

UNICEF Yemen

FINAL REPORT

On the Implementation of:

THE GLOBAL PARTNERSHIP FOR EDUCATION'S (GPE)

ACCELERATED SUPPORT FUND PROGRAMME – YEMEN SC130324



Kawla School, Sa'ada Governorate, before and after rehabilitation through the GPE programme

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Acronyms

BoQ	Bill of Quantities
CSSW	Charitable Society for Social Welfare
GEO	Governorate education offices
IDPs	Internally displaced people
SFD	Social Fund for Development
TLS	Temporary learning spaces
ME	Managing Entity
MoE	Ministry of Education
NFDHR	National Foundation for Development and Human Rights
NRC	Norwegian Refugee Council

Executive Summary:

The GPE Accelerated Support Fund programme was developed by the Education Cluster in Yemen, involving the MoE, UNICEF, national and International NGOs, to respond to the most critical needs in education. An Education Cluster assessment showed that 596 schools suffered damages due to being used by internally displaced people (IDPs) or being targeted by armed confrontations during conflicts and unrests since 2011. This deprived around 300,000 children access to safe and suitable learning spaces. Therefore, it was agreed that the GPE Accelerated support fund should prioritize the rehabilitation of affected schools, provision of basic furniture and learning supplies to affected and looted schools; and provision of training for teachers, parent councils and student councils on education-in-emergency-related subjects.

With agreed criteria for selection of sites and actual assessment of needs, 139 affected schools were included in the programme. All selected schools were rehabilitated to become safe and suitable for learning. School furniture was also procured and delivered to all schools; and school teachers, parent councils and student councils were trained on peace-building; provision of psychosocial support; and protecting children and their right to education during conflicts.

Needs assessment, bidding and contracting were made jointly by UNICEF and the Ministry of Education (MoE) with the involvement of cluster partners. During implementation, arrangements were made in collaboration with local communities, MoE and parents' councils to ensure that schools continued to function during rehabilitation work. Some of the arrangements involved working in schools only after school hours and in weekends, while in some other schools the rehabilitation was made in phases with partial closure of some parts of the school for rehabilitation while other parts continued to be used for teaching. This and other factors such as recent eruptions of violence and the recent fuel crisis, have resulted in slight delays in completion of the rehabilitation, delivery of furniture and supplies and implementation of the training. However, despite these challenges, all 139 schools have now been rehabilitated and handed over to the governorate education offices (GEOs). In addition, school furniture has been produced and partially delivered, training packages have been

developed, all training of trainers (TOTs) have been conducted. Training of teachers, parents and student councils is ongoing. This has given access to an improved physical learning environment for over 68,000 children who otherwise were attending schools in unsafe and unsuitable conditions.

Background:

The emergency situation in the country as a result of conflicts in the north and south over the past few years has resulted in the destruction of many schools in the conflict affected governorates. According to an education cluster assessment, 596 schools were destroyed either partially or heavily during those conflicts, hampering access to safe and suitable learning environment for around 300,000 children. UNICEF and other agencies, including USAID and the Social Fund for Development (SFD), provided emergency response focused on rehabilitation of schools and provision of furniture and supplies. In areas where schools were completely damaged, like in Sa'ada, UNICEF provided 25 temporary learning spaces (TLS) that served around 8,000 children. Although these efforts resulted in the improvement of 221 affected schools, over 180,000 children still lacked access to a safe and suitable learning environment. Moreover, new conflicts in several governorates continued to affect additional schools.

The GPE Accelerated Support Fund of US\$10 million, received in June 2013, was mainly planned to address the most pressing emergency needs. Preparation for the fund utilization began in February 2013 through a participatory process in which MoE, UNICEF and other members of the education cluster discussed and agreed on the priority needs and regions for interventions. All members of the cluster¹ were involved in the process from the planning stage through to implementation. As the Managing Entity (ME) of the programme, UNICEF also involved its field offices in identifying and prioritizing the needs, planning the activities and setting up monitoring and evaluation plans.

