	2	3
Lahej	Toor Al-Baha	3	4	7
	Halmein	1	8	9
	Total	**26**	**36**	**62**
		(41.9%)	**(58.1%)**	**(100.0%)**

Source: School observation sheet
Note: Grade 69 classrooms in 62CFSs were observed

Equal Participatory Opportunities for Students in Extra-Curricula Activities

As presented in Figure 4, several extra-curricula activities were conducted in CFSs during 2007/2008. However, it was reported from the filed that some of the activities such as sports and short trip were often limited only for boys. At the sports competition, boys were provided with succor uniform/T-shirts with opportunity to take part in the competition, but on the other hand girls were only provided some tags to cheer up the boys playing. Even though cultural and social contexts often do not allow girls to participate in the same activities with boys when it comes to sports and trips, school management are expected to plan the equal participatory opportunities for both boys and girls in terms of quality and quantity of the activities/materials provided.

Equal Training Opportunities for Teachers

In total, 36% of male teachers and 32% of female teachers in 101 CFSs had opportunity to take trainings (Table 22). In some districts more than half of the teachers took training, however teachers in other districts have less opportunity to get trainings. Both male and female teachers have unequal opportunity of trainings depending on districts, thus it should be encouraged that both male and female teachers have equal opportunities for trainings and workshops.

Table 22. Percentage of teachers in CFS who had training opportunity during 2007/2008

		% of trained teachers of all teachers		N=
		Male	Female	
Hodeidah	Zaidia	54%	59%	9
	Bait Al-Fakeeh	58%	48%	10
Taiz	Haifan	51%	30%	10
	Al-Makha	40%	18%	10
	Mawza'a	21%	7%	10
Ibb	Fara'a Al-Udyan	28%	46%	10
	AL-Sebrah	48%	52%	9
Al-Dhale	Al-Azareq	49%	27%	9
	Qataba	21%	25%	8
Lahej	Toor Al-Baha	11%	21%	9
	Halmein	16%	30%	7
Total		**36%**	**32%**	**101**

Source: Head master interview

Separate and Functional Latrines, especially for girls
Even though the quality of data was not obtained in the survey this time, lack of separate and functional latrines has been a common issue in many CFSs. It strongly affects the enrollment and retention of students, especially for girls, thus continuous attention on this issue should be paid.

7.5. Focus Area 5: Children are capable of learning to their full potential

Expected Results of Focus Area 5
a. The school provides health and social care.
b. Teachers learn about the children and pays attention to their differences.
c. Children receive health check ups and are vaccinated.
d. Cooperating with the nearest health center to education parents on health issues.
e. Children come to school on time and participate at the morning …… and school radio.
f. The school administration, teachers, and social workers track absent and run away cases and work to resolve them.
g. The children interact positively with their school environment and appreciate the school contribution.
h. Children love school and enjoy curriculum and extra-curriculum activities.
i. Teachers honor/recognize children's achievements and creativity.
j. Children have good health and are capable to learn.

Social Workers

In 93% of CFSs social workers are available. There are 7 CFSs that social workers are not available, but the reasons why these schools do not have social workers needs to be clarified through monitoring visits during 2008/2009. In addition, training opportunity for social workers will be monitored.

Table 23. Availability of social worker (2007/2008)

		Available	Not Available	Total
Hodeidah	Zaidia	9	1	10
	Bait Al-Fakeeh	10	0	10
Taiz	Haifan	10	0	10
	Al-Makha	8	2	10
	Mawza'a	7	3	10
Ibb	Fara'a Al-Udyan	9	1	10
	AL-Sebrah	10	0	10
Al-Dhale	Al-Azareq	10	0	10
	Qataba	10	0	10
Lahej	Toor Al-Baha	9	0	9
	Halmein	10	0	10
Total		102 (93.6%)	7 (6.4%)	109 (100.0%)

Source: Head master interview
Note: In 1 school in Toor Al-Baha, the questionnaires were missing for this question.

Children's Health

In more than 60% of CFSs there are health supervisors (Table 24). Besides, first aid kits were purchased using capitation grants in 25 CFSs during 2006/2007 (Figure 4) It was also reported in the field that some PTA members were so active that they contracted with local nurse to supervise the children's health at school. It is a good example of active community participation to improve the children's health and children's participation in educational process as a whole.

Table 24. CFS with health supervisor and health record available (2007/2008)

	Health Supervisor	Health Record
Hodeidah		
Zaidia	9	6
Bait Al-Fakeeh	7	3
Taiz		
Haifan	10	8
Al-Makha	2	1
Mawza'a	1	1
Ibb		
Fara'a Al-Udyan	8	5
AL-Sebrah	10	9
Al-Dhale		
Al-Azareq	7	6
Qataba	7	7
Lahej		
Toor Al-Baha/1	-	-
Halmein/2	-	-
Total	**61 (67.8%)**	**46 (51.1%)**

Source: Head master interview

School Readiness Activities

Out of 90 CFSs, 57 CFSs answered they had school-preparedness activities during 2007/2008. Figure 6 represents the types of activities and number of CFSs that conducted the activities. These 57CFSs have done more than 2 school preparedness activities, and 33% of the CFSs allowed younger children in grade 1. Also, some CFSs seem to have been better-off enough to establish nursery/kindergarten for younger children, or they already had kindergarten inside the school. Breakdown of the figures to the district level is shown in Annex F. In school year 2008/2009, Early Childhood Development (ECD) kits will be distributed to all CFSs.

