



# Menu of Interventions for Investment in Sustainable Social and Educational Development



Basic Education Support and Training Project (BEST)

# Table of Contents

## CONTENTS

List of Acronyms .....	iii
<b>INTRODUCTION</b> .....	<b>iv</b>
Menu of Interventions .....	1
School Building Repair and Renovation.....	1
Adult Literacy (AL) .....	11
Community Participation Empowerment .....	15
Training and Quality Education Improvement .....	23
Institutional and Organizational Development .....	28

## LIST OF ACRONYMS

<b>AL</b>	Adult Literacy
<b>BEST</b>	Basic Education Support and Training Project
<b>CP</b>	Community Participation
<b>CPF</b>	Community Participation Facilitator
<b>DOE</b>	District Office of Education
<b>ECOSAN</b>	Ecological Sanitation
<b>EMIS</b>	Education Management Information System
<b>FC</b>	Fathers' Council
<b>GIS</b>	Geographic Information System
<b>GOE</b>	Governorate Office of Education
<b>LAEO</b>	Literacy and Adult Education Organization
<b>MAL</b>	My Arabic Library
<b>MC</b>	Mothers' Council
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MFC</b>	Mothers' and Fathers' Council
<b>MOE</b>	Ministry of Education
<b>MPC</b>	Multipurpose Community Center
<b>MRT</b>	Mobile Repair Team
<b>NASC</b>	National Annual School Census
<b>PC</b>	Parent Council
<b>SSW</b>	School Social Worker
<b>USAID</b>	United States Agency for International Development

# MENU OF INTERVENTIONS FOR INVESTMENT IN SUSTAINABLE SOCIAL AND EDUCATIONAL DEVELOPMENT

## INTRODUCTION

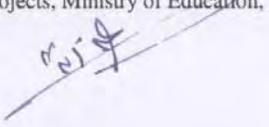
Well-founded, sustainable solutions to the challenges facing the underserved school-age-children in Yemen and elsewhere in the world require holistic approaches and resources that utilize sound theories and best practices aimed at improved access, equity and quality in basic education. These solutions need to grow out of the contexts of the societies in which they are to be applied. They are to be rooted in the diverse differences that exist within a given region and the particular community in which an investment in sustainable development is to be made.

In order to more effectively invest in sustainable development in the urban and rural, desert and mountainous, and remote societies across Yemen, the Ministry of Education with the technical assistance of the USAID-funded Basic Education Support and Training (BEST) Project has developed this “Menu of Interventions for Investment in Sustainable Social and Educational Development.” The “Menu” is a product of a collaborative effort led by the BEST-Yemen Project technical team along with its many partners and representatives of key stakeholder groups from the schools, communities, district offices of education, regional authorities of the governorates of Rayma, Hodeida and Amran as well as Central Ministry of Education leaders.

This investment “Menu” lays out the potential challenges and needs that might well have to be addressed by a particular community or targeted institution or organization at any level in the country. Once a need is identified and well defined, the Menu provides a description of some optional interventions among perhaps many others that the planners and implementers of the desired change or development project might want to consider in their own planning. Importantly, in any investment in development, all key involved parties and even representatives of the beneficiary groups or populations are to define their unique and, at times, overlapping or reinforcing roles and responsibilities. In doing so, the designers, investors, technical planners and implementers, and the targeted beneficiaries will ensure that the interrelated thematic areas being implemented will reinforce one another.

It is the sincere hope and intent of the Government of the Republic of Yemen through the spokespersons of the Ministry of Education at all levels from the central to the most remote and underserved school community that this “Menu of Interventions” will serve its principal purpose. For the immediate- and long-term future, the purpose is to help guide this nation and its diverse citizenry to effectively and efficiently making the right decisions and utilizing our collective human and natural resources in contributing to the marked, sustainable improvement of access, equity, quality, institutional and organizational development, and community participation in education.

Abdulkarim Al-Jindari,  
Deputy Minister for Projects, Ministry of Education,  
June 2010



## MENU OF INTERVENTIONS

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities	Pictures
<b>School Building Repair and Renovation</b>				
School Building Repair and Renovation	1	<p>There is a clear need for restoring the structural and hygienic integrity of existing classrooms as well as school facilities. The current school building functional conditions are lacking capacity to provide adequate services and environment for various educational activities which in turn negatively affect the enrollment rates.</p> <p><b>Renovation and rehabilitation</b> for classrooms and school facilities such as latrines and administration rooms and others. A structural integrity assessment for existing school buildings will be conducted to ensure that they are structurally sound for renovations. Renovation follows in order to restore functional conditions.</p>	<p><b>School Headmasters</b></p> <ul style="list-style-type: none"> <li>To evacuate classrooms upon commencement of renovation works, and provide alternative places to serve as classrooms for students.</li> <li>To constantly monitor and address challenges and problems that might arise during renovations.</li> </ul>	
			<p><b>Fathers' Councils (FCs)</b></p> <ul style="list-style-type: none"> <li>To activate the role and participation of school/local community in renovation works. <i>(Please refer to Intervention No. 20)</i></li> </ul>	
			<p><b>Mothers' Councils (MCs)</b></p> <ul style="list-style-type: none"> <li>To emphasize the importance of maintaining school furniture since school is considered to be the second home. Educate students about the importance of keeping school furniture clean and protected? <i>(Please refer to Intervention No. 20)</i></li> </ul>	
			<p><b>Teachers Inspectors Trainers</b></p> <ul style="list-style-type: none"> <li>To provide assistance in addressing problems arising during renovation works.</li> <li>To take in consideration adequate class environment (ventilation – light – furniture)</li> <li>To monitor class truants and drop outs while classes are in session.</li> </ul>	
			<p><b>Local Council and MOE Departments</b></p> <ul style="list-style-type: none"> <li>To accompany the structural assessments engineering firms during their work in the field.</li> <li>To facilitate the actual renovation work, and address problems, if any in coordination with project representatives or contractors To collaborate with the project and school administration regarding provision of alternative places to serve as classrooms for students during renovation phases.</li> <li>To ensure all required support and collaboration that will enhance sustainability of the intervention</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
	2	<p>Lack of male and female teachers in remote areas due to unavailability of hygienically adequate dormitories for teachers.</p>	<p><b>Renovation of teachers' dormitories, if any.</b></p> <p><b>Recommended</b> The project on its part will renovate teachers' dormitories, if any, within school premises with a view to participating in provision of adequate dormitories for teachers in collaboration with the local school community.</p> <p>Work with the community to help in providing small places for the teachers to sleep, as might be required</p>	<p><b>School Headmasters</b></p>	<ul style="list-style-type: none"> <li>• To participate in securing dormitories during renovation works.</li> <li>• To raise parents' awareness of the importance of renovations.</li> <li>• To raise parents' awareness of the importance of contributing to teachers accommodation.</li> </ul>	
<p><b>FCS</b></p>	<ul style="list-style-type: none"> <li>• To work and coordinate with the community and local council regarding provision of construction sites of classrooms and teachers' dormitories as well as provision of furniture for the residence.</li> <li>• To encourage the community to contribute to teachers accommodation in very remote areas.</li> </ul>					
<p><b>MCs</b></p>	<ul style="list-style-type: none"> <li>• To communicate and follow up with concerned authorities on a regular basis.</li> </ul>		<p><b>Teachers Inspectors Trainers</b></p>	<ul style="list-style-type: none"> <li>• To assist in addressing problems arising during renovation works</li> <li>• To organize awareness-raising sessions for local community, emphasizing importance of encouraging children's, especially girls', enrollment in schools.</li> </ul>		
<p><b>Local Council and MOE Departments</b></p>	<ul style="list-style-type: none"> <li>• To ensure provision of teacher dormitories to remote schools so that male and female teachers are attracted.</li> <li>• To facilitate implementation of renovation works, and address problems encountered, as they arise</li> <li>• To collaborate with the project, local council, and school administration regarding provision of alternative places to serve as classrooms for students during renovation works.</li> </ul>					

