

Yemen Education Sector Plan
Mid Term Results Framework 2013-2015
A document of Yemen Ministry of Education



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Abbreviations and Acronyms

AWP	Annual Work Plan
ALP	Accelerated Learning Programmes
B2S	Back to School (campaign)
BEDP	Basic Education Development Project
BEDS	Basic Education Development Strategy
CLP	Community Livelihoods Project
CFS	Child-friendly schools
DFID	Department for International Development (United Kingdom)
DPs	Development Partners
ECCE	Early Childhood Care and Education
ERDC	Educational Research & Development Centre
EFA	Education for All
FMCs	Fathers and Mothers Councils
FTI	Fast Track Initiative (recently renamed GPE)
GCC	Gulf Cooperation Council
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIZ	Gesellschaft für Internationale Zusammenarbeit (German Development Agency)
GPE	Global Partnership for Education (previously FTI)
GPI	Gender Parity Index
GOY	Government of Yemen
HCMC	Higher Council for Motherhood and Childhood
HDI	Human Development Index
KfW	KfW (German Development Bank)
IDP	Internally Displaced Person
IMSC	Inter-ministerial Steering Committee
JAR	Joint Annual Review
JSEA	Joint Social and Economic Assessment
LAEO	Literacy and Adult Education Organization
MDG	Millennium Development Goal
MoCS	Ministry of Civil Service
MoE	Ministry of Education
MoF	Ministry of Finance
MoLA	Ministry of Local Administration
MoPIC	Ministry of Planning and International Cooperation
MoHESR	Ministry of Higher Education and Scientific Research
MTBP	Medium Term Budget Plan
MTRF	Medium Term Results Framework
MTVET	Ministry of Technical and Vocational Education and Training
M&E	Monitoring and Evaluation
NBEDS	National Basic Education Development Strategy
NCYS	National Children and Youth Strategy
NGSES	National General Secondary Education Strategy
NER	Net Enrolment Rate

NGO	Non-governmental organization
NIR	Net Intake Rate
NLAES	National Literacy & Adult Education Strategy
NSDVTE	National Strategy for the Development of Vocational and Technical Education
NSDHEY	National Strategy for the Development of Higher Education in Yemen
OOSC	Out-of-School -Children
PDO	Programme Development Objective
RFTC	Rural female teacher contracting
RTI	Research Triangle Institute
SCEP	Supreme Council for Education Planning
SFD	Social Fund for Development
TPSD	Transitional Program for Stabilization and Development
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

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INTRODUCTION

Government of Yemen (GoY) considers education a vital factor to eliminate poverty, and ensure country development. The Multi-Phase Program for Stability and Development for Social, Economic, and Technical Development 2012 -2014, states clearly that the ability of the country to overcome challenges encountered in the present, prosper at the pace of other countries, as well as implement mayor reform programs will be improved through development of education at all levels. But first and foremost, GoY is determined to make sure that every child has access to basic quality education by 2015.

The Medium-Term Results Framework (MTRF) 2013-2015 is a medium term plan prepared by Yemen Ministry of Education (MoE) in the course of achieving long-term strategic aim of providing pre-school, basic, and secondary education as well as literacy and better adult education for all.

The MTRF preparation methodology was based on the guidelines for education sector preparation endorsed by Global Partnership for education. The preparation process was very participatory, and underwent a useful public consultation phase which contributed to a greater ownership of the strategy among education professionals. A result-based planning method was employed to link the strategic objectives for education and ultimate goal of “Education for All” with concrete programs, and outputs. MTRF was developed through the following stages:

First Stage – Preparation of the initial draft (January – May 2010). A technical team involving all sectors and departments of the MoE was set up with the clear task to prepare the draft MTRF. This draft was distributed for feed-back and comments among around 450 education professionals from educational entities including several MoE sectors and affiliated agencies, schools, line ministries, development partners¹ and organizations of civil society.

Second Stage – Finalization of the draft MTRF (June 2010 – April 2011). The initial draft MTRF was reviewed according to the comments and suggestions during the consultation phase. Furthermore, the initial draft was completed with several reform scenarios, trying to identify the most feasible Results Framework for the budget and timeframe. Then the MTRF was translated into English and was circulated among development partners. This process culminated with a Consultative Workshop held in March 2011, which resulted in a final draft MTRF.

