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**Basic Education Project – Yemen**  
14<sup>th</sup> Quarterly Progress Report  
January 1 thru March 31, 2008

**Submitted by:**

**American Institutes for Research**

**with**

**Academy for Educational Development**

**April 30, 2008**

*U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00  
Associate Cooperative Agreement No. 279-A-00-04-00027-00*

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| <b>I.</b>  | <b>OVERVIEW</b>   |          |

This 14th quarterly report for the Basic Education (BE) Project covers the period from January 1 to March 31, 2008. In this quarter the following work was completed: Six multi-purpose rooms were turned over to the governorate offices of education; renovation was completed in five schools in Mareb, which were turned over to the Governorate Office of Education (GOE) and communities; and school furniture repair was finalized in Amran. In addition, BE staff trained 32 Arabic language teacher trainers who then trained 385 Arabic language teachers, with the goal of improving the capacities of the teachers to develop student learning and thinking skills as well as to find alternative ways to avoid corporal punishment; formed and trained eight new mothers councils in the Al-Joobah and Majzer districts in Mareb; and trained 41 new social workers in Amran and Mareb. Lastly, Community Participation Facilitators (CPFs) from the Ministry of Education (MOE) conducted follow-up visits to 118 parents' councils in eight districts. This was followed by a field visit to Ibb by heads of the Community Participation and Girls' Education Departments at the governorate and the district levels, Districts Officers of Education, Community Participation Specialists and Facilitators, Social Workers, School Headmasters and heads of fathers' and mothers' councils to learn from the successful experiences in schools and communities there.

## **II. PROGRAM ACTIVITIES BY COMPONENT**

### **A. Improved Educational Facilities**

#### **School Renovations**

The Basic Education project supported the completion of renovations at several locations, and the project turned three schools in the Al-Joobah district over to the GOE and communities. In Owais Al-Qarani the project renovated six existing classrooms, built one new classroom, a privacy wall, and renovated the teachers' residences. In Ammar Bin Yassir School the project built four new classrooms, three latrines and an administrative room, as well as a privacy wall around the school and in Yala Al-Taher school the project renovated three existing classrooms, built two new classrooms, and a privacy wall around the school.

Renovation was also completed in the Badr school in the Al-Wadi District in Mareb where the project helped to build three new classrooms, an administrative room, and a privacy wall around the school. In Al-Atf school in Majzer district the project helped to build two new classrooms, two latrines, a kitchen, an administrative room, and privacy wall.

Additionally, six multi-purpose rooms were signed over to the governorate offices of education in two districts in Amran, three in Mareb, and one in Shabwah.

An official site handover agreement was signed between the renovation contractor and the GOE (Mareb) to allow for the beginning of new construction at the Halhalan school in Majzer (Mareb). This school in Majzer has been substituted for the Al Sawad school, which was cancelled in the Al Joobah district due to the inability of the tribes to agree on a location. Two new classrooms, two new latrines, and a new administrative office will be built at this alternative location.



The BE Project's Chief Architect held a pre-bid meeting with interested contractors for the two schools in Shabwah to be renovated by the Civil Affairs (CA) Team. Twenty-six bidders attended the meeting. The meeting was followed by a 12-day evaluation of 37 proposals for the renovation of the two schools in Shabwah, which included adding multi-purpose rooms as well. This evaluation was based on the methodology and criteria given by the CA Team contracting officer. Technical and financial documents were inspected and evaluated. Final reports were submitted to the COP.

### Mobile Repair Team with community volunteers



*School Furniture repair in the Amran district*  
The Amran Mobile Repair Team (MRT), working with community volunteers, repaired 86 student double-desks at the Abdurrahman Bakir Main Cluster school in Amran city.

*School Furniture repair in Bayhan district*  
The MRT in Shabwah, along with community volunteers, fixed 410 double-desks at the 30th of November school, 85 pieces of school furniture (double-desks, single-desks, and chairs) in the two schools of Al-Jaza'a and Al-Hajer, and 55 double-desks in the Al-Rukbah school, all in the Bayhan district.



