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**Basic Education Project – Yemen**  
15<sup>th</sup> Quarterly Progress Report  
April 1 thru June 30, 2008

**Submitted by:**

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**with**

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## I. Overview

This is the fifteenth and last quarterly report for the Yemen Basic Education EQUIP1 project, covering the period from April 1 through June 30, 2008. Activities from the last few weeks of the project, July 1 to July 23, 2008, will be described in the final project report. During the April to June period, the Basic Education project completed most project activities from its implementation plan and targets from its performance monitoring plan. A phased transition of staff shifted from the EQUIP1 project to the new EQUIP2 Basic Education Support and Training project, whose on-the-ground activities began in February 2008 with the arrival of its new Chief of Party.

The following staff shifted, or will shift, from EQUIP1 (Basic Education) to EQUIP2 (BEST) on the following dates:

<b>Component or Function</b>	<b>Transition Date</b>
Training (full staff)	April 14, 2008
Community Participation (full staff)	April 14, 2008
Administration and Finance (partial staff)	April 14, 2008
Administration and Finance (partial staff)	May 1, 2008
Facilities Improvement	July 1, 2008
Adult Literacy	July 1, 2008
Administration and Finance (partial staff)	July 1, 2008
Monitoring and Evaluation	July 24, 2008
Communications	July 24, 2008

During the April to June 2008 period, 872 multi-student desks were repaired or bought, and 37 old classrooms were renovated at 12 schools. These classrooms were also made handicapped accessible.

The project oversaw the distribution of new multi-student desks as well as distributed furniture as needed to facilities in Amran governorate. The project also conducted needs assessment related to double desks in Mareb governorate and oversaw the distribution and delivery of multipurpose room furniture, adult literacy classroom furniture, and double desks to targeted schools.

The Training component, which had already long ago exceeded its targets, conducted training science teacher trainers and teachers (grades 4 thru 9). And, the Community Participation component, which had also exceeded its targets for forming parents' councils, facilitated the formation and training of additional mothers' councils at those communities requesting them, which already had fathers' councils.

Programmatically, all the Adult Literacy program six-month cycles of classes ended on June 30<sup>th</sup>. All of the EMIS component activities were likewise completed, except for ten GOE/EMIS staff in training in Mareb. The start of basic computer literacy training was delayed to security problems and restrictions on project staff travel in the region. At the time all project staff in the Mareb office had been evacuated to Sana'a. Supervision of the three month long computer training for the GOE staff ended for EQUIP1 on July 1<sup>st</sup> and has since become the responsibility of the USAID BEST project.

The EQUIP1 project M&E team along with several teams of PSC data collectors visited all 77 targeted schools to do final assessments of teacher and student performance assessments, and to collect data

needed to update the project Performance Monitoring Plan and other data to be used in the final close out report.

## **II. Administration and Logistics**

### **A. Logistical arrangements for the delivery of furniture**

#### **Multi-student Desks –**

The project administrative unit organized teams composed of project staff and PSC contractors to count how many desks were still needed after all broken furniture had been repaired, to assure that every student has a desk to sit at. Following those calculations, new desks were delivered to all the targeted schools in Amran, Mareb, and Shabwah governorates (except for eight schools in Majzer district / Mareb) where the mobile repair team vehicle was stolen while visiting a school to repair furniture.

#### **Adult Literacy Furniture –**

The project's administrative team also supervised the delivery of furniture to all the adult literacy programs, using a similar combination of project staff and PSC contractors. Furniture for the six multi-purpose centers was delivered by the vendor as part of the purchase agreement.

#### **Multi-purpose Center Furniture –**

One hundred good quality lecture chairs with foldable arms for writing were delivered by the vendor under the terms of the purchase agreement to five of the six multipurpose centers built by the project. The multipurpose rooms built in Majzer district (Mareb) were not furnished due to the theft of the project vehicle in that district, and the lack of full cooperation of the district officer of education in effort to recover the vehicle. Three of the MPRs also received office furniture for two smaller rooms used as offices at each center (Al Joobah and Wadi in Mareb, and Ataq in Shabwah). Two of the centers (Amran and Thula districts in Amran governorate) chose to use the smaller rooms as small training rooms and decided not to receive the office furniture.