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
Construction of new classrooms and facilities.	3	The low enrollment rates particularly among girls', and the high drop-out rates due to the inadequate number of existing classrooms or due to existing poor learning environments of schools. There are instances where places serve as schools such as tents, thatch-huts, or houses which are not basically designed to provide educational environment.	<p><b>Construction of new classrooms.</b></p> <p>The project, in accordance to the MOE design criteria and in collaboration with the local community, will conduct a community needs assessment for new classrooms, and, accordingly, add new classrooms to meet community/y needs.</p>	<p><b>School Headmasters</b></p>	<ul style="list-style-type: none"> <li>• To secure an additional construction site in case the existing one is inadequate.</li> <li>• To encourage girls' enrollment in school.</li> <li>• To support school activities that serve school building and an increase of girls enrolment rates.</li> <li>• To ensure continuous maintenance of the school building.</li> </ul>	
				<p><b>FCs</b></p>	<ul style="list-style-type: none"> <li>• To work with the community and local council so as to secure sites for classrooms and teachers' dormitories to be constructed.</li> <li>• To encourage girls' enrollment to school</li> <li>• To encourage the community to provide labor to the process of building new classrooms (cost sharing through labor).</li> </ul>	
				<p><b>MCs</b></p>	<ul style="list-style-type: none"> <li>• To encourage girls' enrollment in school.</li> <li>• To integrate the project's plan into local council's plan.</li> </ul>	
				<p><b>Teachers Inspectors Trainers</b></p>	<ul style="list-style-type: none"> <li>• To ensure an adequate classroom environment (ventilation – light – furniture).</li> <li>• To organize community awareness-raising sessions to emphasize importance of encouraging children's enrollment in schools, , especially girls',</li> <li>• Monitoring class truants and drop-outs during the school day.</li> </ul>	

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
			<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To communicate with FCs via CP department in GOE with a view to securing sites for construction of new classrooms.</li> <li>• To facilitate implementation of renovation works and address problems encountered, as identified</li> <li>• To ensure provision of teachers dormitories to remote schools so that male and female teachers are attracted and retained.</li> </ul>	
4	The low enrollment rates among girls due to the lack and adequate number of latrines.	<p><b>Construction of new latrines</b> New latrines will be constructed, some of which will be girls-specific with a view to ensuring adequate privacy. In addition, a system of ECOSAN Latrines will be installed in areas suffering from lack or unavailability of water supply.</p>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To constantly provide water supply.</li> <li>• To maintain clean and operated latrines to ensure functional sustainability.</li> <li>• To educate students about the need to maintain clean latrines to ensure sustainability <i>(This is a collective responsibility with MFCs taking the lead for sustainability)</i></li> </ul> <p>For example, school headmasters can arrange for a weekly schedule of complete cleaning the latrines. Each week, one class would do the comprehensive cleaning.</p>	
5	Parents are discouraged from enrolling their children in school due to unavailability of school wall and, consequently, school vulnerability and lack of proper privacy and security, especially for girls.	<p><b>Construction of a school wall</b> With a view to ensuring security and privacy for boys and girls, as well as <b>protecting the school building from animals, rain, and sand dunes in some of the targeted locations.</b></p>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To identify the boundaries of school land and resolve land dispute that might hinder or delay construction works.</li> <li>• To encourage school-aged girls' and boys' enrollment.</li> <li>• To invest in and utilize school walls with constructive drawings. <i>(This is a collective responsibility with MFCs taking the lead for sustainability)</i></li> </ul> <p>. For remote areas, the FCs, MCs, and the Local</p>	
			<b>FCs</b>		
			<b>MCs</b>		
			<b>Teachers Inspectors Trainers</b>		
			<b>Local Council and MOE Departments</b>		

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Local Council and MOE Departments</b>	Council and MOE are strongly encouraged to secure transportation, especially for girls.	
	6	The low enrollment rates of students with disabilities.	<p><b>Rehabilitating the school building to be accessed by handicapped students.</b></p> <p>Ramps will be built to ensure wheelchair accessibility, taking into consideration measurements of doorways, width of corridors, and installation of necessary equipment in one of the latrines</p> <p>Hold a workshop for the teachers to educate them about the special needs for the disables.</p>	<b>School Headmasters</b> <b>FCs</b> <b>MCs</b> <b>Teachers</b> <b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>To encourage enrollment of students with disabilities through provision of incentives, and give them priority in terms of providing opportunities for employment in the future.</li> </ul> <p><i>(This is a collective responsibility with MFCs and Headmasters taking the lead for sustainability)</i></p>	
Construction of Multi-Purpose Community Centers (MPCs)	7	Unavailability of an adequate site in terms of geographic location, capacity, and accommodations in cluster schools to embrace training-related educational activities.	<p><b>Construction of MPCs</b></p> <p>An MPC of 100-person capacity will be constructed in select cluster school to serve satellite schools regarding implementation of several educational activities such as training male and female teachers, inspectors, and school administration, as well as Mothers' &amp; Fathers' Councils (MFCs) activities and events for satellite schools.</p>	<b>School Headmasters</b> <b>FCs</b> <b>MCs</b> <b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>To make the MPC accessible to the cluster and all satellite schools and communities that it serves.</li> <li>To ensure establishment of a management and maintenance mechanism for school building, and cover operational costs.</li> <li>In coordination with the local council in order, to secure an adequate site for the MPC to be constructed.</li> <li>To activate MCs participation with school administration and local council in maintenance process.</li> <li>To maintain and utilize the MPC for training and other education and social development purposes.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To make the MPC accessible to the cluster and all satellite schools and communities that it serves.</li> <li>• To ensure establishment of a management and maintenance mechanism for school building and cover operational costs.</li> <li>• In coordination with the local council, to secure an adequate site for the MPC to be constructed.</li> <li>• In collaboration with the local council, to maintain the MPC and hire a cleaning worker and a guard.</li> </ul>	
School Furniture Maintenance and repair	8	The lack of successful experiences in the field of school furniture maintenance due to lack of expertise or resources, or due to the weak sense of ownership, all of which lead to rapid damage to school furniture	<b>School furniture maintenance and repair</b>  The project Mobile Repair Team (MRT), comprised of two experienced individuals, will implement and train community volunteers in maintenance works on school furniture.  The MRT acts as an important tool for activating the community's role in ensuring sustainability of school building and furniture.	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To participate in organizing maintenance process so as not to affect daily school activities.</li> <li>• To develop and implement a continuous maintenance programs, including provision of relevant necessary training and funding.</li> </ul>	
				<b>FCs</b>	<ul style="list-style-type: none"> <li>• To secure volunteers from local community to be trained by the maintenance team so that they effectively participate in future furniture maintenance and have sustain the process of school maintenance and repair.</li> </ul>	
				<b>MCs</b>	<ul style="list-style-type: none"> <li>• To activate MCs' participation with school administration and local council in maintenance process.</li> </ul>	
				<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To educate students about the importance of maintaining school building and furniture</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To maintain furniture.</li> <li>• To activate voluntary community maintenance committees.</li> <li>• To maintain maintenance tools.</li> <li>• To provide maintenance training to individual volunteers from the local community in order to undertake their maintenance and awareness-raising roles.</li> <li>• To conduct field visits and form beneficiary communities</li> <li>• To activate the roles of community maintenance committees.</li> <li>• To raise community's awareness of the importance of maintaining school building and furniture</li> </ul>	
Training in basic and sustainable Maintenance	9	<p>The expected life of a school building is much less than it should be due to the low level of awareness and experiences in sustainable maintenance which helps save a lot of expenses and extend school building life span, consequently would ensure sustainability.</p>	<p><b>Provision of training to School Maintenance Committees</b></p> <p>Maintenance committees are to be composed of the school headmaster, head of FC or MC, and one of the teachers interested in maintenance. Given the importance of maintenance to sustainability of school building, and in collaboration with MOE, these committees are to be trained in implementing basic and sustainable maintenance works of school buildings.</p> <p>Provide school with tool maintenance kit to help them fix broken parts as needed.</p>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To form maintenance committees in accordance to MOE regulations</li> <li>• To activate the roles of maintenance committees.</li> <li>• To actually participate in school building maintenance works.</li> <li>• To form student cleanliness committees comprised of both boys and girls</li> </ul>	
				<b>FCS</b>	<ul style="list-style-type: none"> <li>• To assist in the selection of maintenance committees from volunteers.</li> <li>• To activate and ensure sustainable School Maintenance Fund.</li> </ul>	
				<b>MCs</b>	<ul style="list-style-type: none"> <li>• To reward select outstanding classes for maintaining classroom furniture.</li> <li>• To promote the importance of school building maintenance.</li> <li>• To encourage and provide guidance to children regarding school furniture maintenance.</li> </ul>	
				<b>Teachers</b>	<ul style="list-style-type: none"> <li>• To educate students about the importance of maintaining school building and furniture.</li> <li>• To monitor students while in school</li> <li>• To form repair and maintenance groups to implement some minor and frequent maintenance works.</li> <li>• To encourage participation of students in maintaining school properties.</li> <li>• To emphasize the importance of maintaining the school building with guidelines for all.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
					<ul style="list-style-type: none"> <li>To assist in forming maintenance groups.</li> </ul>	
10		The aggravation of minor damages which in turn will require future costly interventions due to unavailability of adequate tools required to implement periodically basic maintenance works.	<b>Distribution of basic maintenance tools</b> As part of the training, the project will provide basic maintenance tool kits to be distributed to each school after completion of the sustainable and basic training. These tools should be selected on bases of school needs and circumstances	<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>To reward select schools for implementing outstanding maintenance activities.</li> </ul>	
				<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>To maintain and utilize maintenance tools for the school purposes only.</li> </ul>	
				<b>FCs</b>	<ul style="list-style-type: none"> <li>To ensure maintenance and sustainability of school building</li> </ul>	
				<b>MCs</b>	<ul style="list-style-type: none"> <li>To provide training in using maintenance tools.</li> <li>To assist local craftsmen in restoring and repairing damaged school furniture.</li> <li>To hire a school guard (or janitor) to protect school building and furniture.</li> </ul>	
				<b>Teachers</b>	<ul style="list-style-type: none"> <li>To educate the students about the importance of maintaining school building and furniture.</li> <li>To monitor students while in school.</li> <li>To form repair and maintenance groups to implement minor and frequent maintenance works.</li> <li>To maintain and utilize school properties so that adequate schooling functions and services are provided.</li> <li>To ensure frequent maintenance and periodic inspection in order to ensure sustainability.</li> <li>To encourage and participate with students in maintaining school properties.</li> </ul>	
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>To form maintenance committees and report to the MOE the names of members to participate in the maintenance training.</li> <li>To monitor and provide adequate support to maintenance committees</li> <li>To hand over maintenance tool kits to relevant school staff, and monitor maintenance activities.</li> <li>To maintain the tool kits.</li> </ul>	