*School Furniture repair in Al-Joobah district*  
The MRT in Mareb, along with community volunteers, fixed 445 pieces of school furniture (double-desks, single-desks, and chairs) in ten schools in the Al-Joobah district in Mareb.

### *School Furniture repair in Majzer district*

The Mareb MRT, working with community volunteers, repaired 401 double-desks at eight schools in the Majzer district in Mareb.

## **B. Teacher and Supervisor Training**

### **The project mentored 27 teacher inspectors to follow-up on teachers' performance after training**

The project conducted mentoring sessions with 27 teacher inspectors in Amran, Mareb, and Shabwah while conducting site visits to teachers (grades 1-3) at 35 schools (totaling 77 schools visited in the last month of the quarter). The visits provide opportunities for the inspectors to follow-up on how well teachers perform after having received training.

### **Training of 32 Arabic language teacher trainers**

The BE Project opened a 10-day training session to train 32 Arabic language teacher trainers (grades 4-9). This training aimed to improve the capacity of the trainers to develop student learning and thinking skills and to evaluate teachers' performance. Training included the introduction of effective teaching strategies as well as introducing alternative ways to avoid corporal punishment. These 32 trainers of trainers in turn conducted a series of 16 training events (two trainers per event) to train 385 Arabic language teachers in the eight districts of Amran, Mareb, and Shabwah governorates.

### **Training of 385 Arabic language teachers**

The training of 32 Arabic subject trainers was followed by a 12-day training of 385 Arabic subject teachers (grades 4-9) in the eight districts of Amran, Mareb and Shabwah governorates. This training was aimed at improving the capacity of the teachers to develop student learning and thinking skills, conduct effective performance evaluations, and use effective teaching strategies and alternative ways to avoid corporal punishment.



## **C. Literacy and Numeracy**

### **Meeting with the MOE's Literacy and Adult Education Office (LAEO) to facilitate problem solving**

The project's Adult Literacy (AL) Coordinator met with the MOE/LAEO staff and literacy trainers in Mareb and Shabwah to facilitate problem-solving discussions regarding revised scheduling of already-operating programs at more suitable times and identification of locations most convenient for the learners to maximize participation. The Coordinator helped to identify solutions and facilitate agreements signed with the Deputy Governors (DG) of Education for both governorates, as well as the District Officers of Education for the Al Wadi, Majzer, Al Joobah, and Bayhan districts. The AL Coordinator also provided guidance to the LAEO district supervisors in all eight districts served by the project regarding the supervision of community-level trainers.

### **Supervision of Adult Literacy inspectors and 46 literacy classes**

The project's AL Coordinator supervised nine Literacy and Adult Education Inspectors who conducted field visits to 46 adult literacy programs (serving 1,169 participants) in eight districts in Amran, Mareb, and Shabwah to monitor the progress of their work and assess their performance.

### **BE Project and Yemen PHR (Health) conduct awareness programs in three districts**

In collaboration with the USAID Yemen PHR (health) project, the AL Coordinator conducted health awareness programs for all the literacy classes in three districts: Thula (Amran), Al Wadi (Mareb), and Bayhan (Shabwah).

### **One-day meeting to activate means of cooperation with LAEO**

The BE Project held a one-day meeting with 30 participants (Directors General (DGs) of Adult Literacy offices and Education offices at both the district and the governorate levels.) The main objectives of the meeting were to facilitate means of cooperation among the BE Project with the LAEO at the central, governorate, and district levels, as well as to view progress to date on the literacy programs supported by the project in Amran, Mareb, and Shabwah.

Feedback from the meeting revealed that the project interventions in these three governorates are very successful as they deliver a complete package to schools and communities that include renovation; teacher, headmaster, and social worker trainings; the creation and training of fathers' and mothers' councils, and the opening of adult literacy programs.