### **B. Packing of project files**

As part of its close-out activities, the project catalogued and packed documents from the entire project period for shipment to AED headquarters in Washington, DC.

### **C. Updating Physical Assets Inventory**

Project staff continued to re-evaluate, update, and recalculate the physical assets inventory of the project for close-out purposes.

### **D. Completing Project Spending**

The project's finance staff reviewed documents from earlier in the project period, as far back as 2005, to better organize project records and document early project advances.

## E. Transition of Project Staff

As project staff completed their responsibilities this past quarter, many transferred to the new USAID/Yemen BEST project. A total of 20 employees completed their BE assignments and began work with the new project by the end of the quarterly reporting period.

## III. Program Activities by Component

### A. Improved Educational Facilities

All schools but one in renovation phases I, II, III, IV, and V have been completed in the eight districts of Amran, Mareb and Shabwah governorates. Only one Phase IV school in Majzer district was carried over into the first half of July 2008 due to security problems. Over the life of the project, 70 schools have been renovated, which serve more than 19,000 students. The following photos show examples of schools that have been renovated over the project period.

#### Al-Oklah School



#### Al-Jafrah School



## Badr School



Six multipurpose centers have been constructed at six main cluster schools (two in Amran, three in Mareb, and one in Shabwah governorate). These multipurpose centers accommodate 100 people at a time in their main halls, which are used for large training and community events; they also include three smaller rooms that are used as offices in some locations and as small training rooms in others.



All broken multi-student school desks (5,474) have been repaired by community volunteers at targeted schools in seven districts. These desks were also supplemented by new multi-students desks, which have been bought in Amran (811), Shabwah (602) and Mareb (299). These new desks were distributed to complete the classroom furniture procurement and to ensure that all students have a desk to sit at in those three governorates.





## B. Literacy and Numeracy

The Adult Literacy Coordinator facilitated a two-day life-skills workshop for 29 Adult literacy facilitators and inspectors in Amran district (Amran governorate) and Ataq district (Shabwah governorate). The workshop raised the awareness of women and girls about a) the risks of the epidemic diseases widely spread in the communities through direct contact with animals, and discussed ways of precaution and cure; and, b) Anemia, since most of the women in rural areas suffer from it. Anemia is considered to be a factor contributing to the high mortality rate among women. The workshops thus introduced the importance of a nutritional diet and the health risks to women resulting from insufficient consumption of protein, iron, and folic acid. Recommended diets were proposed that consist of foods that are easily available in these communities at very low costs and with high nutritional value that could prevent anemia among women.

### Refresher Training for 61 Adult literacy facilitators and LAEO representatives in Amran, Mareb, and Shabwah Governorates



The BE Adult Literacy Coordinator held a seven day refresher training for 61 Adult literacy facilitators from 8 districts in Amran, Mareb and Shabwah who currently run 46 adult literacy programs. The main objective of this refresher training was to assess the performance (work progress) of 46 adult literacy programs in Amran and Thula. Participants discussed points of weakness and strength in the adult literacy programs; exchanged successful experiences; reviewed all activities accomplished in the first four months of the adult literacy activities; and, specified tools and educational aides to be used in the adult literacy programs in the next phase.



### Awareness Raising Programs Conducted and Linked to Teach Women Grammar Skills

The BE Project continued its awareness program for all the 46 adult literacy classes in three governorates, focusing on different topics raised by the women themselves, such as personal hygiene, nutritious family diets, ways of making and preserving food, ways of helping

family and community members with disabilities, and improving their role in the community. As part of awareness-raising activities, facilitators constructed sentences to teach women grammar skills, such as the use of nouns, verbs and adjectives, while at the same time discussing solutions to problems raised. These awareness activities continued until the end of June 2008, focusing each week on a different life skill or health and safety issue.