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
11	The necessity of learning from similar experiences of others and reviewing lessons learned so as to avoid falling in the same mistakes.	<p><b>Experience exchange visits</b> In collaboration with MFCs and school administrations, the project will organize field visits through which school building-related experiences are exchanged.</p> <p>Arranging for a school conference where school representatives attend and share experience with all schools attending rather than one-on-one school visits.</p>	<p><b>School Headmasters</b></p> <ul style="list-style-type: none"> <li>To transfer experiences acquired to those who could not participate in field visits.</li> </ul>	<p><b>FCs</b></p> <ul style="list-style-type: none"> <li>To coordinate the selection of male and female participants</li> </ul>	
		<p><b>MCs</b></p> <ul style="list-style-type: none"> <li>To reward certain outstanding classes for maintaining classroom furniture.</li> <li>To coordinate the selection of male and female participants</li> </ul>	<p><b>Teachers Inspectors Trainers</b></p> <ul style="list-style-type: none"> <li>To coordinate the selection of male and female participants</li> </ul>		
		<p><b>Local Council and MOE Departments</b></p> <ul style="list-style-type: none"> <li>To reward select schools for implementing outstanding maintenance activities</li> </ul>			
12	The need to build the capacity of MOE architects in the fields of structural design, sustainable development, maintenance training methodologies, as well as implementation of ECOSAN systems in schools suffering from lack or unavailability of water supply.	<p><b>Capacity building</b> The project will provide MOE architects at the central and governorates level with technical support which includes training in structural design, sustainable development, maintenance methods, and maintenance training methodologies.</p> <p>Consultant providing the MOE, District Education Offices) with some software and hardware if needed in order to make the training sustainable</p>	<p><b>School Headmasters</b></p> <ul style="list-style-type: none"> <li>Participants are to effectively and interactively participate and share skills and knowledge gained with others who could not participate in capacity building programs.</li> </ul>	<p><b>FCs</b></p> <ul style="list-style-type: none"> <li>To coordinate the selection of male and female participants.</li> </ul>	
		<p><b>MCs</b></p> <ul style="list-style-type: none"> <li>To coordinate the selection of male and female participants.</li> </ul>			
			<p><b>Teachers Inspectors Trainers</b></p> <ul style="list-style-type: none"> <li>To coordinate the selection of male and female participants.</li> </ul>	<p><b>Local Council and MOE Departments</b></p> <p>Set stage for and ensuring sustainability</p>	
13	The absence of community participation in the process of school building maintenance. The need to rely on local resources available (expertise, materials) for sustainable school building	<p><b>Recommend Selective Grants</b> Aiming at improving community's ownership of school building and equipment, the grants would provide for basic school building maintenance</p>	<p><b>School Headmasters</b></p> <ul style="list-style-type: none"> <li>Support FMCs' members and school administrations in the field of mobilizing and utilizing the experiences of various renovation and maintenance professionals.</li> <li>Exchange experiences with civil society organizations within targeted clusters in order to</li> </ul>		

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
		maintenance.	after having learned how to adequately prepare bids for doing minor repair for the school facilities.		<p>learn from similar experiences in management and sustainability of grants and small income generating projects.</p> <ul style="list-style-type: none"> <li>• Emphasize the importance of grants-and-small-income- generating-projects-supported activities which aim at serving local communities, improving income resources, and increasing enrollment rates of girls to ensure integration.</li> <li>• Document, maintain, and target those activities, and duplicate lessons learned.</li> </ul>	
				<b>FCs</b>	<ul style="list-style-type: none"> <li>• Assess the basic needs of selective grants prior to the implementation process.</li> </ul>	
				<b>MCS</b>	<ul style="list-style-type: none"> <li>• Develop an action plan identifying problems and priorities for optimal use of grants and small income generating projects.</li> <li>• Discuss ideas, information, and disbursement mechanisms and criteria of selective grants and small income generating projects according to established regulations.</li> </ul>	
				<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• Emphasize the importance of grants-and-small-income- generating-projects supported activities which aim at serving local communities, improving income resources, and increasing enrollment rates of girls</li> <li>• Document, maintain, and target those activities, and duplicate lessons learned.</li> </ul>	
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To collaborate with the project regarding provision of training to MFCs in management and implementation of small income-generating projects.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities	Pictures
<b>Adult Literacy (AL)</b>					
Adult Literacy	14	<ul style="list-style-type: none"> <li>The high illiteracy rates among populations, particularly women</li> <li>The low rates of girls' enrollment to formal education,</li> </ul>	<p><b>Opening AL classes</b></p> <p>Provision of literacy and numeracy learning opportunities to those who are not enrolled to formal education.</p>	<p><b>School Headmasters</b></p> <ul style="list-style-type: none"> <li>To collaborate and coordinate with concerned parties so as to facilitate the provision of classrooms to AL learners.</li> <li>To educate the community about the importance of AL.</li> <li>To secure an adequate place for male and female AL classes.</li> <li>To report to relevant authorities about the need to provide textbooks to learners and salaries to teachers.</li> <li>To activate MFCs' roles in raising community's awareness of the importance of enrollment to AL classes.</li> </ul> <p><b>FCs</b></p> <ul style="list-style-type: none"> <li>To contribute to achievement of a successful AL activities, in coordination with school administration.</li> <li>To educate the community about the importance of enrollment in AL centers, particularly for women due to their vital roles in the society and the education process.</li> <li>To coordinate with the local council and other stakeholders with a view to opening AL classes.</li> </ul>	
				<p><b>MCS</b></p> <ul style="list-style-type: none"> <li>To participate in establishing sustainable AL centers</li> <li>To educate local community members about the importance of girls' education and emphasize the necessity to reject stereotypes hindering girls' education in rural areas.</li> <li>To identify the mothers willing and able to teach in AL classes.</li> <li>To coordinate with mosque preachers with a view to educating the community about the importance of AL.</li> <li>To encourage women's enrollment in AL classes.</li> <li>To meet with mothers and encourage enrollment to AL classes.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To implement training courses for male and female teachers.</li> <li>• To collaborate in opening AL classes.</li> <li>• To encourage adults' enrollment to AL classes.</li> <li>• To educate the community about the importance of AL.</li> <li>• To simplify instruction methods.</li> </ul>	
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To conduct community awareness-raising activities,</li> <li>• Particularly in rural areas, through publications, mosque preachers, local radio, forums, local dignitaries, and local council members.</li> <li>• To prepare statistics on illiterate girls and women.</li> <li>• To communicate with local community dignitaries with a view to facilitating and collaborating with AL activities.</li> <li>• To communicate with local communities with a view to securing classrooms for AL learners.</li> <li>• To provide morale support incentives to male and female learners.</li> </ul>	
15		The low level of experience in the field of needs analysis and priorities identification and establishment.	<b>Provision of life skills</b> which aim at improving male and female AL learners' social, hygiene, and economical awareness.	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To participate in raising awareness about the importance of AL and encourage the enrollment to AL classes.</li> </ul>	
<b>FCs and MCs</b>	<ul style="list-style-type: none"> <li>• To educate parents and community as a whole about disadvantages of illiteracy and the importance of exerting all efforts possible to eradicate it.</li> <li>• To improve awareness of male and female AL learners.</li> <li>• To collaborate in securing AL classrooms and selecting qualified AL Facilitators. (Depending on available resource)</li> </ul>					
<b>Facilitators Inspectors</b>	<ul style="list-style-type: none"> <li>• To link AL classes to income generating skills.</li> <li>• To select adequate AL materials.</li> </ul>					
<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To provide supporting statistics.</li> <li>• To conduct field supervision and monitoring.</li> <li>• To train high school and high diploma graduates in modern teaching methodologies.</li> </ul>					