All the participants stressed that the project has helped to fill the gap of opening adult literacy programs in areas in which LAEO was not able to open them, and that mothers were able to attain basic reading and writing skills within two months of initiating these programs.

### **Four-day workshop to assess the Adult Literacy activities in the three governorates**

The BE Project facilitated a four-day workshop for 15 adult literacy inspectors from Amran, Mareb, and Shabwah to assess the activities of the adult literacy program in these governorates. The main objectives of this workshop were: to assess the performance and work progress of 46 adult literacy programs in the three governorates; to specify the topics to be discussed by the inspectors in the literacy programs in the next three months; to discuss points of strength and weakness in the adult literacy programs; to view all the inspector's activities accomplished in the first three months; and to specify the tools to assess the adult literacy activities in the next phase.





## D. Community Participation

### Training of Newly Formed Mothers' Councils and Sharing Their Successful Experience

The project provided a two-day training for three mothers' councils previously formed in Amran. Two other mothers' councils in Amran were paired for a day-long consultative meeting to share their experiences and to allow the stronger of the two councils to mentor and provide guidance to the weaker ones. All the CPFs and school social workers from Amran and Thula districts met to assess mid-year progress in the implementation of their district community participation action plans for the 2007-2008 school year.



### Forming new mothers' councils in Al-Joobah and Majzer

More than 150 mothers participated in mothers' council elections at four schools in Al Joobah district (Mareb), resulting in the formation of four new mothers' councils. Similar elections took place in the Majzer district in three schools, attended by 145

mothers' that resulted in three mothers' councils being formed.

### **Follow-up visits by MOE CPF's to 118 parents councils in eight districts**

Project office staff based in Amran, Mareb, and Shabwah coordinated and facilitated the third site visit this school year (2007-2008). In addition, the MOE CPFs visited all 118 fathers' and mothers' councils, eight district officers, 77 headmasters, and 15 school social workers at 77 schools in three governorates to monitor and assess their teamwork and provide guidance to help them become more effective advocates for improving the quality of teaching and learning at each school.

### **School social workers and heads of parent councils organize academic competition in schools**

The project's school social workers and heads of the fathers' and mothers' councils organized an academic competition between two schools in the Al-Joobah district in the Mareb governorate to assess students' performance before the mid-year exams.

### **Training of 41 new social workers in Amran and Mareb**

The BE project facilitated a 12-day training for 41 new social workers in the Amran and Mareb governorates (21 in Amran and 20 in Mareb). The training developed the social workers' skills in activating community participation in education, linking the community with their schools, and helping social workers to plan, monitor, and evaluate community participation activities at schools. It also enhanced their communication skills and helped them to identify and solve problems faced by schools.

### **Ibb trip and sharing successful experiences**

The BE project's Community Participation Coordinator organized a three-day field visit to Ibb for 38 participants from four clusters (2 clusters from Mareb, 1 from Shabwah, and 1 from Amran). Participants included heads of the Community Participation and Girls' Education Departments at the governorate and the district levels, District Officers of Education, Community Participation Specialists and Facilitators, social workers, school headmasters, and heads of fathers' and mothers' councils. The objectives were to learn from the successful experiences in schools and communities since Ibb is considered a model example in community participation.

#### *Lessons learned from the trip*

- Fathers' and mothers' councils had been formed at the district level, not just the school level;
- Mothers' councils had been formed or were already present in boys' schools;
- Generous contributions from fathers' and mothers' councils had been given to support school activities;
- Model social workers from Ibb had participated in the meeting, in which BE visitors had learned about their contributions and achievements in the schools, while BE model social workers also received the opportunity to share achievements in their schools; and
- Community participation activities had been sustainable despite the fact that GTZ halted its activities last year.