Figure 6. Kinds and number of school preparedness activities
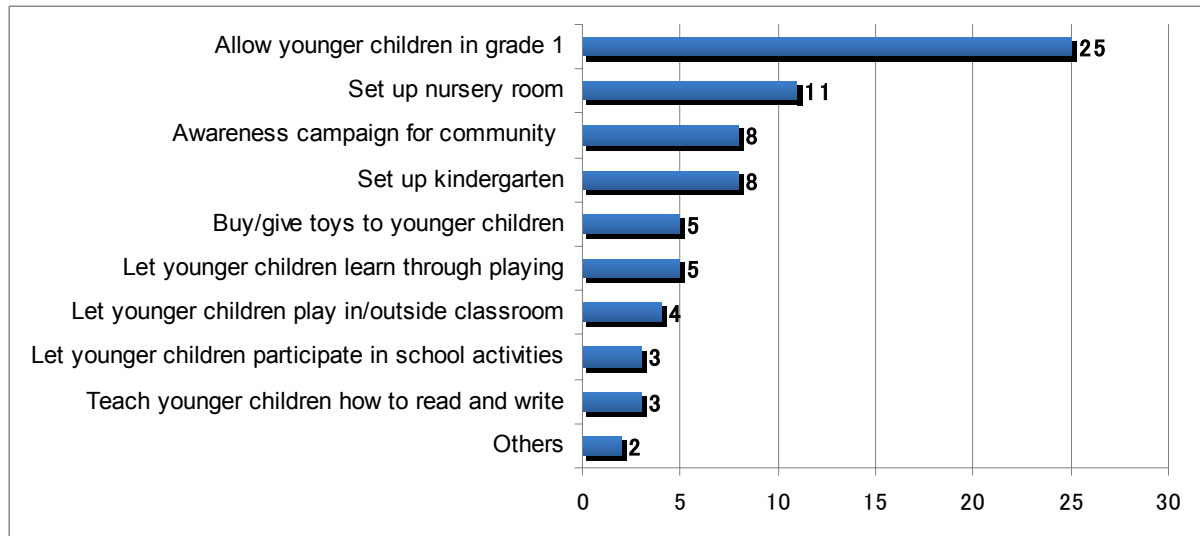
Source: Head master interview

7.6. Focus Area 6: School is a change agent and a motor for community development

Expected Results of Focus Area 6

a. The school admit all children (by passing the obstacles of late registration, birth certificates, young age) in accordance to the bi laws and school systems.
b. The school meets with parents to discuss drop out issues.
c. There is a mechanism to help young children on school preparedness in cooperation with parents and volunteers.
d. There is a mechanism for kind incentives targeting poor families.
e. The school implements action programs to encourage enrollment and restate drop outs in education and literacy classes.
f. The school learns from the expertise and local community efforts to support the school activities and plans.
g. The school mobilizes all its available resources at the best way possible.
h. The school counts on the community's resources support.
i. The local councils and District MoE offices have an effective mechanism in place to process school requests.
j. Children participate in the events that the community organizes.
k. Parents visit the schools during normal days and in open days.
l. The school protects the community values and builds the Islamic national citizenship.

Fund-Generating Efforts

During the first year, nearly 70% of CFS answered they made fund-generating efforts (Table 25). 75.9% of CFS collected exam fees. It is notable that some CFSs have received donation from community; for instance some rich family in the community or local authority. It was also recognized during the school visit that some schools have strong relationship with PTAs and communities, and they contribute for purchasing school furniture, rehabilitation and reconstruction of schools.

Table 25. Type and number of fund-generating activities (2007/2008)

	fund generating activity conducted (yes)	collect exam fees	donation from community	from parents	others
Hodeidah					
Zaidia	6	1	2	2	0
Bait Al-Fakeeh	8	8	3	4	0
Taiz					
Haifan	10	10	4	3	1
Al-Makha	9	8	0	0	0
Mawza'a	7	7	0	0	0
Ibb					
Fara'a Al-Udyan	7	5	0	0	0
AL-Sebrah	6	2	2	0	0
Al-Dhale					
Al-Azareq	1	0	0	0	0
Qataba	4	3	0	1	1
Lahej					
Toor Al-Baha	-	-	-	-	-
Halmein	-	-	-	-	-
Total	58	44 (75.9%)	11 (19.0%)	10 (17.2%)	2 (3.5%)

Source: Head master interview
Note: Some schools have more than 2 kinds of activities. The percentage in ( ) in total represents the percentage of school that conducted the each category of activity out of 58CFSs that answered to have made fund-generating activities.

Literacy Class

16 CFSs opened the schools to be used for literacy classes for women in the community in 2007/2008. In Yemen there's evidence that opening schools for literacy classes targeting mothers and women in the community led active participation of community to school, which improved girls' enrollment and retention. The impact of literacy classes will be monitored as well for the next cycle.

Table 26. CFS opened literacy classes during 2007/2008

Targeted district		Yes	No	Total
Hodeidah	Zaidia	2	8	10
	Bait Al-Fakeeh	1	8	9
Taiz	Haifan	3	7	10
	Al-Makha	0	10	10
	Mawza'a	1	9	10
Ibb	Fara'a Al-Udyan	0	9	9
	AL-Sebrah	3	6	9
Al-Dhale	Al-Azareq	3	6	9
	Qataba	3	7	10
Lahej	Toor Al-Baha	-	-	-
	Halmein	-	-	-
Total		**16 (18.6%)**	**70 (81.4%)**	**86 (100%)**

Source: Head master interview

8. Good Practices and Lessons Learned

Exchange Visit to other CFSs

In Lahej, monthly exchange visits among CFSs were conducted. This exchange visit was among CFS headmasters in Lahej, and they had exchange visits in order to learn from others' experience on CFS activities. Even though it was stopped due to the security reason, FOs and CFSs in Lahej will re-start the exchange visits as soon as the security stables.

Active Community Participation

Some CFSs have strong relationship with PTAs, Father's Mother's Council, and community. It is documented that such active community participation leads more awareness raising within the community, as PTAs and other community members encourages parents of out-of-school children or dropped out children to enroll school again. At the same time, in some CFSs, PTAs were actively involved in implementing School Management Plan, and when needed, PTAs provided suggestions and contribution such as rehabilitation, reconstruction of school facilities. Some community members paid frequent visits to CFS willing to see what had newly been achieved in the school.

Mobilizing Students as motor of school and social development

CFS as Role Model School

In Taiz, it was reported that some CFSs play important roles as a model school for non-CFS schools in the community. Some innovative and newly enhanced activities at CFSs can attract other schools to be like CFSs.