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures	
	16	Lack of female AL facilitators as well as the unavailability of local female facilitators.	<p><b>Utilizing high school and high diploma graduates in teaching,</b> providing them with training in effective and interactive AL teaching methodologies through needs analysis and learning through participation.</p> <p>Utilizing female volunteers, beyond high school, in teaching through a coordinated work with the project</p>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To coordinate with the project for the selection of male and female teachers and inspectors from targeted local communities based on criteria of efficiency and educational level.</li> <li>• To encourage female high school graduates to teach AL classes.</li> </ul>		
				<b>FCs</b>	<ul style="list-style-type: none"> <li>• To collaborate in the selection of qualified AL Facilitators.</li> <li>• To communicate with relevant authorities and donor agencies for the provision of contractual and official employment opportunities.</li> </ul>		
				<b>MCs</b>	<ul style="list-style-type: none"> <li>• To facilitate provision of and encourage maintaining dormitories and some domestic accommodations to female facilitators.</li> <li>• Conduct outreach campaign within female in the community and encourage them to volunteer</li> </ul>		
				<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To encourage voluntarism in AL teaching, applying methodologies they will be trained on learner-to-learner; thinking/analysis/meditation/joint solutions</li> </ul>		
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To prepare statistics of male and female high school graduates to help serve as AL facilitators.</li> <li>• The Literacy and Adult Education Organization (LAEO) Departments in existing AL classes and those to be opened are to develop a plan in which the needs for male and female officially employed, contracted, and voluntary teachers are identified.</li> <li>• To provide lists of high school graduates in targeted areas or in those adjacent areas, for whom training, employment, and AL teaching opportunities are to be prioritized according to the areas they come from.</li> <li>• The Department of Education, LAEO department, and GOEs are to participate in facilitating the provision of employment contracts to male and female facilitators.</li> <li>• To prepare statistics of illiterate individuals in certain communities</li> <li>• Monitor progress and publish success stories and best practices</li> </ul>		

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
17	Local communities have various skills and life experiences which need to be improved and polished so that these skills are utilized in creating opportunities for establishment of income-generating projects which means establishing permanent sources of funding for the school, facilities maintenance or for provision of support to their aspect of the educational process within the school.	<p><b>Recommended:</b></p> <p><b>Provision of training to parents in management and implementation of small income-generating projects.</b></p> <p>This training is to include conducting needs identification and analysis, proposals preparation, and feasibility study.</p>	<p><b>School Headmasters</b></p>	<ul style="list-style-type: none"> <li>• Support FMCs' members and school administrations in the field of mobilizing and utilizing the experiences of various renovation and maintenance professionals.</li> <li>• Exchange experiences with civil society organizations within targeted clusters in order to learn from similar experiences in management and sustainability of grants and small income generating projects.</li> <li>• Emphasize the importance of grants-and-small-income- generating-projects-supported activities which aim at serving local communities, improving income resources, and increasing enrollment rates of girls to ensure integration.</li> <li>• Document, maintain, and target those activities, and duplicate lessons learned.</li> <li>•</li> </ul>	
			<p><b>FCs</b></p>	<ul style="list-style-type: none"> <li>• Assess the basic needs of selective grants prior to the implementation process.</li> </ul>	
			<p><b>MCS</b></p>	<ul style="list-style-type: none"> <li>• Develop an action plan identifying problems and priorities for optimal use of grants and small income generating projects.</li> <li>• Discuss ideas, information, and disbursement mechanisms and criteria of selective grants and small income generating projects according to established regulations.</li> <li>• Publicize successful models where some skills and life experience were used to build small income generating projects.</li> </ul>	
				<ul style="list-style-type: none"> <li>• Emphasize the importance of grants-and-small-income- generating-projects supported activities which aim at serving local communities, improving income resources, and increasing enrollment rates of girls</li> <li>• Document, maintain, and target those activities, and duplicate lessons learned.</li> </ul>	
			<p><b>Local Council and MOE Departments</b></p>	<ul style="list-style-type: none"> <li>• To collaborate with the project regarding provision of training to MFCs in management and implementation of small income-generating projects.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities	Pictures								
<b>Community Participation Empowerment</b>													
<b>Community Participation</b>	<b>18</b>	<p>Community support for school is essential to sustainable development since the community is the main beneficiary of having children educated.</p> <p>The low enrollment rates, especially among girls.</p>	<p><b>Formation of MFCs through free and fair elections</b> to represent parents of students of project targeted basic education schools. These MFCs are to be composed of several committees concerned with matters pertaining to services, maintenance, family, relations, and finance, all of which are of importance in supporting the educational process inside and outside schools.</p>	<table border="1"> <tr> <td data-bbox="1001 339 1193 879"><b>School Headmasters</b></td> <td data-bbox="1193 339 1758 879"> <ul style="list-style-type: none"> <li>• To encourage formation of MFCs roles and responsibilities which are to be clarified and activated.</li> <li>• To educate the community about its educational roles.</li> <li>• To involve public organizations in community awareness-rising sessions about the importance of community participation in educational and learning development.</li> <li>• To educate the community about the importance of participation in provision of support to education issues through mosque preachers and school broadcasting programs.</li> <li>• To call for meetings at the school and discuss what the community can do to support the formation of MFCs.</li> <li>• To share with the community similar experiences in other countries where MFCs made a difference for their schools and their children</li> </ul> </td> </tr> <tr> <td data-bbox="1001 879 1193 1029"><b>Fathers</b></td> <td data-bbox="1193 879 1758 1029"> <ul style="list-style-type: none"> <li>• To actively attend and participate in the process of forming FCs and nominating the best community individuals to represent fathers in the councils.</li> <li>• To collaborate with the schools headmasters with regard to their roles and responsibilities</li> </ul> </td> </tr> <tr> <td data-bbox="1001 1029 1193 1131"><b>Mothers</b></td> <td data-bbox="1193 1029 1758 1131"> <ul style="list-style-type: none"> <li>• To actively participate in the process of forming MCs and nominating the best community individuals to represent mothers in the councils</li> </ul> </td> </tr> <tr> <td data-bbox="1001 1131 1193 1244"><b>Teachers Inspectors Trainers</b></td> <td data-bbox="1193 1131 1758 1244"> <ul style="list-style-type: none"> <li>• To orientate the community about its educational roles.</li> <li>• To actively attend and participate during MFCs elections.</li> </ul> </td> </tr> </table>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To encourage formation of MFCs roles and responsibilities which are to be clarified and activated.</li> <li>• To educate the community about its educational roles.</li> <li>• To involve public organizations in community awareness-rising sessions about the importance of community participation in educational and learning development.</li> <li>• To educate the community about the importance of participation in provision of support to education issues through mosque preachers and school broadcasting programs.</li> <li>• To call for meetings at the school and discuss what the community can do to support the formation of MFCs.</li> <li>• To share with the community similar experiences in other countries where MFCs made a difference for their schools and their children</li> </ul>	<b>Fathers</b>	<ul style="list-style-type: none"> <li>• To actively attend and participate in the process of forming FCs and nominating the best community individuals to represent fathers in the councils.</li> <li>• To collaborate with the schools headmasters with regard to their roles and responsibilities</li> </ul>	<b>Mothers</b>	<ul style="list-style-type: none"> <li>• To actively participate in the process of forming MCs and nominating the best community individuals to represent mothers in the councils</li> </ul>	<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To orientate the community about its educational roles.</li> <li>• To actively attend and participate during MFCs elections.</li> </ul>	 
<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To encourage formation of MFCs roles and responsibilities which are to be clarified and activated.</li> <li>• To educate the community about its educational roles.</li> <li>• To involve public organizations in community awareness-rising sessions about the importance of community participation in educational and learning development.</li> <li>• To educate the community about the importance of participation in provision of support to education issues through mosque preachers and school broadcasting programs.</li> <li>• To call for meetings at the school and discuss what the community can do to support the formation of MFCs.</li> <li>• To share with the community similar experiences in other countries where MFCs made a difference for their schools and their children</li> </ul>												
<b>Fathers</b>	<ul style="list-style-type: none"> <li>• To actively attend and participate in the process of forming FCs and nominating the best community individuals to represent fathers in the councils.</li> <li>• To collaborate with the schools headmasters with regard to their roles and responsibilities</li> </ul>												
<b>Mothers</b>	<ul style="list-style-type: none"> <li>• To actively participate in the process of forming MCs and nominating the best community individuals to represent mothers in the councils</li> </ul>												
<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To orientate the community about its educational roles.</li> <li>• To actively attend and participate during MFCs elections.</li> </ul>												