### **District officers in Bayhan and Majzer conduct meeting to discuss lessons learned from Ibb trip**

Following site visits to parents' councils formed by GTZ in the Ibb governorate, District Officers of Education in Bayhan District gathered all the mothers' and fathers' councils in their districts to discuss lessons learned and begin to plan the replication of the best practices from Ibb in their own districts.

A similar meeting took place in the Majzer district where the District Officers of Education conducted a meeting with members from the local governing council. Fathers' and mothers' councils from all schools in Majzer discussed what they had learned from the Ibb trip. The team is now forming fathers'

councils at the district level in Majzer, which will take place in April 2008. This will be the first event of its kind in the Mareb governorate.

**Workshop to assess Basic Education project activities in the targeted Districts**

The BE Project in collaboration with the Ministry of Education facilitated a one-day workshop to assess the activities of the program in the areas of community participation, teacher training, school renovation, and Educational Management Information System (EMIS). The meeting was attended by 63 participants from Amran, Mareb and Shabwah. This workshop was organized to assess the accomplishments achieved by the project over the past three years.

The workshop's main objectives were:

- To review the outcome of the project in the areas of teacher training, school renovation, community participation, and EMIS;
- To assess the impact of the project to date;
- To analyze the obstacles the project faced over the past three years and propose appropriate solutions;
- To develop applicable ideas to ensure long-term sustainability and continuity of the programs in place;
- To ensure the commitment of all parties for continuity and sustainability in community-based participation, teacher training, and EMIS;
- To develop recommendations and resolutions that best serve the educational process in the areas of community participation, teacher training, school renovation, and educational management information system in the targeted district and governorates.



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

The project installed a local area computer network (LAN) at the Governorate Office of Education in Shabwah. The EMIS specialist and the network administrator conducted two visits to Amran governorate to maintain the LAN. The EMIS team completed a three-month long basic computer training for GOE Information Units officials in Shabwah. Another 30-day basic computer training for ten EMIS unit staff is still ongoing in Amran. The team collected the GPS coordinates and school facilities data for all the schools in Amran, Mareb, and Shabwah and updated the school mapping database.

## **F. Monitoring & Evaluation (M&E)**

The monitoring and evaluation specialist conducted an assessment field visit to the project's 77 targeted schools to assess the impact of project activities at the school level. Prior to this visit, the M&E specialist designed a number of questionnaires to assist in the assessment process. The questionnaires focused on general school information, students, teachers, headmasters, and social workers, fathers' and mothers' councils, adult literacy programs, and EMIS.

According to the data, there was a substantial increase in enrollment, especially for girls. The main reasons for this increase were due to the following:

- Activating the role of fathers and mothers councils in schools (32% of respondents identified this reason);
- Renovation that took place in schools, including the addition of new classrooms, latrines, and privacy walls (32%), and
- Good quality training and follow-up trainings delivered to teachers, headmasters, and social workers (28%).

Other factors that also influenced this increase included the following:

- Educational aides and school activities (activities such as summer camps, picnics, and quizzes);
- School location (i.e., school is located in close proximity to where students live);
- Increase in population; and
- Access to specialized teachers.

From the data analysis, the project was able to identify some of the major factors that influence students' decisions to drop out. These included the following:

- Mixed schools with both girls and boys (34% of respondents);
- Poverty (30.5%);
- Early marriage (28%);
- School locations (schools are far from where students live) (28%); and
- Child labor (25.4%).

Factors that lead to student absenteeism include

- Child labor (39.5% of respondents);
- Social occasions such as marriage and funerals (26.3%); and
- Illness (16.3%).

According to respondents, successful project achievements are as follows:

- Good quality training delivered to teachers and inspectors,
- Continuous follow-up for the different activities supported by the project,
- Activating community participation (forming fathers' and mothers' council in schools),
- Training social workers (the social worker is considered to be the engine that moves and initiates everything in schools),
- Summer camps (which helped link schools with the communities),
- Supporting different activities in schools, and
- Distributing My Arabic Library (MAL) in schools.