Understanding CFS Concept and being CFS

Head masters in CFS have been trained, briefed and informed about CFS concept and implementation matters by DEOs, General Education central level and UNICEF Field Offices. Intensity and quality of information stream varies and hence understanding at headmaster level varies from CFS to CFS. Generally DEOs have better understanding of CFS than head masters due to their direct participation in workshops and more exposures on CFS concept, but when head masters and DEOs are asked about the CFS concept, almost all of them have understood the basic concept of CFS.

During the school visit in Lahej, however, it was found that two fathers in the community met by the supervisory visit members were not aware of the school being a CFS. Also one school in Ibb, the new headmaster was not aware of the school being a CFS and having a school management plan. At the same time, no CFS logos were found in CFS in Lahej and Ibb, therefore it should be emphasized that the logo is an important recognizable message and also awareness raising for parents and community through leaflets, posters stickers should be planned.

Extra-curricula activities

In the survey, it was reported that most of the CFS conducted extra-curricula activities during 2007/2008. However, Extra-curricula activities such as sports and outings (picnics, school trips) are often limited for boys and/or for students in higher grades; thus alternative activities for girls and younger graders should be considered so all CFS children will be able to participate in the equal quality of educational activities. At the same time, it should be noted that the Yemeni context often does not allow girls to play sports when girls can be seen by boys and also from the community.

9. Recommendations

- More (unplanned) monitoring of CFS and relevant counterparts, especially at school level needed to be done by Field Offices
- DEO should send a circular to the participating schools
- Exchange visits between governorates would be a constructive manner to give input to the slower districts/governorates and encourage all involved
- The logo is an important recognizable message and will be included in all school kits and notebooks for 2008

- To increase the transparency more awareness raising for community needed: more awareness materials as leaflets, posters, stickers etc. with the logo should be designed
- Awareness raising should also be done through local radios
- When ordering items for school activities, the amount of expenditure and quality of the items for both boys and girls should be equal (to be integrated in the guidelines)
- At the beginning of next school year, KAP study to hear directly of girls' ideas about what kind of extra-curricula activities they want to do was recommended
- Innovative and creative ideas for activities for girls, other than traditional activities such as sewing and cooking should be suggested (to be integrated in the guidelines)
- For every activity for older kids an activity for younger kids has to be organized (to be integrated in the guidelines)
- Every time when capitation grant is transferred it should be announced in the schools at the bulletin boards (to be integrated in the guidelines) as each time an activitiy is implemented it should be announced and discuessed
- The practice that every 6 to 8 weeks a CFS will meet to discus progress and each time another school will host these meetings is a good way for schools to show other their improvements (to be integrated in the guidelines)
- Idea of "School is my friend" was shared: students will act important role to play to mobilize awareness and participation of communities and society. To use students, we have to provide enabling environment for children for activities
- Student participation through student council (only one mechanism) should be encouraged: material from MEPI's pilot should be shared and training by their trainers offered
- CRC (two types of versions for child age with simple language, drawings and paints; and for olders) needs to be distributed to CFS schools' children and trained on it to know their rights.
- Coordination Meeting with WB, WFP, and UNICEF to discussion how to unify the assistances as Conditional Cash Transfer (from WB) and School Food Programme (from WFP) with CFS programme to avoid increase and decrease in students enrollments in schools which create imbalance in the number of students in the schools in the same district or among districts.
- Better and consistent data and school record management at school and district level should be promoted.
- While planning all components of CFS should be taken into consideration as results should be closely monitored
- PTAs, teachers and student should play active role in the planning ,implementation and monitoring of CFS.
- Education supervisors should have regular visits to CFS to monitor all components.
- Records of the schools should be well managed as data should be accurate and detailed. In general data should be consistent at all levels(school, DEO and GEO)
- Health supervisors should be active
- Drop out should be analyzed and solutions should be suggested by DEO.
- Redistribution of teachers in all schools can be a partial solution for lack of teachers in CFS. Increase of female teachers in the schools in particular.

Annex 1. Child Friendly School in Socotra (Baseline)

In September 2008, 10 were newly added to become CFSs in 2 districts in Socotra, 8 schools in Hadibo district and 2 schools in Qalansia district. As a baseline, head teacher interview were conducted in early September 2008. As of end of September, questionnaires were completed in 8 schools, and 2 more schools are to be interviewed soon.

In school year 2007/2008, there were total of 4,189 students in Hadibo and 586 students in Qalansia (Table I). Number of teachers are still limited in Socotra, but total of 70 UNICEF-contracted teachers (58 in Hadibo and 12 in Qalansia) were contracted in schools in Socotra in 2007 (including CFSs).

Table I. Number of students and teachers in 10 CFSs in Socotra (2007/2008)

	Hadibo	**Qalansia**
Boys	2191	500
Girls	1998	86
Total Students (Basic)	4189	586
% boys	*52%*	*85%*
% girls	*48%*	*15%*
Male Teachers	100	25
Female Teachers	33	6
Total Teachers	133	31
% male teacher	*75%*	*81%*
% female teacher	*25%*	*19%*

Source: District Profile 2007/2008

Baseline data regarding Father's and Mother's Councils is as below (Table II). In Hadibo, there are 4 joint Father's & Mother's Councils, and one of them met more than 3 times during school year 2007/2008 with meeting minutes and attendance records available. In other CFSs, even though FMC are available, no meetings were held during 2007/2008.

Table II. FMC in 6 CFSs in Socotra (2007/2008)

	Hadibo	Qalansia
Joint FMC	4	1
FC	1	0
MC	1	0

Source: Head master interview
Note: Samples are 6 CFSs in Hadibo and 2 CFSs in Qalansia.

Table III. Availability of school facilities, student council and social workers in CFSs in Socotra (2007/2008 – before starting CFS in Socotra)

	Hadibo	Qalansia
Water Supply	0	0
Electricity	0	0
School library	0	0
Teacher's room	4	0
Student Council	0	0
Social Worker	6	2

Source: Head master interview
Note: The results are of only 8 schools (6 schools in Hadibo and 2 schools in Qalansia) out of 10 total CFSs in Socotra.