¹ Members include INGOs such as Save the Children, CHF International and the Norwegian Refugee Council (NRC); foreign government aid agencies, such as USAID and GIZ; and local agencies and NGOs, such as SFD, Charitable Society for Social Welfare (CSSW), Al-Saleh Foundation, National Foundation for Development and Human Rights (NFDHR), and others

Planning & Site Selection:

The education cluster, MoE and UNICEF agreed on prioritizing three main activities, with the purpose of enabling vulnerable conflict-affected children to retain access to education. The activities were:

1. Rehabilitation of conflict-affected schools.
2. Provision of school furniture and essential supplies for schools that were looted or damaged.
3. Training of teachers, parent councils and student councils.

Since the number of affected schools was too large, it was agreed that prioritization criteria would be developed by the cluster members in association with MoE to make the best utilization of the grant in addressing the most pressing cluster needs. Therefore, it was agreed that selection should be guided by three criteria:

1. Schools directly affected by conflict.
2. Conflict-affected schools serving girls or mixed-gender schools.
3. Conflict-affected schools in areas with high dropout/out of school children rates.

Based on the above criteria, an initial list of 220 schools was identified. A short list was then selected by the MoE based on accessibility and the reported level of damage, resulting in a final list of 142 schools in the five selected governorates. Actual assessment of damages conducted by MoE engineers under the direct supervision of engineers from UNICEF resulted in the exclusion of three schools due to the magnitude of damages requiring almost reconstruction. Thus, the list was reduced to 139 schools directly affected by conflicts.

Programme Implementation

Once the selection of schools to be rehabilitated had been approved, members of the education cluster were invited to apply to participate in the implementation of the rehabilitation work. This measure was taken to encourage partnership in emergency response among the cluster member agencies and build upon the strengths of each agency without incurring additional costs on the programme. Therefore, cluster members were asked to identify the schools where they could implement the activities according to the assessed

needs and costs before the bidding process started. Several proposals were received and jointly reviewed by UNICEF and MoE. As a result, invitations were sent to three international NGOs (NRC, Save the Children, and CHF) and two local NGOs (Al-Saleh Foundation and CSSW) to participate. However, the three international NGOs withdrew for a number of reasons including perceived difficulties in access to conflict-affected schools; the demand by MoE to maximize coverage of rehabilitation services and minimize implementation costs; and change of focus (as was the case with CHF, which changed focus from education). The two local NGOs continued though and were given 13 school sites to rehabilitate.

For the remaining schools and the other two activities, UNICEF and MoE managed the implementation with direct involvement of the education cluster. Tender announcements were prepared by UNICEF and MoE for both rehabilitation and provision of supplies and furniture (the latter for all schools). The bidding process started in June 2013, however, actual delivery of sites and the beginning of rehabilitation work varied from governorate to governorate due to access and contractual issues. The renewed conflict in the Damaj area of Sa'ada Governorate, for example, disrupted the contractors' work in four schools which weren't able to begin until February 2014.

Similarly, the fuel crisis during the second quarter of the year, the subsequent unrest that continued from June to September 2014 and the armed confrontations and lack of security in the governorates of Amran, Sana'a and the Capital City, slowed the production and delivery of school furniture. Despite these challenges, all 139 targeted schools have been rehabilitated to provide safe and suitable learning spaces for 68,000 conflict-affected children. All school furniture was produced and distributed to all affected schools and training packages were developed and delivered.

The production of school furniture was slightly slowed down by the conflict since September 2014 because of the location of the factory being in a conflict zone between Amran and Sana'a City. However, as of the reporting date, all of the school furniture has been produced and delivered. A package of training modules that focus on peacebuilding, creating a culture of dialogue and tolerance in schools and protecting education during conflict, has been developed by a team from MoE including representatives from each of the conflict-affected

governorates. Training of trainer (TOT) sessions have been organized in each governorate, manuals printed and training of teachers, parent councils and student councils has been completed. Teacher training took place inside schools and was delivered by teachers/trainers from the same schools. In this new method of training, supported by UNICEF in Yemen, trainees get a chance to go back to their classes to teach after each training session. Reports show that this method has significantly reduced the loss of class time for teachers during training and increased effectiveness and efficiency of training.