## Updated Performance Monitoring Plan

| Indicators  | LOP Targets | Completed to date   | To be completed                     | Completed this period |
|---|-------------|---|-------------------------------------|-----------------------|
|   | 2004-2008   | 2004- Mar, 2008   | Apr - Jun 2008                      | Jan - Mar 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                                   | 1,778                 |
| IR 6.1.1.2 Number of desks Built or bought  | 733         | 760   | 0                                   | 0                     |
| IR 6.1.1.3 Number of new classrooms built   | 75          | 75  | 0                                   | 29                    |
| IR 6.1.1.4 Number of old classrooms renovated                                     | 320         | 300   | 20                                  | 4                     |
| IIR 6.1.1.5 Number of schools renovated   | 75          | 57+2 in progress  | 14+2 CAT                            | 8                     |
| IR 6.1.1.6 Number of multi-purpose rooms built                                    | 6           | 6   | 0                                   | 0                     |
| IR 6.1.1.7 Number of multi-purpose rooms renovated                                | 1           | 1   | 0                                   | 0                     |
| IR 6.1.1.8 Number of multi-purpose rooms furnished                                | 8           | 1 furniture for 5 MPRs bought ,waiting for clearance to deliver | Pending DOD/CA team building 2 MPRs | 0                     |
| IR 6.1.1.9 Number of schools provided with latrines and septic tanks              | 22          | 19  | 3                                   | 5                     |
| IR 6.1.1.10 Number of new latrines built_or renovated                             | 147         | 171   | 0                                   | 21                    |
| IR 6.1.1.11 Number of schools connected with water                                | 54          | 51  | 3                                   | 18                    |
| IR 6.1.1.12 Number of schools having surrounding walls built                      | 28          | 28  | 0                                   | 9                     |

| Indicators   |  | LOP Targets<br>2004-2008 | Completed to<br>date<br>2004- Mar,<br>2008 | To be<br>completed<br>Apr - Jun 2008 | Completed<br>this period<br>Jan - Mar<br>2008 |
|--|--|--------------------------|--|--------------------------------------|---|
| IR 6.1.1.13  | Number of schools executing campaigns/activities related to good hygiene practices | 77                       | 77   | 0                                    | 0   |
| IR 6.1.1.14  | Number of schools made handicapped-accessible                                      | 75                       | 57+2 in progress                           | 15+2CAT                              | 8   |
| IR 6.1.1.15  | Number of schools having their repairable furniture repaired                       | 77                       | 68   | 9                                    | 33  |
| <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                                      | 270                                  | 417   |
| IR 6.1.2.2   | Increased Number of children enrolled in project schools                           | 1,462                    | 1,459                                      | 3                                    | 344   |
| IR 6.1.2.3   | Percentage of 3rd grade students achieving minimal competency in Arabic and math   | 70% , 70%                | 53.5% , 46.5%                              |                                      | increase of 16.5% , 23.5%                     |
| IR 6.1.2.4   | Number of teachers trained (by gender)   | 895 M / 265 F            | 1799M / 534 F                              | 418 M/123 F                          | 385   |
| IR 6.1.2.5   | Number of headmaster trained (by gender)   | 108 M / 14 F             | 216 M / 28 F                               | 0                                    | 0   |
| IR 6.1.2.6   | Number of teachers trainers meeting ministry training requirements (by gender)     | 138 M / 16 F             | 113 M / 17 F                               | 25 M / 6 F                           | 32  |
| <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  | 0                                    | 10  |
| IR 6.1.3.2   | Number of fathers and mothers councils trained                                     | 104                      | 119  | 0                                    | 10  |
| IR 6.1.3.3   | Number of schools having active parent groups                                      | 77                       | 77   | 0                                    | 0   |
| <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                                    | 0   |
| IR 6.2.1.2   | Number of literacy programs established  | 40                       | 46   | 0                                    | 0   |
| IR 6.2.1.3   | Quantity of supplementary literacy materials distributed by the project            | 6,000                    | 4,473                                      | 3,032                                | 1,441   |
| IR 6.2.1.4   | Number of adult literacy training participants                                     | 1,000                    | 1671                                       | 0                                    | 0   |
| <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  | 3                                    | 1   |