It was found that social workers are available in all 8 CFSs in Socotra during 2007/2008. 4 CFSs in Hadibo even have a room for teachers. However, no water supply and electricity was available. School library will be provided by UNICEF in 2008/2009, therefore supply monitoring will be conducted during the year. No schools had Student Councils, but Student Councils can play important roles for children to participate in learning process in innovative and different ways, therefore it is expected that Student Councils will be established in CFSs in Socotra. As first CFS pilot year will start in school year 2008/2009 in Socotra, thus great efforts to improve situation of children and schools are expected.

Annex 2. School facilities in CFS (2007/2008)

Number of CFSs with availability of the following school facilities (2007/2008)

	Water supply	Hand washing facilities with water	Any soap available in hand-washing facilities	Electricity	School library	Teachers' room
Hodeidah	**15**	**10**	**8**	**2**	**1**	**4**
Zaidia	7	4	3	0	1	4
Bait Al-Fakeeh	8	6	5	2	0	0
Taiz	**19**	**10**	**3**	**12**	**11**	**8**
Haifan	8	3	1	9	10	5
Al-Makha	6	2	0	3	1	3
Mawza'a	5	5	2	0	0	0
Ibb	**15**	**17**	**4**	**10**	**3**	**9**
Fara'a Al-Udyan	5	8	1	1	0	4
AL-Sebrah	10	9	3	9	3	5
Al-Dhale	**10**	**5**	**2**	**6**	**11**	**12**
Al-Azareq	6	4	2	4	5	5
Qataba	4	1	0	2	6	7
Lahej	**10**	**10**	**7**	**7**	**7**	**10**
Toor Al-Baha	6	7	5	1	5	6
Halmein	4	3	2	6	2	4
Total	**69 (66.3%)**	**52 (51.0%)**	**24 (23.3%)**	**37 (34.3%)**	**33 (31.1%)**	**43 (40.1%)**
N=	*104*	*102*	*103*	*108*	*106*	*105*

Source: Head master interview

Annex 3. District Profile and Survey Results (Students)

Difference between number of students in District Profiles and Survey Results (2006/2007)

	District Profile (A)			Survey Results (B)			Differences { (A) - (B) }		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Hodeidah	**3,380**	**2,591**	**5,971**	**3,144**	**2,439**	**5,583**	**236**	**152**	**388**
Zaidia	403	1,435	1,838	168	1,157	1,325	235	278	513
Bait Al-Fakeeh	2,977	1,156	4,133	2,976	1,282	4,258	1	-126	-125
Taiz	**5,667**	**5,774**	**11,441**	**6,336**	**6,182**	**12,518**	**-669**	**-408**	**-1,077**
Haifan	2,146	1,666	3,812	2,787	2,281	5,068	-641	-615	-1,256
Al-Makha	2,417	2,263	4,680	2,429	2,168	4,597	-12	95	83
Mawza'a	1,104	1,845	2,949	1,120	1,733	2,853	-16	112	96
Ibb	**9,334**	**6,552**	**15,886**	**7,878**	**5,652**	**13,530**	**1,456**	**900**	**2,356**
Fara'a Al-Udyan	5,001	4,093	9,094	4,465	3,625	8,090	536	468	1,004
AL-Sebrah	4,333	2,459	6,792	3,413	2,027	5,440	920	432	1,352
Al-Dhale	**3,680**	**4,185**	**7,865**	**3,886**	**3,498**	**7,384**	**-206**	**687**	**481**
Al-Azareq	2,344	2,061	4,405	2,502	1,929	4,431	-158	132	-26
Qataba	1,336	2,124	3,460	1,384	1,569	2,953	-48	555	507
Lahej	**4,259**	**3,354**	**7,613**	**3,885**	**4,152**	**8,037**	**374**	**-798**	**-424**
Toor Al-Baha	2,010	1,795	3,805	1,889	2,805	4,694	121	-1,010	-889
Halmein	2,249	1,559	3,808	1,996	1,347	3,343	253	212	465
Total	**26,320**	**22,456**	**48,776**	**25,129**	**21,923**	**47,052**	**1,191**	**533**	**1,724**

Note: Number of students in 2 schools in Zaidia and 1 school in Qataba are not considered in the calculation because these 3 schools did not provide number of students in the survey.

Annex 4. District Profile and Survey Results (Teachers)

Difference between number of teachers in District Profiles and Survey Results (2007/2008)

	District Profile (A)			Survey Results (B)			Difference (A) − (B)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Hodeidah	--	79	--	196	91	287	--	-12	--
Zaidia	--	59	--	46	60	106	--	-1	--
Bait Al-Fakeeh	--	20	--	150	31	181	--	-11	--
Taiz	557	153	710	575	153	728	-18	0	-18
Haifan	289	99	388	324	104	428	-35	-5	-40
Al-Makha	180	31	211	162	22	184	18	9	27
Mawza'a	88	23	111	89	27	116	-1	-4	-5
Ibb	312	56	368	401	79	480	-89	-23	-112
Fara'a Al-Udyan	160	43	203	221	48	269	-61	-5	-66
AL-Sebrah	152	13	165	180	31	211	-28	-18	-46
Al-Dhale	215	53	268	292	25	317	-77	28	-49
Al-Azareq	145	19	164	202	16	218	-57	3	-54
Qataba	70	34	104	90	9	99	-20	25	5
Lahej	376	114	490	489	183	672	-113	-69	-182
Toor Al-Baha	183	83	266	267	150	417	-84	-67	-151
Halmein	193	31	224	222	33	255	-29	-2	-31
Total	1,460	455	1,836	1,953	531	2,484	--	-76	--

Annex 5. UNICEF-contracted female teachers in CFS

CFS with UNICEF-contracted teachers

	Number of CFS with contracted female teachers	Number of contracted female teachers
Hodeidah		
Zaidia	10	14
Bait Al-Fakeeh	8	20
Taiz		
Haifan	2	2
Al-Makha	9	19
Mawza'a	5	10
Ibb		
Fara'a Al-Udyan	10	25
AL-Sebrah	9	11
Al-Dhale		
Al-Azareq	8	10
Qataba	4	5
Lahej		
Toor Al-Baha	6	18
Halmein	0	0
Total	**71**	**134**