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To encourage women representation with an adequate quota as to be enabled to actively participate.</li> <li>• The Educational Department is to collaborate with the project in forming MFCs.</li> <li>• To activate Community Participation department within the DOE.</li> </ul>	
	19	<p>The necessity to build capacity of the community in fields pertaining to priorities identification, establishment, and analysis, activities planning, monitoring, and implementation.</p>	<p><b>Provision of training to MFCs in roles and responsibilities of each member as well as in development of activity plans.</b>  The project will train the councils in their roles and responsibilities pertaining to effective activities planning, improving enrollment rates especially for girls, and decreasing school drop-out rates.</p>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To facilitate implementation of training through securing an adequate place, supervision, monitoring, and evaluation.</li> <li>• To actively attend and participate in training courses since school headmaster is the vice chairman of the council.</li> </ul>	
				<b>FCS</b>	<ul style="list-style-type: none"> <li>• To actively attend and participate in training.</li> </ul>	
				<b>MCS</b>	<ul style="list-style-type: none"> <li>• To actively attend and participate in training.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Teachers</b>	<ul style="list-style-type: none"> <li>To facilitate implementation of training.</li> </ul>	
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>To monitor the training impact and encourage MFCs to attend training.</li> </ul>	
	20	Need for enhanced community-school relations.	<p><b>MFCs' role activation</b> MFCs' roles are to be activated so as to achieve independence in undertaking their voluntary roles and ensure sustainability related to improving enrollment rates, improving students' academic achievement, and maintaining school building and furniture.</p> <p><b>Supporting decentralized management</b> through activating involvement of communities, fathers, and mothers in the educational management, including needs identification, activities planning, implementation, and monitoring which would relieve school administration from some of the administration burdens.</p>	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>To activate the roles of MFCs.</li> <li>To update community with the academic achievement of their children.</li> <li>To involve the community in addressing problems encountered and improving the educational process.</li> <li>To activate the roles of a full time social workers with no assigned teaching sessions for them.</li> <li>To encourage formation of School Service Groups.</li> <li>To participate in social events with a view to obtain community support to education issues.</li> <li>To discuss with parents / community any issues related to their children's education.</li> <li>To activate the roles of sub-communities within MFCs.</li> <li>To form student councils in their schools and this would be an additional school entity to collaborate with the MFCs.</li> </ul>	
				<b>FCS</b>	<ul style="list-style-type: none"> <li>To communicate with the local council for solutions to problems, as they are identified</li> <li>In coordination with relevant parties, to support the educational process improvement through provision of community donations and contributions.</li> <li>To address challenges to educational progress as well as parents-school problems.</li> <li>To communicate with the DOE and school administration, and monitor students.</li> <li>To communicate with parents with a view to identifying the reasons hindering girls' enrollment to schools.</li> <li>To work with parents on providing solutions to the</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
					<p>reasons that they identify as hindering factors to girls school enrollment.</p> <ul style="list-style-type: none"> <li>• To organize experiences-exchange meetings for different FCs in project schools.</li> </ul>	
				<b>MCs</b>	<ul style="list-style-type: none"> <li>• To coordinate with the local council for solutions to problems, that may arise</li> <li>• In coordination with stakeholders, to support of educational improvement process through provision of community donations and contributions.</li> <li>• To address challenges to educational progress as well as parents-school problems.</li> <li>• To educate the community about the vital roles educated girls can play for the benefit of families and community.</li> <li>• To involve mothers in addressing challenges to rural girls' education.</li> <li>• To organize experiences-exchange meetings for different MCs in project schools.</li> </ul>	
				<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To hold periodic meetings with parents, students, and school administration.</li> <li>• To participate in social events with a view to obtain community support to address education issues.</li> <li>• To communicate with the school headmaster, meet with and involve parents in school activities.</li> <li>• To enhance and strengthen the relationships with students' families with a view to identifying the domestic environment of students.</li> <li>• To contribute to raising rural communities' awareness of the importance of girls' education.</li> <li>• To prepare statistics of female students enrolled in basic education schools with a view to identifying and address enrollment and drop-out rates.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To provide life skills programs with a view to improving awareness of male and female AL learners.</li> <li>• To provide training to fathers and mothers in managing and implementing small grants</li> <li>• To facilitate and collaborate with the project's work, and provide workforce and some in-kind materials and tools.</li> <li>• To prompt the community to address challenges encountered by the project and providing the project with local expertise.</li> <li>• To activate the roles of the local councils through conducting frequent and regular visits to schools, follow-up with school needs in order to be reported to relevant authorities.</li> <li>• In coordination with the DOE, to provide specialized social workers.</li> <li>• To activate departments of Girls Education and Community Participation within the DOE.</li> <li>• To organize consultation meetings.</li> <li>• To supervise on a constant basis.</li> </ul>	
	21	The need to build the capacity of those working in the field of Community Participation and Girls Education at the districts level.	<b>Building the capacity of social workers trainers and heads of girls' education and community participation departments</b> through providing them with training in skills pertaining to monitoring and evaluation and implementation of professional development programs.	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To facilitate the implementation of SW monitoring and evaluation activities, in collaboration with SW trainers and Heads of Girls' Education and CP Divisions</li> <li>• To support and activate the role of SW so as to improve their performance</li> <li>• To monitor the results of the evaluation conducted by SW trainers so as to be used as a guidance for SWs</li> </ul>	
				<b>FCs and MCs</b>	<ul style="list-style-type: none"> <li>• To implement planned activities so as to support SW trainers and head of Girls Education and CP divisions in the implementation of M&amp;E activities</li> </ul>	
				<b>Teachers Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To participate in training of targeted categories.</li> </ul>	