Following is a more detailed account of the implementation of each component of the programme:

REHABILITATION OF SCHOOLS

a. Needs Assessment (June, 2013)

A cluster-led workshop involving MoE, cluster partners, and UNICEF agreed on the number of schools to benefit from this grant programme using a set of criteria as detailed above. Once the list of targeted schools had been identified, a team of engineers from MoE conducted assessment visits and developed Bills of Quantities (BoQs) for each school. The BoQs were attested by school principals, father and mother councils and local authorities before being approved by MoE and UNICEF. Approved BoQs were shared with some cluster member agencies that showed interest to participate in the rehabilitation of schools.

Besides identifying the targeted schools and determining the cost of rehabilitation, the needs assessment showed that schools occupied by IDPs were more in need of interior fixtures, furniture and facilities, while in schools that had been shelled, the needs were more related to the exterior structures. In Lahj and Aden, 34 schools serving more than 18,000 children had broken furniture, looted windows and doors, clogged latrines due to heavy use, among many other needs. On the other hand, in Sa'ada and Abyan, 60 schools had gaping holes in their walls due to being affected by fighting, and so depriving around 25,000 children of access to safe and suitable classrooms.



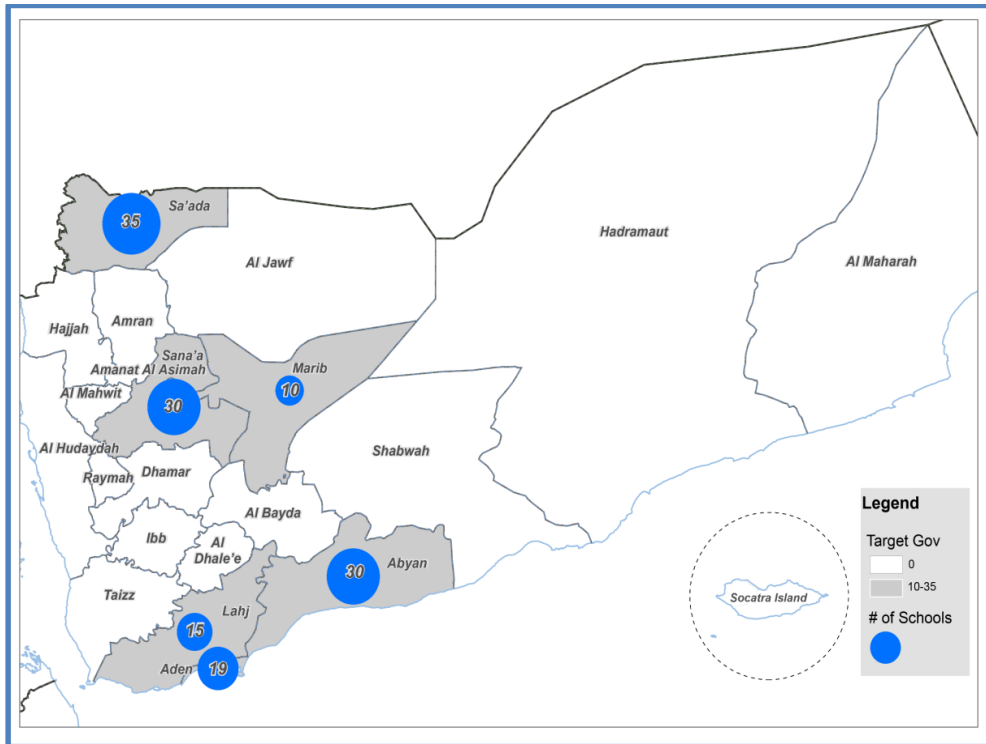
Schools that had been used by internally displaced persons (IDPs) in Lahj and Aden were left with damaged furniture and unusable latrines



In Sa'ada, all assessed schools had damages to their interior and exterior structures due to conflicts

Based on the severity of need and accessibility of affected schools, the following list of schools was prioritized:

Governorate	No. of Schools
Sa'ada	35
Sana'a	30
Mareb	10
Aden	19
Lahj	15
Abyan	30
TOTAL	139



b) Bidding Process and Awarding (September, 2013):

The bidding process was managed by MoE and UNICEF, following UNICEF’s guidelines and procurement procedures. MoE’s team of engineers along with UNICEF’s Programme and Supply Staff members drafted the tender announcement and submitted the tender documents to the subnational cluster leads and Education Offices in the Governorates. The tender announcement was made on June 24, 2013 and open for one month, until July 24, 2013. Envelopes were opened by government bidding committees in the presence of contractors and UNICEF Field Office and Supply Section representatives. A special committee from MoE reviewed all analysis documents and approved the awarding of contracts in each governorate.