Annex 6. School-preparedness Activities

Number of CFSs that conducted the following kinds of school-preparedness activities during 2007/2008

	Allow younger children in G1	Set up nursery room	Set up kindergarten	Teach them how to read and write	Let them learn through playing	Let children play in/outside of classrooms	Boy them toys to play	Let them participate in school activities	Awareness campaign to community to enroll children to school	Others
Hodeidah										
Zaidia	0	0	0	0	0	2	0	1	0	0
Bait Al-Fakeeh	2	0	0	0	0	0	0	0	0	2
Taiz										
Haifan	1	0	10	0	0	0	1	1	0	0
Al-Makha	0	0	0	0	0	0	0	0	0	0
Mawza'a	7	0	0	0	0	0	0	0	8	0
Ibb										
Fara'a Al-Udyan	3	7	1	2	0	2	3	0	0	0
AL-Sebrah	3	1	2	1	5	0	1	1	0	0
Al-Dhale										
Al-Azareq	4	0	0	0	0	0	0	0	0	0
Qataba	5	2	0	0	0	0	0	0	0	0
Lahej										
Toor Al-Baha	-	-	-	-	-	-		-	-	-
Halmein	-	-	-	-	-	-		-	-	-
Total	**25**	**11**	**8**	**3**	**5**	**4**	**5**	**3**	**8**	**2**

Source: Head master interview

The Status of EMIS Development as of August 2008

Contents

0. Introduction

At the time of writing, there are four elements of an EMIS in Yemen that are being actively developed: (1) a central database on school statistics, (2) sector specific databases linked to the central database (3) a database for the Annual Work Plan and (4) a donor database. The new elements (2), (3) and (4) are important elements of the EMIS, and the database for the Annual Work Plan is of strategic importance for planning and monitoring the implementation of the national strategies BEDS and NGSEDS.

In addition, there are three more databases that exist since years but are not yet linked to the central database: (5) the MoE staff database, (6) the examination database and (7) the school map.

This document shows in brief the status of all these elements.

1. School Statistics

Annual Census
The AES (Annual Education Survey) is, technically speaking, a full-scale school census. It was replaced by decentralized data collection organized by Jamal Ghailan's unit in the TO for the web-based database. In April 2008, census forms were used again to collect data. However, data entry was done at local levels using the data entry forms of the web-based database.

A decentralized approach of data entry, database management and reporting had been developed and tested between 2003 and 2005 by the BEIP-GTZ in 4 governorates.

Web-based database
This is a system for decentralized data entry and easy access to the database; complete with simple reports and indicators, allows looking at individual school and aggregated reports from the district to the national level, includes simple indicators. Data entry forms now cover 100 % of the official statistic questionnaire.

It does not (yet) use the reporting tools developed under a BEIP-GTZ consultancy.

Available at http://www.moe.gov.ye/ in Arabic

Country wide systems development
Ongoing since late 2007, done by the consulting firm EMI System, Inc, financed by the BEDP.

Expected results:

1. Diagnosis of Existing EMIS and Identification of User Needs
2. Development of an EMIS Master Plan
3. Review and Development of Data Collection Instruments
4. Incorporation/consolidation of all Existing and New Databases
5. Development of Education Indicators
6. Design and Development of the EMIS Application Software
7. Annual Data Collection and Release
8. Expansion of EMIS to all Governorates and Selected Districts
9. Specification for Computer Hardware
10. Capacity Building and Skills Development
11. EMIS Project Monitoring and Evaluation

Deadline: 2 years after signing the contract, towards the end of 2009.

Source: Terms of Reference, Consultancy for Design and Development of a Yemen Education Management Information System (EMIS), Sana'a, August 15, 2006.

Note: under point 4, it has to take care of (5) the MoE staff database, (6) the examination database and (7) the school map mentioned in the introduction.
Status: see BEDP Management Team Meeting Minutes, March 2008 and later

EMIS support at decentralized levels

Activities supported by USAID – BE and BEST projects: Since early 2007, USAID's Basic Education project began working in EMIS in Marib, Amran and Shabwah. In each of the three governorate offices of education, an office was equipped with networked computers (10 each), printers (2 each), fax machine, Digital Camera, and GPS device. This office is being used cooperatively by the governorate offices of school mapping, statistics and planning, and the online data-base. The following activities have taken place in the course of a year and a half:

- 77 BE schools were given school record books
- 3 functional local area networks (LAN) established
- 3 GOE EMIS systems implemented using data from different sources: MOE/ICT data base, SMD facilities database, and SMD/GPS database. These data were used for analysis and decision making
- 20 GEO officials trained in basic computer education and basic data analysis with an additional 11 in progress
- 139 GOE, DOE, and school officials trained in planning and policy making
- 3 GOE EMIS units using EMIS data for decision making
- ADSL service for select members of the MOE, including the Technical Office and EMIS personnel. As per the MOU payments are to be made in full by USAID-BEST the first two years. Gradually

costs will be included in the MOE budget. By the 2nd half of 2012, the Ministry will be paying 100% of these costs.

Between now and December 2008, USAID through BEST plans to do the following:

- Conduct national series workshop on EMIS data for decision making for all 22 GOE
- Develop three workshops for use of hand-held data-entry devices
- Conduct workshops for system administrators
- Basic computer training in new target governorates (most likely Hodaidah and Raymah)
- Training on GPS to locate the schools (most likely Hodaidah and Raymah)
- Provide Mareb, Amran and Shabwah with GIS software
- Training on using GIS software (Mareb, Amran and Shabwah)

Activities supported by UNICEF: UNICEF has supported 30 districts in 9 governorates under the Child Development Project by upgrading capacities of targeted districts in relation to EMIS. 36 computers were provided and training of 106 staff from governorate and district education offices was conducted first on basic computer skills followed by EMIS Training, which was conducted in collaboration with GTZ.