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
			<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To activate the roles of Girls' Education and Community Participation Departments and social workers trainers.</li> <li>• To monitor the impact of training providing constructive feedback for continuous improvement.</li> <li>• To help establish association of social workers that will help in experience exchange of social workers.</li> </ul>	
22	The low level of community and family participation in provision of support to education and school, and the limited school-community relations	<b>Selecting and providing social workers with training</b> in their roles and responsibilities and means of activating community participation through MFCs activation.	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To collaborate in nominating specialized or more qualified social workers in accordance with relevant MOE regulations</li> <li>• To activate the role of social workers at the school level.</li> <li>• To abide with MOE regulations regarding assigning the social workers tasks only in schools without them having to take any teaching responsibilities.</li> <li>• To activate the roles of school sub-committees within MFCs.</li> </ul>	
			<b>FCs</b>	To reinforce the insistence that SWs perform SW role only.	
			<b>MCs</b>		
			<b>Trainers</b>	<ul style="list-style-type: none"> <li>• To train social workers.</li> <li>• To monitor the impact of training.</li> </ul>	
			<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To support the role of social services at the school level.</li> <li>• To facilitate and secure an adequate place for training activities to be implemented.</li> <li>• To support the proposal of SVs perform SW role only.</li> </ul>	
23	The low girls' enrollment rates compared to boys'.	<b>Supporting MFCs' and school administration' summer activities</b> aiming at enhancing and providing knowledge and skills to male and female students in basic education schools during summer vacation.	<b>School Headmasters</b>	<ul style="list-style-type: none"> <li>• To take the initiative in preparing and submitting a detailed proposal of summer activities to be implemented through MFCs and school administrations. The proposal is to include all activity requirements and specify types of participation and contribution by the councils and</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
					school administration. <ul style="list-style-type: none"> <li>• To make school classrooms available during summer activities.</li> <li>• To educate students about the availability of summer activities and encourage them to attend.</li> </ul>	
FCs	<ul style="list-style-type: none"> <li>• To participate in preparing the above mentioned proposal.</li> </ul>					
MCs	<ul style="list-style-type: none"> <li>• Educate the community about the importance of summer activities and encourage them to let their children participate.</li> </ul>					
Trainers	<ul style="list-style-type: none"> <li>• To actively participate in supporting summer activities through provision of expertise, knowledge, and skills.</li> </ul>					
Local Council and MOE Departments	<ul style="list-style-type: none"> <li>• To support summer activities-related efforts of councils and school administrations.</li> </ul>					
24	The limited participation of women in supporting the educational process.	<b>Provision of training to and raising awareness of members of MFCs and social workers</b> about equity of opportunity for females and males to education services as well as equity of opportunity for mothers and fathers alike to participation in the educational decision making.		School Headmasters	<ul style="list-style-type: none"> <li>• To actively attend and participate.</li> <li>• To support efforts to mitigate early marriage.</li> <li>• To treat male and female students equally.</li> </ul>	
FCs	<ul style="list-style-type: none"> <li>• To take the initiative in providing equal education to their children.</li> </ul>					
MCs	<ul style="list-style-type: none"> <li>• To take the initiative in providing equal education to their children.</li> </ul>					
Teachers Inspectors Trainers	<ul style="list-style-type: none"> <li>• To treat boy and girl students equally.</li> </ul>					
Local Council and MOE Departments	<ul style="list-style-type: none"> <li>• To address challenges to girls' education across several stakeholders.</li> </ul>					
25	Lack of awareness among different community categories about the importance of education, especially for girls.  Lack of government and nongovernment support to educational efforts.	<b>Developing guidelines for raising awareness of the religious, social, legal, health, economical importance of girls' education.</b> Implementing community awareness-raising campaigns, targeting fathers, mothers, social dignitaries, and local leadership, about the importance of girls' education.		School Headmasters	<ul style="list-style-type: none"> <li>• To participate in and contribute to campaigns implementation of campaigns through encouraging attendance and participation of local community members in the awareness-raising sessions.</li> <li>• To prompt teachers' support to awareness-raising campaigns.</li> <li>• To prompt mosque preachers' support and advocacy to awareness-raising campaigns.</li> <li>• To work with the teachers to designate some of the class time (i.e. one hour a week for a full semester) to</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
			<p><b>Supporting Open Days</b> to enhance efforts exerted for girls' education.</p>		<p>discuss the religious, economic, and social importance of girls education</p>	
<p><b>MFCs</b></p>	<ul style="list-style-type: none"> <li>• To utilize social events in community awareness-raising activities.</li> <li>• To reward outstanding and active teachers and male and female students.</li> <li>• To collaborate with awareness-raising teams regarding identification of and targeting populations where such awareness-raising activities are needed the most.</li> <li>• To assist in awareness-raising activities.</li> <li>• To collaborate with the media to cover certain awareness raising activities.</li> </ul>					
<p><b>Teachers Inspectors Trainers</b></p>	<ul style="list-style-type: none"> <li>• To support awareness-raising campaigns.</li> <li>• To educate their students about the importance of girls education</li> </ul>					
<p><b>Local Council and MOE Departments</b></p>	<ul style="list-style-type: none"> <li>• To take the initiative in implementing campaigns and advocacy activities.</li> <li>• To prompt mosque preachers' support and advocacy to awareness-raising campaigns.</li> </ul>					
<p>26</p>	<p>The need for improved coordination among stakeholders for the provision of support to educational efforts at the governorate level.</p>	<p><b>Supporting establishment of girls' education supreme coordination committees</b> to be composed of all government and nongovernment entities (such as, Educational, Health, Agricultural, Water Supply, Environmental, Legal, Civil Service, Financial, International Organizations, National Associations, and others) directly or indirectly concerned about supporting educational efforts at the governorate level.</p>	<p><b>School Headmasters</b></p>	<ul style="list-style-type: none"> <li>• To take a role in the formation of the Girls' Education Supreme Coordination Committee</li> <li>• To coordinate with the committee and communicate information to their schools</li> <li>• To encourage teachers send proposals to the committee with regard to certain girls education activities</li> </ul>		
<p><b>MFCs</b></p>	<ul style="list-style-type: none"> <li>• To take a role in the formation of the Girls Education Committee</li> <li>• To contribute to policy formation and setting of the committee's guidelines.</li> <li>• To propose certain activities that help in improving coordination between stakeholders</li> </ul>					
<p><b>Trainers</b></p>	<ul style="list-style-type: none"> <li>• To provide training on roles and responsibilities</li> <li>• To collaborate with the committee as all other stakeholders</li> </ul>					

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities	Pictures
				<b>Local Council and MOE Departments</b> <ul style="list-style-type: none"> <li>• To invite all government and nongovernment executive authority officials to attend the establishment meeting and election of an administrative committee and a technical secretariat.</li> <li>• To ensure that each authority or entity are aware of their roles and responsibilities pertaining to provision of support to education and addressing challenges.</li> </ul>	
<b>Training and Quality Education Improvement</b>					
<b>Training and Quality Education Improvement</b>	27	The low academic achievement of students.	<b>Provision of training to and building capacity of teachers</b> as to improve and enhance their instructional performance and abilities in information and knowledge transferring to and improving skills and performance of students.	<b>School Headmasters</b> <ul style="list-style-type: none"> <li>• To provide encouragement to teachers in integration of available resources. To coordinate with the teachers with regard to the place and date of training sessions.</li> <li>• To provide instructional materials and organize curricular and extracurricular activities contributing to development of the educational and learning process.</li> <li>• To organize various cultural contexts serving the development of educational process and develop students' interest in reading.</li> <li>• To organize and implement activities and methodologies that improve the educational process, including meetings, newsletters, visits, illustrative lessons, exhibitions, and contests.</li> <li>• To monitor and evaluate teachers' performance before and after training.</li> <li>• To organize meetings with teachers directly after the training to have their feedback on what they've been trained in, what they gained, and what methodologies they'll utilize and apply with a view to improve the school educational process.</li> <li>• To monitor teachers application of what they learned in the training in the classroom.</li> <li>• To encourage teachers to create a space for interaction and exchange of information, particularly lesson learned and best practices.</li> </ul>	 

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<p><b>FCS</b></p>	<ul style="list-style-type: none"> <li>• To collaborate with the school in making necessary arrangements for a successful and sustainable quality education.</li> <li>• To provide inputs and ideas contributing to improvement in-school educational process.</li> <li>• In coordination with the local council, to enhance capacity of community through activating training activities, encouraging and improving teachers' and students' skills and experiences.</li> <li>• To emphasize the role of social workers in educating the local community.</li> <li>• To encourage parents' monitoring and improving the academic achievement of their children.</li> <li>• To provide assistance to school administration through participation in addressing challenges encountered.</li> <li>• To participate in development of school annual plan.</li> <li>• To monitor the daily performance of school administration and teachers.</li> <li>• To reward and encourage outstanding male and female students.</li> <li>• To monitor examination results.</li> <li>• To actively participate in any school activity.</li> <li>• To assist in facilitating the implementation of training tasks.</li> </ul>	
<p><b>MCs</b></p>	<ul style="list-style-type: none"> <li>• To provide inputs for quality education improvement.</li> <li>• To actively participate in development, implementation and monitoring school annual plan.</li> <li>• To encourage parents' attendance and participation in school activities and events.</li> <li>• To organize meetings for parents and school staff with a view to addressing challenges to progress of the school educational process.</li> <li>• To communicate with and prompt relevant authorities and stakeholders regarding provision of performance-enhancement training to female teachers.</li> </ul>					

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
28	The need for improved performance of school administrations.	<p><b>Provision of training to school administrations</b> in technical and administrative aspects as to assist in creating an effective school learning environment.</p>	<p><b>School Headmasters</b></p>	<ul style="list-style-type: none"> <li>• To attend all training courses and workshops.</li> <li>• To utilize and apply skills gained.</li> <li>• To adopt approaches for improvement of performance</li> <li>• To create a form where they can exchange ideas and share experiences.</li> </ul>	
<p><b>MFCs</b></p>	<ul style="list-style-type: none"> <li>• To encourage school administrations to improve self-performance on an ongoing basis through reading and learning from successful experiences of certain outstanding schools.</li> <li>• To reward outstanding school administrations.</li> <li>• To provide financial and moral support to schools.</li> <li>• To monitor performance of school administrators and their application of the training material</li> </ul>				
<p><b>Inspectors Trainers</b></p>	<ul style="list-style-type: none"> <li>• To monitor school administrations and provide inputs contributing to performance improvement.</li> <li>• To organize and activate experiences and expertise exchange among schools.</li> <li>• To ensure establishing personal and professional relationships among school staff.</li> <li>• To provide morale support as to evoke school administration's enthusiasm to improve and develop the school educational process.</li> </ul>				
<p><b>Local Council</b></p>	<ul style="list-style-type: none"> <li>• To conduct monitoring visits to schools.</li> <li>• To reward outstanding school Headmasters.</li> <li>• To communicate and follow up with the DOE and GOE for the provision of textbooks, male and female teachers, instructional aides and others required for schools.</li> </ul>				
29	The level of performance of teachers and school administrations is decreased after passing some time from being trained.	<p>Implementing regular field visits to targeted schools in order to <b>develop</b> and improve personal and professional capacities and skills of teachers and school administrations.</p> <p>Organizing periodic meetings for teachers and school administrations visited at the cluster level in order to exchange experiences and address common performance weaknesses.</p>	<p><b>Educational Departments</b></p>	<ul style="list-style-type: none"> <li>• To facilitate inspector's visits to schools.</li> <li>• To ensure provision of adequate auditoriums for professional development workshops and meetings.</li> <li>• To invite and ensure targeted teachers and school administrations to attend the professional development workshops and meetings.</li> <li>• To reward outstanding and creative teachers and school administrations.</li> <li>• Ensure there are open channels of communications between teachers and school administrators and the Educational Departments, ensure transparency for open dialogue over important issues</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>MFCs</b>	<ul style="list-style-type: none"> <li>• To encourage teachers' and school Headmasters' active participation in the professional development workshops and meetings.</li> <li>• To discuss the lessons learned and skills gained by teachers and school Headmasters during the professional development workshops and meetings.</li> <li>• To urge teachers and school Headmasters to discuss outstanding school activities and successful experiences during the professional development workshops and meetings.</li> <li>• Engage in an open dialogue with teachers and school headmasters over effective professional development activities that may lead to sustainable development.</li> </ul>	
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• To learn from and utilize inspectors' instructions and advice.</li> <li>• To learn from and utilize expertise and successful experiences of other teachers.</li> <li>• To adopt approaches of self-performance improvement.</li> </ul>					
<b>Inspectors Trainers</b>	<ul style="list-style-type: none"> <li>• To intensify visits to targeted schools.</li> <li>• To organize and manage the process of experiences-exchange for teachers and school administrations.</li> <li>• To participate in studying the educational aspects in targeted schools.</li> <li>• To share successful experiences of targeted schools with other district schools, and vice versa.</li> </ul>					
<b>Local Council and MOE departments</b>	<ul style="list-style-type: none"> <li>• To monitor on an ongoing basis the implementation of training courses and workshops.</li> <li>• To implement monitoring visits to schools.</li> <li>• To reward creative and outstanding school staff.</li> </ul>					