### **Evaluation of Adult literacy Participants in 46 Literacy Programs**

The Adult literacy Coordinator designed a standard evaluation form that was delivered to 46 adult literacy classes in Amran, Mareb and Shabwah governorates. Evaluation of the performance of the participants is ongoing to see how they have benefited from the REFLECT methodology; to see how well they can read and write and use math skills; to determine how much women benefit from awareness and life skills programs; and, to see how well women implement them in their daily lives.



### **Workshop to Evaluate Adult literacy Activities in the Three Governorates**

This month, the Adult Literacy Coordinator finalized her activities and facilitated a three-day workshop to evaluate the adult literacy activities in the three governorates of Amran, Mareb and Shabwah. This workshop was attended by 33 participants from the three governorates. Participants included DGs of Education at the district and the governorate levels, DGs for LAEO from both the governorate and the district level, distinguished mothers who have been studying in these literacy programs for the last six months, as well as adult literacy inspectors who have been running 46 programs in eight districts. Participants discussed the lessons learned along the way, and the successes achieved over the past six months as well as suggestions for improvement for the future activities.

All LAEO DG's from Amran, Mareb and Shabwah expressed their gratitude to USAID and stressed that USAID's BE program helped fill the gap of opening adult literacy programs in places where LAEO was not able to open. They were also impressed with the fact that mothers were able to read and write within a very short period of time and added that mothers found the REFLECT methodology very interesting as it helps them identify their own problems and solutions. This is what differentiates the REFLECT methodology from the LAEO curriculum, which some women find less inspirational.

### **B. Educational Management Information Systems (EMIS)**

Due to security issues, the BE Program was unable to transport EMIS computers and its accessories to the GOE offices in Shabwah and Mareb. BE signed an agreement with the GOEs in both the governorates, and the GOEs were in turn held responsible for transporting the equipment. The EMIS representatives from both Shabwah and Mareb visited the BE program offices and received the computers and their accessories. The computers are now successfully delivered to the GOE offices.

## EMIS Workshop in Cairo



The EQUIP1 Yemen Basic Education project organized an EMIS workshop in Cairo (June 11-15, 2008) for 17 participants from the School Mapping Department (SMD), Information and Communication Unit (ICT), Statistics and Planning Department S&P at the central Ministry, as well as the decision-makers from the government offices of Education in the three governorates. Staff from the USAID BEST project also participated in the event. The workshop's main objectives were to 1) build capacity for data analysis including the ability to interpret tables, charts and graphs contained within atlas and other educational

databases, 2) draft analytical chapter to supplement MOE Education Sector Atlas, 3) facilitate dialogue among program managers and data collectors, 4) produce action-oriented research agenda for MOE to use educational-planning and policy-making, 5) learn new skills related to planning and statistics, and 6) identify a way to share data among the three departments in the MOE (namely the Statistics and Planning Department, the School Mapping Department, and the Information and Communication Technology Unit) to effectively use the information gained at the workshop for planning by decision-makers.

## C. Monitoring and Evaluation

### Outstanding Advances in Students' Arabic and Math Performance



#### Assessment of the Impact of Teacher Training (Grades 1-3 Teachers)

BE facilitated a joint planning session with the MOE and conducted an extensive ten-day assessment of impact of the teacher training at 35% of the schools served by the USAID project (i.e., in 23 schools in Amran, Mareb and Shabwah governorates). The assessments focused on 1) student achievement tests (third grade Arabic and math), 2) in-class teacher performance observational assessment checklist, 3) and, headmaster interviews. The results show that an **unprecedented 64%** of third graders taught by USAID-trained teachers perform math at their grade level or above; and, an equally **unprecedented 74.6%** of the third graders read and write Arabic at their grade level or above. This compares very favorably to third graders taught by teachers trained by the MOE training sector, in which only 38% of students read and write Arabic and perform math at their grade level.