Contracts were all awarded and sites submitted to contractors in August and September, 2013 except for 13 schools which were rehabilitated by two local NGOs in realization of the commitment to include cluster members in the implementation of the programme.

c) School Rehabilitation and Handing Over:

Rehabilitation of 122 schools began in October, 2013, while the remaining 17 schools faced delays. Out of these, four schools were in the Damaj area of Sa'ada Governorate where new fighting erupted and therefore hindered access, so rehabilitation work could not begin until February 2014. The other 13 were received by the two local NGOs mentioned earlier after passing through UNICEF's capacity assessment and finalizing all legal procedures and setting up adequate monitoring and reporting arrangements.



The roof had to be replaced in this school in Arhab, Sana'a

Despite challenges, UNICEF and partners have been able to complete the rehabilitation of all targeted schools while ensuring that children continue to have access to learning spaces.



A closed school was rehabilitated to receive students

PROVISION OF FURNITURE & SUPPLIES:

In addition to rehabilitation, each school needed furniture and supplies. Needs varied from school to school based on the conditions of furniture before the crisis and the type and magnitude of damage in the school. In some schools, such as in Lahj Governorate, most of the student desks were broken or used as fire wood by IDPs. In other schools, only a few furniture items were missing due to looting.

After the initial assessment and identification of needs in each school, a decision had to be made on whether to procure the student desks and school furniture locally or offshore. For that purpose, UNICEF and MoE assessed the capacity of local suppliers to produce these items with acceptable quality standards. A technical committee was formed to review similar previous projects and to survey, assess and identify local suppliers and factories with the required capacity. The main recommendations that resulted from this review included a black

list of contractors and factories that have caused significant delays in the provision of furniture or provided school furniture with poor quality in similar projects; and a recommendation to include a full capacity check of contending bidders in the analysis of bids before awarding contracts.

Therefore, following the bidding and receipt of tenders and samples, technical teams conducted capacity assessment of the qualified factories to ensure they could produce the required quantities with quality. These processes resulted in a slight delay in the awarding of contracts. It was further agreed then that the delivery of furniture should happen only once the schools were fully rehabilitated, to ensure furniture items were not damaged.

Delivery of school furniture began during the summer vacation, with more than 8,500 three-seat benches and desks distributed in four governorates; Marib, Sana'a, Sa'ada and Aden. The plan to produce and deliver the rest of the school furniture and student desks by mid-September was hampered by the conflict that followed the fuel crisis and the abolishment of fuel subsidization. The factory's location on the main road connecting the two governorates of Amran and Sana'a made it vulnerable during the conflicts and caused several shutdowns. However, production continued through the months of August and September, albeit at slower rates, and by mid-November, all furniture items had been produced and delivered to schools.



Darin (10 years old) is one of 1,700 girls in Al-Mithak Al-Kodd School in Abyan who benefited from a rehabilitated school and new school furniture.

Additional supplies

Besides the essential furniture, the assessment of school needs identified 134 schools that needed other supplies and kits. These needs included ECD and recreational kits, maths and science kits, hygiene and clearing materials and sound systems for their school radio programmes as such items were either not available or looted during conflicts. Most of these items were ordered through UNICEF Supply Division from warehouses in Copenhagen, while for the school sound system, a separate tender announcement was made locally. The tender and contracting process was managed alongside the process of provision of furniture and in the same manner. All items have been delivered to schools.