Activities supported by the BEIP: development of a system for decentralized data entry and database management in four governorates, training for the extension of this system to eight more governorates, paying the ADSL connection to all governorates (financing the modems and the installation fees).

Manuals
- Education Management Information System (EMIS) - Indicators, Data Presentation, Use - A Manual, Sana'a 2006
- Sampling and basic statistical inference – a reader: under preparation, ready October 2008 (both supported by the BEIP-GTZ)

Training
- 1 course on indicators (BEDP)
- 19 events, training courses and a study trip since 2006 (GTZ-BEIP)
- Training of 106 directors of statistics from 9 governorates and 30 districts was carried out in 2004 and 2005 in collaboration with GTZ who provided training modules and trainers (UNICEF)
- 20 GEO officials trained in basic computer education and basic data analysis with an additional 11 in progress, 139 GOE, DOE, and school officials trained in planning and policy making (USAID)

For details, see attached: Training courses implemented from 01/2006 to 08/2008 to support the development and use of EMIS

The major topics trained and the number of participants are shown in the following graph:
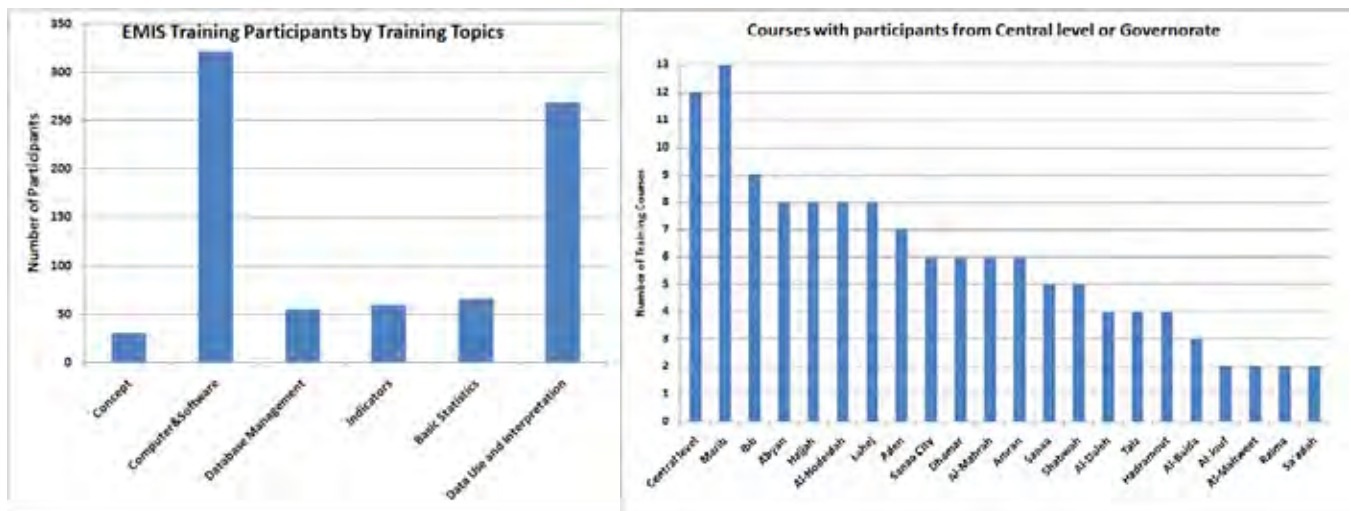
The number of participants shown is not the same as the number of individuals having undergone training. Many of them have participated in more than one training course. Thus, the number of individuals reached is much smaller than the 797 participants shown in the database. As a consequence, there are quite a number of individuals with training covering a variety of relevant topics.

The most frequent topics are basic computer and software skills on the one hand, data use and interpretation for decision and policy making on the other hand. While concept development and data base management can be limited to a few specialists, and basic statistical concepts and skills also given that most statistics are being calculated within the database (they are part of the reports), indicators need to be more emphasized in training. Without a good understanding of indicators, data use and interpretation will remain very limited.

All governorates have benefitted from at least a few courses. However, coverage is very unequal. Needless to say that the four governorates supported by the BEIP rank high on the list since the BEIP has been the most active player in this field. Marib leads the list because of the additional activities of the USAID-funded EQUIP 1. The central level has participated in more courses than most governorates.

Two conclusions are obvious:
1. When the national EMIS will have been installed, the ensuing training can build on a broad base. Training contents and training materials might be available for further use. The changes during the period under review (2004 – 2008) are such that certain themes are no longer required, e.g. training in ORACLE. Some of the participants might be able to work as trainers. The manuals commissioned by the BEIP will be a valuable training resource.
2. Training must focus on those governorates that have least benefitted from previous courses. Based on the data used here, it is possible to know which of the major topics have been taught in which governorate. Tailor made training programmes can thus be designed for groups of governorates with similar situations.

Tools for Use with the database

A data base is not just a collection of bits of information. If it is well structured, it can be used as a management tool that identifies the need for certain actions and records the effects of such actions in the database itself. The following tools exist already but need to be adapted to the format and structure of the finally installed system.

- Tool on teacher provision and deployment (Voigts)
- Various tools to follow teacher transfers etc. (Al-Batool)

Human Resources
- Mustafa Ref'at, BEIP, concept development, projections, indicators
- Jamal Ghailan, GD information and Systems, MoE, systems development
- Abdullah Al-Batool, Director Statistics and Planning, Ibb, systems development, programming of database tools
- Friedhelm Voigts, international consultant, Namibia, systems development and use
- Khalid Al-Galoub, Basic and Advanced Oracle
- Tawfiq Al-Mekhlafi, indicators, data interpretation
- Shinsaku Nomura, WB, indicators, projections
- Hamoud Naji, Director Statistics and Planning, Abyan, database management
- Adil Khussam, Statistics, Ma'rib, database management
- Ibrahim Fadhail, Statistics, Hajja, database management

Pending issues
- Data quality and reliability – will be addressed by a BEDP-funded consultancy in November
- Timeliness of data entry – unresolved despite the fact that all Governorates have ADSL-connections, funded by the BEIP-GTZ
- Demand: Use of data
- Skills: Presentation and interpretation of data
- Population data:
  There are still no official projections. Estimations calculated by the WB-Education Task Team (Shinsaku Nomura, Prof. Alain Mingat) are being reviewed by a demographer specialized in the demography of developing countries, results expected end of September (support: BEIP-GTZ).