## **BE Program Workshop to Review the Lessons Learned**

The BE Program organized a one day workshop with the MOE to review the lessons learned from the Basic Education Program from the period of 2004 to 2008. Attended by representatives from the donor community, this workshop was formally opened by the Minister of Education, Dr Abdul-Salam Al-Joufi, and the USAID Cognizant Technical Officer, Mr. Abdulhamid Al-Alajami. The majority of speakers in the workshop were members of the communities that the BE program has been supporting. Communities were given the opportunity to explain what the challenges and the problems were before the intervention of the project (what their situation was before) and what has changed as a result of BE Program intervention; they also discussed the achievements of the project and lessons learned along the way.

### **Adult Literacy Component: Achievements**

1. Women and girls (who were deprived of education for many years) were provided with a golden opportunity to learn how to read and write and learn basic numeracy.
2. The adult literacy classes helped fill the gap of opening adult literacy programs in places where LAEO was not able to open.
3. Mothers were able to read and write within a very short period of time; they found the REFLECT methodology very interesting as it helped mothers identify their own problems and solutions. This is what differentiates the REFLECT methodology from the LAEO curriculum, which women found less inspirational.
4. The adult literacy classes empowered participants, helped boost their self-esteem, and enabled them to express themselves with confidence. Remarkable changes in attitude were noticed in inspectors, facilitators and the women participants. As a result of continuous training and follow-up, inspectors and facilitators now have the ability to teach and run literacy classes effectively, manage discussions smoothly, and have the ability to solve problems raised by the mothers.
5. Women's awareness increased on topics raised by the women themselves such as environmental, social, health, economic and religious issues, and enabled them to share solutions that they can implement into their daily lives.
6. As a result of the adult literacy program, mothers were able to help their children with their lessons in basic reading, writing, and math.

### General Summary of the Adult Literacy Registration Results

No.	Governorate	No. of Women Registered	No. of Women Attended the Exams	Absence	Drop Out	Fail	Pass
1	Amran	592	519	46	73	-	473
2	Mareb	442	310	56	132	37	218
3	Shabwah	637	542	36	95	5	501
	Total	1,671	1,371	138	380	41	1,192

#### Percentage of pass and failure in the adult literacy classes in three governorates

- Percentage of women attended the final exams to total no. women registered 82%
- Percentage of dropout to total no. of women registered 18%
- Percentage of absence to total no. of women attended the final exams 10%
- Percentage of pass to total no. women attended the final exams 87%
- Percentage of fail to total no. women attended the final exams 3%

#### Teacher Training Component: Lessons Learned

Delivery of quality training requires proper planning, preparation and implementation. Below are the lessons learned:

1. Trainers (whether teacher trainers, headmaster trainers or inspector trainers) should participate in the development of MOE training manuals.
2. Selection of trainers must be based on criteria including the trainer's knowledge and years of experience, her/his previous performance assessment, and collegial spirit (e.g., team player, self-starter, patient, keen on self-improvement and up-to-date on training methodologies).
3. In choosing the proper timing for training implementation, there should not be a large gap between trainings and actual implementation of the training in the field.
4. It is important to ensure the availability of quality training materials and that they are provided to the trainers/trainees in timely manner.
5. It is necessary to develop and organize an inclusive evaluation process during the training using tools that have already been developed based on scientific criteria.

6. There should be proper coordination with the training sector and involvement of concerned parties on all levels of planning, implementation and decision-making related to the training process.
7. During the implementation of the training sessions in the field, trainers who have participated in developing MOE manuals should be selected to conduct professional development follow-up.

Delivery of quality training requires follow-up activities after training:

8. Teacher inspectors should be trained to conduct follow-up after training.
9. Inspectors should implement planned field visits to targeted schools to provide in-service, on-the-job guidance, and training to the teachers who have been trained.
10. Professional development workshops (or skills improvement workshops) and meetings should be conducted in cluster schools, to be attended by the headmasters and teachers of all the satellite schools. These workshops should be conducted by the inspectors who conducted the field visits and in-class observational assessments of teachers' performance.