TRAINING OF TEACHERS, STAFF, STUDENTS AND PARENTS

In collaboration with MoE and experts in peacebuilding, a training and awareness package has been designed to:

- Develop the capacity of a core team of 12 trainers from the MoE to deliver training of trainers in peacebuilding, the culture of dialogue and conflict mediation.

- The 12 core trainers will then develop the capacity of 502 teacher trainers to deliver training on peacebuilding, the culture of dialogue and conflict mediation in their own schools.
- The 502 teacher trainers will then implement the training in their schools. They will train 5,213 teachers on the peacebuilding and conflict mediation programme so that they can implement it among students. They will also train 4,170 members of student councils on the programme and 2,502 parents and principals on the programme.

The training package consists of three main parts as follows:

1. Teacher Training Package:

This package has three main modules; peacebuilding, promoting culture of dialogue and conflict management. The overall objective of the training is to develop the skills of teachers in dealing with conflict and promoting a culture of tolerance, coexistence and peace.

2. Parent Councils Package:

This package has one module and aims to promote a culture that respects the right of children to education in all conditions. Parent councils learn how to protect children's right to education during conflicts and support their children through difficult times. Concepts of peaceful resolution of conflicts are also a component of this training.

3. Student Councils Package:

This package has one module that builds the capacity of student councils to deal with conflict and promote concepts of peaceful resolution of conflicts. The school mediation programme has been designed and student councils trained on how to resolve problems and conflicts among students and between students and teachers without resorting to violence.



- School children in Radfan Basic School in Al-Shaikh Othman district, Aden, engaged in a drawing activity organized by the conflict mediation student group as part of the peacebuilding activities in conflict-affected schools

This training component of the programme has taken place according to a new model used by MoE with support from UNICEF. This model is based on building capacities at school level rather than the traditional cascaded trainings that produce master trainers at central level. Instead, the MoE trains two trainers from each target school to become the main teacher trainers inside their own schools. This way, the teacher/trainer becomes a permanent resource available all the times inside the school.

Results

SUMMARY OF PROGRAMME ACHIEVEMENTS:		
Component	Achievement	Beneficiaries
1. Rehabilitation of 139 conflict affected schools	139 schools rehabilitated.	68,000 children have access to safe and suitable learning environment.

<p>2. Provision of supplies and furniture to the affected schools</p>	<p>16,000 three-seat bench-and-desk sets have been distributed to affected schools.</p> <p>Other supplies including sound systems for school radio programmes, cleaning kits, fans and teaching supplies have also been procured and distributed.</p>	<p>37,380 children who previously either sat on the floor or on damaged seats are now using new seats and desks.</p> <p>All children in affected schools are now benefiting from school radio programmes (with opportunities to develop their presentation skills and receive key messages on various issues). They are also provided with maths and science kits, recreational kits and hygiene and cleaning kits to improve the quality of learning and the overall learning environment.</p>
<p>3. Training of teachers, principals and parents and students councils on peace-building, dialogue and conflict sensitive education</p>	<p>Three training packages developed to be used as standard packages in post-conflict schools. A national team of trainers have been formed and trained on the package. Training of teachers, parents and student councils has been conducted and student activities have begun. They will continue throughout the year. Besides, a procedure manual has been printed and given to each school with instruction on how the school can continue the efforts and activities related to peacebuilding.</p>	<p>More than 13,000 teachers, principals, parent council and student council members have been trained. As activities that involve the students in the targeted school have begun, more than 68,000 children will benefit from the peacebuilding activities.</p>

Monitoring and Evaluation:

Monitoring and evaluation is done jointly between UNICEF and MoE, with third party reviews by the education cluster. A team of engineers from MoE based in the targeted governorates conducted regular visits to the project sites and signed off payment requests from contractors against work progress. Besides this, UNICEF-hired engineers in the target governorates conducted site visits to verify progress and ensure quality of implementation before payments are made. A team of engineers from the MoE as well as the UNICEF Education Specialist and procurement officer inspected furniture items prior to delivery. Progress reports are shared by UNICEF and MoE in the monthly education cluster meetings and discussed by all members.