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
	30	The low level of the role played by educators and inspectors in the development, monitoring, and evaluation of the learning and educational process within schools which effects the academic achievement of students.	<p><b>Providing inspectors with training</b> in methodologies of inspection and mechanisms of professional development, monitoring, and evaluation of teachers and school administrations.</p> <p><b>Training and building the capacity of teachers</b> in aspects that would help transfer information and knowledge to, and develop skills and abilities of students.</p>	<b>Educational Departments</b>	<ul style="list-style-type: none"> <li>• To provide data on inspectors to be trained.</li> <li>• To facilitate and monitor inspectors' implementation of school visits.</li> <li>• To reward creative, outstanding, and dedicated inspectors.</li> <li>• To organize periodic meetings with inspectors to discuss aspects related to development of learning and educational process at the district level.</li> <li>• To utilize inspectors' reports in evaluating and improving the educational performance and activities.</li> <li>• To ensure nomination of the best individuals to serve as inspectors in case additional inspectors are required.</li> </ul>	
<b>MFCs</b>	<ul style="list-style-type: none"> <li>• To ensure meeting with inspectors during school visits in order to discuss aspects related to the school educational process.</li> <li>• To encourage outstanding inspectors through appreciation letters and inviting them to participate in MFCs' school activities.</li> </ul>					
<b>Inspectors</b>	<ul style="list-style-type: none"> <li>• To fully attend and actively participate in the training.</li> <li>• To utilize and apply skills gained.</li> <li>• To adopt approaches to improvement.</li> <li>• To provide necessary assistance and guidance to teachers, school administrations, social workers, and MFCs</li> <li>• To provide feedback on training received and be open about effective ways that lead to sustainable training.</li> </ul>					
<b>Local Council</b>	<ul style="list-style-type: none"> <li>• To participate in provision of transportation allowances or vehicles to inspectors.</li> <li>• To provide morale support to inspectors.</li> <li>• To interpret inspectors' significant and appropriate recommendations and proposals into practice.</li> <li>• To encourage DOEs' nomination of the best individuals to serve as inspectors in case additional inspectors are required.</li> </ul>					

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities	Pictures
				<b>School Headmasters</b> <ul style="list-style-type: none"> <li>• To encourage teachers according to resources available.</li> <li>• To inform teachers about the date and place of training courses.</li> <li>• To provide instructional aides and organize curricular and extracurricular activities so as to improve the educational process.</li> <li>• To organize various cultural contests contributing to the educational process and stimulate students' reading interests.</li> <li>• To organize and implement activities and approaches improving the educational process. These include: meetings, newsletters, visits, illustrative lessons, exhibitions, and contests.</li> <li>• To monitor and evaluate teachers' performance after the training.</li> <li>• To organize meetings with teachers directly after the training to have their feedback on what they've been trained in, what they gained, and what methodologies, means, and activities they'll utilize and apply with a view to improving the school educational process.</li> </ul>	

### Institutional and Organizational Development

Institutional and Organizational Development	31	The need for improving monitoring, and evaluation services at the central and decentralized levels	M&E capacity building and enhancement at all levels. The project will develop a training manual and provide training in M&E at the central and local levels. In addition, the project will provide technical support in the field of evaluation of measuring students' academic achievements and relevant policies analysis at the national level. The project can also provide some computer software, at least on the central level, to raise the monitoring and evaluation standard, right?	<b>School Headmasters</b> <ul style="list-style-type: none"> <li>• To establish a manual formal filing system, if available, in order to document, maintain, update, and facilitate the flow of all required school data including students' attendance sheets.</li> <li>• To communicate regularly school data with the educationa authorities</li> </ul>	
				<b>FCs</b> <ul style="list-style-type: none"> <li>• To document FCs' activities.</li> <li>• To activate monitoring and evaluation system in school.</li> </ul>	
				<b>MCs</b> <ul style="list-style-type: none"> <li>• To document MCs' activities.</li> <li>• To activate monitoring (control) and evaluation system in school.</li> </ul>	
				<b>Teachers Inspectors Trainers</b> <ul style="list-style-type: none"> <li>• To collaborate with school administration and educational departments in updating data on an ongoing basis.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>Local Council and MOE Departments</b>	<ul style="list-style-type: none"> <li>• To participate in the provision of a clear vision on establishment and activation of an integrated M&amp;E system at school, districts, governorate, and MOE levels.</li> <li>• To facilitate data and information flow at all different levels.</li> <li>• To ensure updated data being received from schools on a regular basis.</li> </ul>	
	32	The EMIS culture is unclear and confined to data collection and reports generation.	Provision of advice and implementation of a number of workshops and meetings in order to establish and promote a clear EMIS culture which is based on fulfilling users' needs and providing quality data in a timely manner.	<b>MOE</b>	<ul style="list-style-type: none"> <li>• To ensure an established management culture in which the focus is on performance monitoring, transparency, and reliable-and-analyzed data-based decision making.</li> </ul>	
				<b>GOE&amp;DOE</b>	<ul style="list-style-type: none"> <li>• To create a culture where decision making is based on the demand for reliable, ongoing updated, and analyzed data.</li> <li>• To ensure availability of trained EMIS staff and that they are able to update their knowledge regularly</li> </ul>	
	33	The current National Annual School Census (NASC) is not being adequately utilized at different levels, from the central to school level.	Implementation of a number of training courses for targeted GOEs and DOEs in order to help utilize current NASC and the data it provides for generating quality reports to be used and utilized in planning, monitoring, and evaluating the educational and learning process in project targeted governorates and districts.	<b>MOE</b>	<ul style="list-style-type: none"> <li>• To develop a national learning indicators menu in which different aspects of the learning and educational process are included.</li> <li>• To reconsider the current NASC Form and precisely identify required data to be collected.</li> <li>• To decide upon a single directorate charged with the authority and responsibility for data collection, and establish one mechanism for data entry and presentation.</li> </ul>	
				<b>GOE</b>	<ul style="list-style-type: none"> <li>• To identify the roles and responsibilities of different departments at the GOE, and identify the information needed to perform those roles and responsibilities.</li> <li>• To identify GOE reports and the other authorities or parties utilizing those reports.</li> </ul>	
				<b>DOE</b>	<ul style="list-style-type: none"> <li>• To identify the roles and responsibilities of different departments at the DOE, and identify the information needed to perform those roles and responsibilities.</li> <li>• To identify DOE reports and the other authorities or parties utilizing those reports.</li> </ul>	