Other lessons learned:

11. Delivering a complete package of services to schools such as renovating schools, forming and training mothers' and fathers' councils, and training social workers, contributes to delivering quality training and improves students performance and test scores.
12. Providing libraries to schools contributes to improving students' performance and test scores.



**Teacher Training Statistics as of April 2008**

Type of Training	Number of Teachers Trained											
	Mareb			Shabwa			Amran			Totals		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
Training Master Trainers	18	1	19	19	3	22	6	0	6	43	4	47
Head Master Training	31	1	32	77	13	90	0	0	0	108	14	122
Head Master Trainers Training	3	2	5	8	0	8	6	0	6	17	2	19
Grades 1-3 Teacher Training	318	43	361	168	49	217	56	8	64	542	100	642
Grades 4-9 Arabic Subject Training	78	20	98	86	16	102	120	38	158	284	74	358
Grades 4-9 Math Subject Training	61	11	72	61	12	73	52	36	88	174	59	233
Grades 4-9 Science Subject Training	23	9	32	18	2	20	15	3	18	56	14	70
“My Arabic Library” Grades 1-3 Teachers Training			90			93			65			248
No. Of Teacher Inspectors			17			17	14	1	15			49

**Teacher Training Impact**

<b>Pre-Training</b>	<b>Post-Training</b>	<b>Impact</b>
Before being trained 25% of teachers were observed to have prepared lesson plans	After being trained by the project, 80% of the teachers were observed to have prepared lesson plans	Students exposed to more information
85% of teachers used the traditional method to instruct (lectures)	65% of the teachers use modern methods: Groups, discussions, interactive learning, exploring local environment	Increased teacher self-confidence levels and performance in the classroom. Students began to participate in the education process
Lack of teachers capable of determining behavioral objectives (e.g., most teachers ask questions just to test memorization skills of students)	Increase in teachers capable of determining behavioral objectives: Most teachers now ask various questions that develop the thinking process	Development of analytical thinking

<b>Pre-Training</b>	<b>Post-Training</b>	<b>Impact</b>
Most teachers assigned the students excessive homework assignments with the idea that more homework increases students' gained knowledge	Most teachers are capable of planning homework assignments that stimulate the learning process for the students	Homework helped to expose the students to information in the school and home
Most teachers are not aware of the students' intellectual growth	Teachers are aware of students' growth and pay attention to it	Teachers corrected the student's homework, and used the information thus gained, among other indicators to judge and track the students' learning
Teachers were not using educational aids	Teachers use various educational aids to enhance classroom learning	
Most teachers created a dictatorial environment	Most teachers create a safe environment	A safe learning environment taught the students to enjoy attending classes
Teachers used to focus on male students in a mixed classroom	Teachers are dealing with both genders equally	
A weakness in the ability of teachers to assess student achievement	Most teachers are capable of assessing students in different ways such as through observation, homework and tests	Using different forms of assessment helped to achieve the planned objectives

### **Community Participation Component: Achievements and Lessons Learned**

1. Successful schools have a high level of parent and community involvement.
2. The active role of fathers' and mothers' councils in schools plays a vital role in improving the quality of education.
3. Increased parental involvement in schools that did not exist in the past help link the community with the schools:
  - Mothers in the past never entered schools but now they get involved in different activities in school and closely monitor their children's studies; this contributes to solving educational problems faced by the schools.
  - Fathers' and mothers' councils participated in school renovation and school furniture repair; this contributed to the improvement of the learning environment.
4. Community participation helps to
  - Lay the foundation for democracy and governance;
  - Create awareness among the community about the importance of education;
  - Increase in girls' and boys' enrollment in schools;
  - Create a solid base for other activities to take place, such as school renovation, adult literacy and teacher training;
  - Accomplish activities with less cost and effort, and contributes to solving educational problems faced in schools;