Engineers' monitoring reports have shown that all rehabilitation work was done properly as per the BoQs with added quality in the schools implemented in partnership with local NGOs, especially in the south. This is mainly due to the involvement of one engineer per site as a site supervisor on a daily basis. As a lesson learned from this process, UNICEF Field Office in the south has made Programme Cooperation Agreements with other NGOs to provide monitoring and engineering supervision on similar projects. Besides, inspection reports of engineers and UNICEF staff on the quality of school furniture have shown that these also met the criteria and matched the required specifications.

Challenges:

The programme faced a few challenges that caused a slight delay in the completion of the rehabilitation work and delivery of school furniture, which have been detailed throughout this report. Among these challenges, the volatile situation in Sa'ada and the renewed fighting in Dammaj area in particular was the most disruptive for the completion of school rehabilitation as it caused a lack of access to the project sites and inflicted more damages on the targeted schools. In addition to this, the project faced other minor challenges such as the need to ensure that students continued to attend schools that were being rehabilitated; and the demands of parents and local communities to invest more in the physical improvement of schools, as well as to add classrooms rather than provide furniture and training. Despite

these challenges, UNICEF, MoE and local authorities managed to keep children attending schools and completed all schools before the beginning of the new school year.

The production and delivery of school furniture was especially disrupted during the final stages by the fighting in the north of the Capital City where the factory is located. Lack of security in the capital city during the month of September and the overtaking of government ministries by Al-Houthi armed men also delayed the implementation of the training component as well. The training of trainers was postponed for two weeks for security reasons. Despite all of this, the training has been completed and student activities began in November. The manuals given to schools along with sufficient training will serve to keep the activities going throughout the year.

Future Plans

Although the school environment in all 139 schools has improved, furniture provided and teachers trained, more interventions are needed in order to upgrade them into Child-Friendly Schools (CFS). Therefore, UNICEF, through its regular programme will try to implement the CFS package of interventions in the schools that are within the targeted districts of its programme during the coming years. If adequate financial resources are available to UNICEF, the targeted schools will be upgraded into CFS schools through the provision of WASH facilities, capacity building of all teachers on child-friendly teaching methods, provision of recreational activities and other activities.

Expression of thanks:

On behalf of the children of Yemen, UNICEF and the MoE in Yemen would like to thank the Global Partnership for Education (GPE) for the support extended to the conflict-affected schools in the most affected areas in Yemen. The Accelerated Support Fund was very timely as the Education Sector in Yemen was struggling to overcome the impact of the protracted crisis since 2006 and particularly since 2011. The fund was used to cover the most pressing needs and enable more than 68,000 children to regain access to education.



Students in Al-Mansourah School – Aden are excited about the new desks and rehabilitated classroom.

1,265 boys (Grades 1-6) in this school benefited from furniture and rehabilitation.

Financial Summary

Activity		Planned Budget	Actual Budget	Utilized	Balance	Remarks
Preparation for the rehabilitation and refurbishing of affected schools		\$59,380	\$50,000	\$50,000	\$0	
Rehabilitating 139 schools in the affected governorates, and technical supervision		\$7,100,000	\$7,101,200	\$7,101,200	\$0	
Equipping and Furnishing affected schools						
	Chairs and office furniture	\$1,800,000	\$1,440,000	\$1,440,000	\$0	
	Other Essential Supplies	\$450,000	\$405,000	\$405,000	\$0	
Training and awareness raising		\$540,000	\$643,000	\$643,000	\$0	
Monitoring & Evaluation		\$63,000	\$83,000	\$83,000	\$0	
Total for Education in Emergency Programme		\$10,012,380	\$9,722,200	\$9,722,200	\$0	
Program Support (3%)		\$300,371.40	\$300,100	\$300,100		

Overall TOTAL		\$10,312,751.40	\$10,022,300	\$10,022,300		
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Name of Report:

Reference number:

SCORING: 5 indicates "highest level of satisfaction" while
0 indicates "complete dissatisfaction".

1. To what extent did the narrative content of the report conform to your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could improve on next time?

2. To what extent did the fund utilization part of the report conform to your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could improve on next time?

3. What suggestions do you have for future reports?

4. Any other comments you would like to share with us?