2. Sector specific data

Qualification and Training Sector
Special database linked to the main school database: test version ready, additional demands of the training sector to be taken into account, Ma'rib data entered

Support: BEIP-GTZ

Girls' Education Sector
Special database linked to the main school database: ready for use

Support: BEIP-GTZ

Curriculum Sector, General Directorate of Guidance
Special database linked to the main school database limited to data on school visits

Support: BEIP-GTZ

Human Resources
- Jamal Ghailan, GD information and Systems, MoE (Training, Guidance)
- Abdullah Al-Batool, Director Statistics and Planning, Ibb (Girls' Education) ,
- Ilse Voss-Lengnik, BEIP
- Mustafa Ref'at, BEIP

Pending issues
- Training data base: backlog of data on participation in in-service training programmes from 2003 onwards
- Girls' education: none
- Guidance: format of school visits and corresponding tools not yet final

Costs of EMIS development
Up till now, the costs of EMIS development has never been estimated. Here is a first attempt at it. We have tried to collect data on the costs incurred by IDA (through the BEEP and the BEDP), the BEIP, UNICEF and USAID.

Year	IDA		BEIP	UNICEF		USAID	
1998	AES	$ 50,000					
1999	AES	$ 50,000					
2000	AES	$ 50,000					
2001	AES	$ 50,000					
2002	AES	$ 50,000					
2003	AES	$ 50,000	18,549 €				
2004	AES	$ 50,000	55,629 €	Equipment, training			
2005	AES consultancy	$ 90,000	22,736 €	training		Equipment, training	
2006	AES consultancy		72,402 €			training	
2007	AES consultancy	$1,566,158	19,323 €				
2008	AES	$45,681	83,910 €				
Total		**$ 2,051,839**	**272,550 €**				

Note: IDA data are personal estimates pending the supply of expenditure data for AES and consultancies from 1998 to 2006.

3. Annual Work Plan Database

The database "AWP_Ministry of Education" is ready in two formats (MS-Office Access 2003 and 2007) and has been handed over to the M&E team of the TO.

To get familiar with its use and to learn how to prepare new reports, change the database structure etc., the support of an ACCESS-specialist has been made available for a duration of six months. The specialist has developed the database further and made it a State-of-the Art tool. He has trained at least one staff member of the GD Statistics and Planning in designing ad-hoc reports. At present, the database contains 47 report forms. Not all of them will be used in publications, but the main ones needed are there.

Human Resources
- Mohammed Ahmed Ghalib Hezaber, consultant
- Abdurrahman Urabi, MoE, TO

Pending issues
None at the moment

4. Donor database

The database developed earlier on was passed on to the MoE donor coordinator. It has been analysed for necessary improvements. An Access specialist has been identified and will be contracted to work on it.

Human Resources
Mohammed Ahmed Ghalib Hezaber

Pending issues
Rigorous follow-up by the new donor co-ordinator of the MoE, Mr. Khalid

Training courses implemented from 01/2004 to 08/2008 to support the development of EMIS

(BEIP, BEDP, UNICEF, USAID)

Nr.	Activity	Date	Target group	Remarks
		Concept Development		
1.	National EMIS Workshop "Towards an effective EMIS covering all levels of the education administration"	**6/6 - 8/6/2005**	30 participants	
		Basic computer Skills, Database Software		
2.	Basic Computer Skills	2004	11	Funded and organized by BEIP
3.	Basic Computer Skills	2004	106	Funded by UNICEF
4.	EMIS–Course on Methods and Techniques	July 17-21, 2004	11 participants Ibb, Abyan, Hajja, Marib	
5.	EMIS–Course on Methods and Techniques	2005	106 directors of statistics from 9 governorates and 30 districts	Funded by UNICEF, implemented by the BEIP
6.	Information trip to Jordan to be acquainted with EMIS in Jordan and to exchange experience in this regard.	19-26/05/2006	7 Persons: 5 from the technical office +2 from the school mapping	Within the process of EMIS development in MoE
7.	o Elaborating SQL queries for reports. o Transforming the queries tables to Excel, designing the final report format in Excel.	22/07 – 09/08/2006	7 persons	directorate for statistics and other relevant directorates in the technical office
8.	Training course in **Oracle (basic skills)**			
8.1.	1st course	23/09 – 18/10/2006	15 participants from the technical office, Sana'a city, Al Hodeidah, Lahej, Hajja, Ma' rib, Abyan, and Ibb.	To enable participants to get reports from the AES Oracle database.
8.2.	2nd course	04 – 30/11/2006	14 participants from the technical office, Aden, Dhamar, Shabwah, Hadramout (Mukalla), Hadramout (Sey'oun), Al-Mahara.	
9.	Training course in **Advanced Oracle Skills**	24/02 – 08/03/2007	16 participants from the statistics directorate in the TO and from	To enable the participants to design and produce AES reports