- Eradicate illiteracy among women (many mothers opened their own literacy programs and encouraged women from their communities to join); and
  - Improve the learning environment (fathers' and mothers' councils participated in school renovation and volunteered in school furniture repair).
5. The social worker is considered to be the engine of the school. Social workers have helped
- Link the community with the school;
  - Follow-up with students in school;
  - Reduce the number of girls dropping out of school;
  - Motivate students (boys and girls) to learn;
  - Solve students' and teachers' problems in school;
  - Conduct field visits to student houses (boys and girls);
  - Organize extra-curricular activities in schools (such as sports, summer camps, and picnics);
  - Establish social funds in schools to support poor students; and
  - Develop case studies of student social problems such as absenteeism, failure, and revenge, and helped to solve them.

### **School Renovation Component: Lessons Learned**

1. Active community participation contributes to improving the learning environment in schools.
2. Consulting local community members is necessary in identifying needs when locating/adding new facilities such as latrines and walls.
3. When selecting targeted schools, consider the challenges of tribal conflict; try to balance their needs to avoid any conflict that may affect the renovation process.
4. Structural assessment should be conducted before renovation; update the assessment if more than 6 months have passed before the actual renovation starts.
5. In order to assure that existing school buildings could tolerate the structural stress of renovation without risking collapse or other harm to the students and teachers, a risk management strategy was developed. Three firms were engaged, each with specific scopes of work: a) Structural Engineering Assessment firms to do pre- and post-renovation assessments of the buildings, their foundations, and the underground conditions (e.g. sinkholes or erosion); b) construction firms to conduct the renovations according to the specifications of the project architects and the structural engineering firms; and, c) Monitoring and Certification (M&C) engineering firms which had technical staff on-site everyday, all day, while renovation or construction was occurring. The combination of these three firms, under the guidance of a Yemeni construction liability lawyer, allowed the project to avoid attempts to renovate schools at risk of collapsing, identify substandard work immediately and have it corrected, and to assure high quality for the finished products, in compliance with or exceeding U.S. and Yemeni building codes and standards. One of the lessons learned was that this prudent methodology aimed at assuring low risk and high quality work, also had the unexpected result of lowering the average cost per square meter.

6. School renovation can make schools more “girl friendly” by building new classrooms, privacy walls (fences), and separate latrines and washbasins; this has helped to increase girls’ enrollment dramatically.
7. For school renovation to be sustainable, it is important to use locally available materials and human resources (i.e., fathers and other community volunteers).
8. Schools should have privacy walls to make schools safe and secure, where students and teachers feel safe anywhere in the building, and where access is controlled.
9. Schools should have stimulating architecture that invokes a sense of pride and can be considered a genuine asset for the community.
10. Water should be available before building flush toilets; an agreement between the project and the local community members must be made to guarantee that the newly built latrines have water. New ECOSAN (dry latrines) should be built in the areas where there is scarcity of water.
11. Other issues that should be taken into consideration during renovation are
  - Wooden strips should be replaced with ceramic tiles;
  - Qamarias should be replaced with plastic glass and steel grills;
  - Use of steel or metal water tanks and feeding pipes should be avoided; and
  - Soil tests should be carried out before selecting the design of the septic tanks.
12. Maintenance committees should be formed in schools after the renovation process is completed to ensure that the school is maintained regularly (maintenance committees are comprised of members from the fathers’ and mothers’ councils, teachers, social workers and students).
13. New student furniture designs should be applied to help make changes in teaching methodology and techniques.
14. Pre-maintenance workshops should be conducted to increase awareness among the targeted schools and communities about the objectives of the mobile team workshops.
15. Before building new multipurpose rooms, identify the people who will manage the operation of the building to give all other users the time and opportunity to use it. All schools should have handicapped access (ramps), giving the handicapped children equal rights and easy access to schools.