| Indicators  |   | LOP Targets<br>2004-2008 | Completed to date<br>2004- Mar,<br>2008 | To be completed<br>Apr - Jun 2008 | Completed this period<br>Jan - Mar<br>2008 |
|---|---|--------------------------|---|-----------------------------------|--|
|   | IR 6.2.2.2 Number of literacy trainers receiving initial training   | 40                       | 97                                      | 0                                 | 0  |
|   | IR 6.2.2.3 Adult literacy manual adopted as a national model  | 1                        | 1                                       | 0                                 | 0  |
| <b>IR 6.2.3 Increased 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                                 | 0  |
|   | IR 6.2.3.2 Number of integrated educational and awareness materials distributed through parent's councils   | 3,370                    | 1,821                                   | 1,549                             | 1821                                       |
| <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                                 | 0  |
|   | IR 6.3.1.2 Number of functional GOE local area networks established   | 3                        | 2                                       | 1                                 | 1  |
|   | IR 6.3.1.3 Number of GOE EMIS systems implemented using data from different sources (including form the MOE/ICT, SMD facilities data base, and the SMD/GPS data base) providing data for analysis and decision making | 3                        | 1                                       | 2                                 | 1  |
|   | IR 6.3.1.4 Number of GOE officials trained in basic computers education; and basic data analysis  | 30                       | 20                                      | 10                                | 10   |
|   | IR 6.3.1.5 Number of GOE. DOE and school officials trained in planning and policy making  | 70                       | 48                                      | 22                                | 0  |
| <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                        | 1                                       | 2                                 | 1  |

## **E. Activities Planned for the Next Period (April to June 2008)**

### **Project Components**

#### **School Renovation**

- 16 schools to be renovated as part of Phase V renovations (minor renovations);
- Movable partitions to be installed in six multi-purpose rooms (MPRs); and
- 56 small repair and maintenance tool boxes delivered to 56 schools in Mareb and Shabwah governorates (assuming that boxes were already delivered to 21 schools in Amran by the MOE).

#### **Literacy and Numeracy Program**

- Conduct a one-week refresher training for 64 facilitators, nine inspectors, and nine adult literacy officers from LAEO offices in the three governorates;
- Facilitate exchange experience visits by inspectors to adult literacy programs in Taiz and give them the opportunity to learn and compare between the Reflect Methodology implemented by the Basic Education project using the LAEO curriculum;
- Distribute 5,022 new life skills books to 18 literacy programs in Amran, 14 literacy programs in Mareb, and 15 literacy programs Shabwah;
- Conduct a two-day workshop to evaluate the adult literacy activities in Amran, Mareb, and Shabwah; and
- Support AL coordinators in conducting evaluation field visits to 47 literacy programs.

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

- Install computer network for GOE at Mareb governorate and configure the LAN with GOE staff;
- Work with GOE to monitor and maintain LANs;
- Train 10 EMIS staff at Mareb office on basic computer training;
- Train GOEs to enter GIS information into the appropriate database system;
- Create a system to link GIS records with the overall EMIS database;
- Assist GOEs in producing GIS reports; and
- Conduct GOE analysis workshops on data for decision makers (Part II).

#### **Monitoring & Evaluation (M&E)**

- Update project monitoring work plan and PMR;
- Review the project budget with all component leaders;
- Conduct Structured Classroom Observational Assessments of Teachers' Performance (Part II);
- Prepare general information database for 77 schools; and
- Participate with the communication team in closeout report of the project.