Nr.	Activity	Date	Target group	Remarks
			the governorates of Hajjah, Al Hodeidah, Ma' rib, Al-Mahara, Taiz, Dhamar, Abyan, Ibb.	according to the needs of the different data users.
10.	Training course on **MicroSoft ACCESS** for the monitoring of the MoE Annual Work Plan	14 – 24/06/2008	8 persons of the general director-ate for statistics and planning.	To strengthen the trainees skills in ACCESS to be able to operate a program in ACCESS.
11.	Workshop to analyze the situation and the ability to enter the AES data in those governorates.	13/5/2006	Statistics Directors in 12 gover-norates with relevant persons of the technical office	To support the implementation of the ministerial decree no.112 , 2006 concerning the transfer of the authority of en-tering AES data to the gover-norates.
	Database Management			
12.	Onsite training in **AES data entry**			
12.1	1st course	05-15/06/2006	16 persons of the statistics direc-torates in the 4 governorates.	Abyan, Hajja, Sana'a (City), and Ibb.
12.2	2nd course	17-27/06/2006	16 persons of the statistics direc-torates in the 4 governorates.	Aden, Lahej, Al Hodeidah, and Ma' rib.
13.	Onsite training in **merging the AES data of all governorates in one file** at the cen-tral level.	04 – 06/11/2006	4 persons of the statistics staff at the central level	2nd mission of Mr. Voigts
14.	Onsite training in **installing and testing the Oracle views and the EXCEL report formats** in the central database.	04 – 30/11/2006	4 persons of the statistics staff at the central level	Cont. 2nd mission of Mr. Voigts
	Indicators			
15.	Course in **Education Indicators**	07 – 11/04/2007	14 participants from statistics directorates	Sana'a City, Aden, Dhamar, Al-Baidah, Sana'a (rural), Lahej, Taiz.
16.	Course in **Education Indicators**	08-12/09/2007	16 participants (directors of the technical directorates)	governorate education office of Marib
17.	Course on Education Indicators and Data Analysis	5-8/02/2006	12 DEO Statistics Heads	Abyan

Nr.	Activity	Date	Target group	Remarks
18.	Course in **education indicators and data interpretation** (coordinated with BEDP).	10 – 14/09/2006	17 participants from the technical office and from the directorate for school mapping.	
Basic Statistics				
19.	Course in **Using the principles of descriptive statistics in the interpretation of EMIS data**	28-31/07/2007	16 participants from 8 governorates	
20.	Follow up course in **Using the principles of descriptive statistics in the interpretation of EMIS data**	01-03/09/2007	16 participants (statistics staff)	8 governorates
21.	Training course on **Projection of educational data**	21-26/06/2008	13 participants from governorates, and the general directorate for statistics and planning.	Ibb, Aden, Sana'a, Marib, Hajja, Dhamar, to be repeated this year for 6 more governorates
Data use and Interpretation				
22.	Course in **Interpretation of EMIS data** in Marib for the in the District Education Offices in Marib.	10 – 13/11/2007	16 participants (heads of the statistics departments in DEOs)	all DEOs in Marib in addition to 2 persons of the directorate for statistics in the GEO/Marib
23.	**Interpretation of educational data**			
23.1	1st course	27-30/4/2008	13 participants	Sana'a city, Ibb, Hajjah, Dhamar, Sana'a, Lahej, general directorate for statistics and planning in MoE
23.2	2nd course	26-29/5/2008	13 participants	Aden, Amran, Taiz, Marib, Al-Baidah, Al Hodeidah, general directorate for statistics and planning in the central MoE.
23.3	3rd course	06 – 09/07/2008	18 participants	Al-Mahara, Raima, Al-Dalae, Abyan, Mukalla, Sayoun, Al-Mahweet, Al-Jouf, central MoE.
24.	**Using of EMIS data in planning and decision making**			
24.1	1st course	26 – 30/07/2008	17 participants	all GEOs directors
24.2	2nd course	02 – 06/08/2008	20 participants	all DEO directors, Marib
24.3	3rd course	09 – 11/08/2008	20 participants	directors of planning, all GEOs

Draft DP Investments/Activities by BEDS Program and other AWP 2009 categories 1-2/12/2008

Program	Lead Sector	GTZ	UNICEF	WFP	BEDP (EKN, WB, KFW, DIFD)	JICA	USAID	SFD	CHF	CARE	YLNG	French	SCF	BC	PWP	KFW	UNESCO	SEDGAP (EKN, WB, KFW, DFID)
A. BEDS																		
Program 1:School Fee Elimination	General Edu, Girls' Edu	x	x	x	x	x	x	x	x	x	x	x						
Program 2: Infrastructure, School Facilities	Projects Sector				x	x	x	x	x	x	x	x	x	x	x	x		
Program 3:School level Mgmt, Comm Participation	Girls' Edu, General Edu	x	x	x	x	x	x	x	x	x	x		x	x				
Program 4: Learning Achievement & Curriculum	Curriculum Training	x	x		x		x	x						x				
Program 5: Teaching Services	Training Qualification	x	x		x		x	x	x			x	x	x				
Program 6:Learning Materials Development	Curriculum	x	x		x		x	x						x				
Program 7: Sector Mgmt. Framework	Technical Office	x	x		x		x											
Program 8:Sector Organization, Skills Development	Modernizat. Task Force	x	x		x		x											
B. BEDS RELATED STRATEGY																		
1. Literacy	Literacy				x		x		x	x		x					x	
2. Early Childhood	General Edu		x														x	
3. Inclusive Education	General Edu				x				x				x					
C. SECONDARY																		
Secondary Education		x														x		x

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教育ドナーパートナーシップ宣言について大使館の意向についての聞き取り

先方：山口参事官
日時：２００９年５月３０日

２年前の宣言においては、BEDP を funding する世銀やオランダ、ドイツ、アメリカなどが自分達の支援をしやすくするために作ったものであったため、日本は、特に署名しなかった。

何のためにパートナーシップを結ぶのか、目的を見ることが大事である。もし、日本がプロジェクトをやるにあたって、署名しなければ出来ないという状況ならばしなければならないが、そうでなくてもプロジェクトが出来るならば、署名する必要はないのではないか。

仕事に余裕があればよいが、文言を変える作業は、時間と労力がかかり、他の仕事に影響してくる。日本に利益があればよいが、そうでないならば仕事の優先順位としては下のほうである。また、署名をしたために、その後、不必要な報告などにつき合わされるのは、時間の浪費である。

基本的に、グローバルにコーディネーションするのは、日本の援助をより効果的にするために必要なときである。もしくは、日本がトップドナーで、他国の協力が必要なときにするものである。あくまで、日本の援助が署名をすることより効果的になるということが重要である。

もし、今年、書き換えがされてドラフトを見たときに、日本がやりやすい話であり、BRIDGE フェーズ２が効果的に出来るならば署名をしてもよいと考えている。それまで、何も言わないでよいのではないか。

以上