### **Performance Monitoring Plan**

Following is the final update of the performance monitoring plan for the Basic Education project. Among the 39 project targets, BE met 14 targets and exceeded 24 targets. Among the 24 targets that exceeded expectations, 15 targets did so by 15 percent or more. And in five instances, the projected exceeded expectations by more than 100 percent. Only in two instances did final results not meet project targets. Project staff have been very transparent with USAID about these two results, both of which have been a consequence of ongoing security problems, and the USAID CTO and Senior

Education Advisor have acknowledged that the project has satisfactorily fulfilled the spirit of these targets despite circumstances beyond its control.

In the first instance, IR 6.1.1.15 (*Number of schools having their repairable furniture repaired*), one school in Al Joobah district needed its furniture repaired at the time that the project's mobile repair team vehicle was stolen. Given the security situation in Mareb, and given that the project would have had to rent and re-equip an MRT vehicle and equipment just for that school, the project decided with USAID concurrence to supplement the existing usable furniture with enough new desks to allow every child a place to sit. This alternative solution was satisfactory to the school even though the project cannot claim to have repaired the school's furniture in this situation.

Secondly, with respect to IR 6.3.1.4 (*Number of GOE officials trained in basic computer education and basic data analysis*), the 20 officials in Amran and Shabwah have been trained, and the ten officials in Mareb are in training now but have not yet completed their course. Training in Mareb was delayed due to the security problems. At the time of the worst security problems in Mareb, the project's Mareb City staff were evacuated to Sana'a, and Sana'a-based staff were not allowed to travel to Mareb. USAID has accepted in writing that the inability to meet this one target was for reasons outside the control of project. USAID has said that the fact that the remaining ten GOE EMIS staff are now in training, overseen by the new USAID-supported BEST project, is a satisfactory resolution.

AIR and AED are very pleased that all of the project's obligations to USAID and the Yemeni Ministry of Education have been fulfilled and that Basic Education has far exceeded all expectations in so many instances. We hope that USAID agrees that this project has been a tremendous success.

## Updated Performance Monitoring Plan

Indicators	LOP Targets	Done to date	Done this period	Total
	2004-2008	Oct 2004- March, 2008	Apr - Jun 2008	2004-2008
<b>IR 6.1 Enhanced Access to Basic Education in the Public Sector</b>				
<b>IR 6.1.1 Number of Basic Education Facilities Improved {School Renovation}</b>				
IR 6.1.1.1 Number of desks refurbished	4,154	5,474	0	5,474
IR 6.1.1.2 Number of desks built or bought	733	760	872	1,632
IR 6.1.1.3 Number of new classrooms built	75	75	0	76
IR 6.1.1.4 Number of old classrooms renovated	308	300	37	337
IR 6.1.1.5 Number of schools renovated	67	58	12	70
IR 6.1.1.6 Number of multi-purpose rooms built	6	6	0	6
IR 6.1.1.7 Number of multi-purpose rooms renovated	1	1	0	1
IR 6.1.1.8 Number of multi-purpose rooms furnished	5	1	0	5
IR 6.1.1.9 Number of schools provided with latrines and septic tanks	22	34	0	34
IR 6.1.1.10 Number of new latrines built	147	171	0	171
IR 6.1.1.11 Number of schools connected with water	52	51	2	53
IR 6.1.1.12 Number of schools having surrounding walls built	28	28	0	28
IR 6.1.1.13 Number of schools executing campaigns/activities related to good hygiene practices	77	77	0	77
IR 6.1.1.14 Number of schools made handicapped-accessible	67	58	12	70
IR 6.1.1.15 Number of schools having their repairable furniture repaired	69	68	0	68
<b>IR 6.1.2 Improved Quality of Instruction at the Classroom Level {Teacher Training}</b>				
IR 6.1.2.1 Quantity of teachers material (teacher manuals and training manuals) distributed	2,616	2,915	0	2,915
IR 6.1.2.2 Increased Number of children enrolled in project schools	1,462	1,459	3	1,462