No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
34	Dealing with three different departments of the MoE each claiming some measure of the jurisdiction for data and information collection and provision at the MOE, GOEs, and DOEs; the data collected is inconsistent and responsibilities are overlapped.	<b>Providing MOE with advice and assistance in incorporating</b> departments involved in data collection at the MOE, GOEs, and DOEs, and help eradicate responsibilities overlapping	<b>MOE</b>	<ul style="list-style-type: none"> <li>To issue a decision whereby departments of Statistics and Planning, Information and Communication Systems, School Mapping are merged at the central, GOE, and DOE levels.</li> <li>To redefine roles and responsibilities and provide needed post merge training</li> </ul>	
		<b>GOE</b>	<ul style="list-style-type: none"> <li>To improve and enhance coordination between the three departments, and provide an adequate common workplace.</li> </ul>		
		<b>DOE</b>	<ul style="list-style-type: none"> <li>To improve and enhance coordination between the three departments, and provide an adequate common workplace.</li> </ul>		
35	The gap, which is to be filled, between census report producers and the departments utilizing those reports. Consequently, data collection is undertaken by each department.	<ol style="list-style-type: none"> <li>Identifying GOE and DOE departments' needs for information, data, and indicators.</li> <li>Supporting the departments of Statistics and Planning and School Mapping in the development of census reports in which the needs of relevant departments are met and delivered in a timely manner.</li> </ol>	<b>MOE</b>	<ul style="list-style-type: none"> <li>To promote the culture of transparency in presenting census data and reports where EMIS is to be considered a supporting system for the management.</li> <li>To reinforce the Census Law, issued under a Republic Decree, in which only one directorate in any given governmental institution is to be assigned the responsibility of data collection and census reports production.</li> </ul>	
		<b>GOE</b>	<ul style="list-style-type: none"> <li>To give instructions whereby census reports generated by Statistics and Planning department are to be binding for all other departments within GOE where other departments are not to be authorized with collection of the same data except for quality detailed data relevant to those departments.</li> </ul>		
		<b>DOE</b>	<ul style="list-style-type: none"> <li>To give instructions whereby census reports generated by Statistics and Planning department are to be binding for all other departments within DOE where other departments are not to be authorized with collection of the same data except for quality detailed data relevant to those departments.</li> </ul>		
36	Managers and Department Heads at GOEs and DOEs are not utilizing the EMIS reports due to the fact that they lack management skills such as Planning, M&E, Organizational skills and others	Implementing training courses in management skills including Planning, M&E, Communication and Coordination, Decision Making, Team Development, Addressing Problems, and Time Management.	<b>MOE</b>	<ul style="list-style-type: none"> <li>To ensure professional development of MOE, GOEs, and DOEs staff.</li> <li>To issue regulations whereby employees who have been trained in management skills are obligatorily to be retained in the MOE, and not to be transferred or perform duties other than those assigned.</li> <li>To provide incentives for the effective use of EMIS reports</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>GOE</b>	<ul style="list-style-type: none"> <li>To monitor performance of department management after the training, and urge them to improve their performance and utilize what they have learned from training.</li> <li>Incentives, rewards, and bonuses are to be awarded to staff members based on improved performance after receiving training.</li> </ul>	
				<b>DOE</b>	<ul style="list-style-type: none"> <li>To ensure selection of relevant staff members who meet the requirements of training courses.</li> <li>To monitor staff performance after the training and encourage those performance-improvement-oriented.</li> </ul>	
37		The need to develop the professional performance of Statistics and Planning departments' staff in skills pertaining to data processing, needs projections, and indicators development.	<ol style="list-style-type: none"> <li>Identifying training needs for staff of Statistics and Planning departments.</li> <li>Organizing extensive training courses in planning, learning indicators, data processing and statistical tables formatting, utilizing demographic data in educational statistics, projecting educational data, and others.</li> </ol>	<b>MOE</b>	<ul style="list-style-type: none"> <li>To ensure professional performance development for Statistics and Planning departments, the outputs of which are to include planning, indicators calculation, modeling, and middle and long-term projections.</li> <li>To support Statistics and Planning departments with experienced and well qualified staff.</li> </ul>	
			<b>GOE</b>	<ul style="list-style-type: none"> <li>To focus on the outputs of statistics and planning departments so that responsibilities include not only data collection and statistical table's preparation, but also well planning and projections.</li> <li>To formally employ those well qualified and well trained staff.</li> </ul>		
				<b>DOE</b>	<ul style="list-style-type: none"> <li>To provide statistics departments with the training and the minimum work requirements.</li> </ul>	
38		The information infrastructure within targeted GOEs and DOEs do not meet EMIS requirements.	<ol style="list-style-type: none"> <li>To assist GOEs and DOEs in identifying the minimum equipment and infrastructure necessary for establishment of an effective and operational EMIS in each targeted office of education.</li> <li>To assist in the provision of required minimum equipment and infrastructure to GOEs and DOEs.</li> <li>To train the relevant GOEs and DOEs staff in operating and maintaining EMIS equipment and systems.</li> </ol>	<b>MOE</b>	<ul style="list-style-type: none"> <li>To provide GOEs and DOEs with equipment and systems necessary for the EMIS, and train relevant staff in operating those equipment and systems.</li> <li>To monitor the use of these equipments and an effective an operational EMIS is in place</li> <li>Provide feedback as necessary</li> </ul>	
				<b>GOE</b>	<ul style="list-style-type: none"> <li>To ensure that GOE is completely provided with necessary equipment with a view to ensuring that information and reports are directly accessible to all office departments.</li> </ul>	

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
				<b>DOE</b>	1.To use available equipment for purposes designated. 2.To gradually make more use of computers in the office, and train department heads in computer application. 3.To provide the DOE with a phone line as to communicate and have access to the internet.	
	39	Equipment and systems in GOEs and DOEs in which the project operates, need ongoing maintenance and repair services so as to ensure constantly operational EMIS.	Training the staff of Information and Communication Systems departments in computers and networks maintenance.	<b>MOE</b>	<ul style="list-style-type: none"> <li>To set up an adequate budget for maintenance of computers and networks within MOE, GOEs, and DOEs.</li> <li>To follow up with designated maintenance departments to ensure constantly operational EMIS</li> </ul>	
			<b>GOE</b>	<ul style="list-style-type: none"> <li>To ensure maintenance of existing computers and networks.</li> <li>To train relevant staff in maintenance of computers and networks.</li> </ul>		
			<b>DOE</b>	<ul style="list-style-type: none"> <li>To ensure maintenance of computers and networks existing.</li> <li>To train relevant staff in maintenance of computers and networks.</li> <li>To adequately address issues of electricity black out/unavailability.</li> </ul>		
	40	School Mapping in targeted GOEs and DOEs lacks the tools, means, and expertise necessary for playing its vital role pertaining to school building planning and extension.	1. Providing School Mapping departments, in coordination with School Mapping General Department at the MOE, with assistance and support such as technical advice, capacity building, provision of some equipment in order to activate their roles, particularly those pertaining to planning.  2. Ensuring integration with departments of Statistics and Planning and Information and Communication Systems.	<b>MOE</b>	<ul style="list-style-type: none"> <li>To address overlapping of responsibilities and authorities among School Mapping and Statistics and Planning departments so that School Mapping be part of an integrated cluster information system concerned with school building planning and extension.</li> <li>To support decentralization within School Mapping through installing the Geographic Information System (GIS) in a number of governorates and training School Mapping staff there in operating it.</li> </ul>	
			<b>GOE</b>	<ul style="list-style-type: none"> <li>To activate the planning role of School Mapping, in coordination with Projects Sector at the MOE.</li> </ul>		
			<b>DOE</b>	<ul style="list-style-type: none"> <li>To clarify the roles of School Mapping and address responsibilities overlapping with Statistics and Planning department.</li> </ul>		

	No	Challenge and Need Identification	Intervention	Partner Roles and Responsibilities		Pictures
	41	School records, if any, are not standardized and are not in accordance to NASC Form. Besides, most schools do not maintain or keep organized records. This in turn affects quality, validity, and accuracy of data flow from school to upper levels.	<ol style="list-style-type: none"> <li>To provide advice to MOE regarding format and contents of school records relevant to EMIS through participation in the committee formed by MOE for this purpose.</li> <li>To implement field visits to project schools and meet with school administrations in order to assist in organizing and maintaining records and data.</li> </ol>	<b>School</b>	<ul style="list-style-type: none"> <li>To ensure documentation and updating enrollment, staff, and building data through simplified records in accordance to NASC Form.</li> <li>To request the technical assistance if needed</li> </ul>	
<b>DOE</b>	<ul style="list-style-type: none"> <li>To mandate school records maintenance and data documentation.</li> <li>To carefully review data provided by school and authorize DOE to take disciplinary measures against provision of inaccurate data.</li> </ul>					
<b>GOE</b>	<ul style="list-style-type: none"> <li>To mandate school records maintenance and data documenting and updating on an ongoing basis at governorate level.</li> <li>To mandate DOEs scrutinize data sent (reported) by schools, and authorize DOEs to take necessary action against schools which do not provide accurate data.</li> </ul>					
<b>MOE</b>	<ul style="list-style-type: none"> <li>To design, distribute, and print standardized school records as a basis to EMIS.</li> <li>To follow up with schools to ensure abiding by the standards.</li> </ul>					