Indicators		LOP Targets	Done to date	Done this period	Total
		2004-2008	Oct 2004- March, 2008	Apr - Jun 2008	2004-2008
IR 6.1.2.3	Percentage of 3rd grade students achieving minimal competency in Arabic and math	70%	Arabic=53.5%, Math=46.5% Total=51%	Arabic=74.6% , Math=64.2% Total=71,1%	Arabic=74.6% , Math=64.2% Total=71.1%
IR 6.1.2.4	Number of teachers trained (by gender)	895 M / 265 F	1,799M / 534 F	418 M/123 F	1,799M / 534 F
IR 6.1.2.5	Number of headmaster trained (by gender)	108 M / 14 F	216 M / 28 F	0	216 M / 28 F
IR 6.1.2.6	Number of teachers trainers meeting ministry training requirements (by gender)	138 M / 16 F	113 M / 17 F	29 M / 5 F	142 M / 22 F
<b>IR 6.1.3 Increased Parental Involvement in Education {Community Participation}</b>					
IR 6.1.3.1	Number of fathers and mothers councils formed	104	119	6	125
IR 6.1.3.2	Number of fathers and mothers councils trained	104	119	13	132
IR 6.1.3.3	Number of schools having active parent groups	77	78	0	78
<b>IR 6.2 Increased Literacy and Numeracy Opportunities at the Community Level</b>					
<b>IR 6.2.1 Increased Availability of Resources for Literacy and Numeracy Training {Adult Literacy + CP}</b>					
IR 6.2.1.1	Number of communities served by literacy programs	30	51	0	51
IR 6.2.1.2	Number of literacy programs established	40	46	0	46
IR 6.2.1.3	Quantity of supplementary literacy materials distributed by the project	6,000	4,473	1,582	6,055
IR 6.2.1.4	Number of adult literacy training participants	1,000	1,671	0	1,671
<b>IR 6.2.2 Increased Quality of Literacy and Numeracy Training</b>					
IR 6.2.2.1	Number of literacy TOT receiving initial training	2	4	0	4
IR 6.2.2.2	Number of literacy trainers receiving initial training	40	97	0	97
IR 6.2.2.3	Adult literacy manual adopted as a national model	1	1	0	1
<b>IR 6.2.3 Inceased Community Support for Literacy and Numeracy Training</b>					
IR 6.2.3.1	Number of communities informed about importance of combating illiteracy among adults, especially females	77	77	0	77
IR 6.2.3.2	Number of integrated educational and awareness materials distributed through parent's councils	3,370	1,821	1,549	3,370

Indicators	LOP Targets	Done to date	Done this period	Total
	2004-2008	Oct 2004- March, 2008	Apr - Jun 2008	2004-2008
<b>IR 6.3 Improved Public Sector Environment for Education</b>				
<b>IR 6.3.1 Increased Availability of Tools, Technologies, Operational Procedures and Information Systems Successfully Introduced That Strengthen Educational Management {EMIS}</b>				
IR 6.3.1.1 Number of school record books distributed to schools, DOEs and GOEs	77	77	0	77
IR 6.3.1.2 Number of functional GOE local area networks established	3	2	1	3
IR 6.3.1.3 Number of GOE EMIS systems implemented using data from different sources (including from the MOE/ICT, SMD facilities data base, and the SMD/GPS data base) providing data for analysis and decision making	3	2	1	3
IR 6.3.1.4 Number of GOE officials trained in basic computers education; and basic data analysis	30	20	0	20
IR 6.3.1.5 Number of GOE, DOE and school officials trained in planning and policy making	70	123	16	139
<b>IR 6.3.2 Increased number of Host Country Institutions that have Used USG-Assisted MIS System Information to Inform Administrative/ Management Decisions</b>				
IR 6.3.2.1 Number of GOE EMIS units using EMIS data for decision making	3	2	1	3