Third Stage - Updating the MTRF (April – November 2012). Due to the social and political events taking place in the country during 2011 and early 2012, MTRF required some revision. A number of school buildings were damaged, and lost their furniture and equipment, as a large number of Internally Displaced Persons (IDPs) camps in the governorates of Sa'ada, Amran, Hajja, Abyan, and Aden, were established in education facilities. Furthermore students from emergency affected areas needed psychosocial support. MTRF implementation process was delayed too. Therefore, it was needed to reconsider targeted indicators in an effort to make them more realistic, taking into consideration the scarcity of financial resources devoted to education

¹ Donors with active education projects in Yemen are: The World Bank, , KFW, GIZ, , WFP, UNICEF, USAID, Care International, Save Children and CHF

and the emerging and competing needs from the latest events. Concretely, (i) the MTRF time frame was modified from the initially planned period of 2011 -2015 to 2013-2015; (ii) new base-line indicators were up-dated according to the latest data received from the school year 2010-2011; and (iii) in light of population data and government budget framework for 2013 and 2014, reform scenarios and planned results framework were re-visited. In addition, new country situation called to immediately introduce in education programs some citizenship participation concepts, promotion of peaceful methods for problem solving and tolerance for others' opinions, protecting public wealth, assets, and all types of properties, putting national interests above self-interests, and promote anti-discrimination practices. The technical team benefited from the preparation process of the second stage of the Basic Education Development Project which is expected to be financed by the World Bank and the GoY (Government of Yemen).

The MTRF document consists of the following five chapters:

Chapter One: Social and Economic Country Context

This chapter presents the country context covering issues with a particular impact on education such as macroeconomic, demographic, sociocultural, and vulnerability analysis.

Chapter Two: General Information on Education Sector

This chapter presents several education indicators covering participation and outcome in Yemen, in context of global goals for education for all, as well as regional developments. The chapter also takes stock of previous achievements, and enlists all government policies and strategies for all levels of education.

Chapter Three: MTRF Goals and Programs Description.

This chapter discusses objectives, results, and programs until 2015 including proposed projects and programs to be achievements during the different phases supervised by the MoE. It also translates the policy priorities into targets and activities.

Chapter Four: MTRF Implementation Arrangements and Capacities Gaps

This chapter discusses the framework of the implementation process, organizational structures of the MoE and other education affiliated agencies, as well as discusses any capacities gaps with view to include in the MTRF any needed actions for capacity development. This chapter also presents the MTRF monitoring and evaluation arrangements along with proposed output and outcome indicators for MTRF implementation.

Chapter Five: Budget Consideration for MTRF Implementation.

This chapter describes the methodology of estimating the budget needed for full implementation of the MTRF during 2013-2015 along with budget required at program level. In addition, the chapter takes into consideration projections of available public resources for education, during MTRF period, as well as donors anticipated funds, to estimate the budget gap for MTRF implementation.

This document will be reviewed and revised according to the changes and developments that may occur during the period 2013 – 2015.

EXECUTIVE SUMURY

Situation Analysis

Yemen is one of the poorest countries in the Arab region, facing a wide range of developmental challenges. There are significant gender disparities, with large gaps between men and women's access to economic, social and political opportunities. As indicated by its first and second Millennium Development Goal (MDG) reports, Yemen is not expected to meet any of the MDGs. In the wake of the 'Arab Spring' movement in Yemen, the country has embarked on a political transition, including preparations for an inclusive, participatory, and transparent national dialogue process. While the implementation of the Transition Agreement is largely on track, gains achieved so far are fragile, and significant challenges remain ahead.

Over the past 40 years, Yemen has performed relatively well in expanding formal education opportunities, but important challenges remain. Enrolment at all levels has improved substantially and illiteracy was halved from 90 per cent in 1973 to 45 per cent in 2004 (World Bank, 2010). Despite the continuing challenge of rapid population growth, gains in coverage at all levels have been made, especially for girls. However, there are still about two million, out-of-school children of primary school age. Many of these live in rural areas and are part of marginalized communities; some 900,000 of them are located in so-called fragile areas. Gender parity is still far from being achieved; retention throughout the grades is a serious problem due to both social factors and administrative constraints; and improving the overall quality of education remains a challenge. Education and skills is a key development priority in Yemen. The country's development plans have continuously stated that human development, in particular education of the labor force, is a priority.

Access in basic education has improved but the completion rate is still poor. NER for girls grew from 54.4 in 2005 into 70.10 in 2010, while NER for boys increased from 63.70 in 2005 into 78.8 in 2010. GER for basic education remains low at approximately 86.1 per cent in 2010-11 (MoE). Retention rates are also low, with many of those who enter Grade 1 dropping out before completing their basic education. In 2009-10, the Grade 6 completion rate was 61 per cent (51 per cent for girls, 71 per cent for boys). Given that many children drop out of school early, that many others never even enter school and that the school-age population is expected to rapidly increase, Yemen is unlikely to achieve the MDG goal of *Education for All* (EFA) - to ensure that all boys and girls complete a full course of primary schooling - by 2015. Additionally, the sector faces structural challenges including lack of school buildings; lack of teachers in remote areas, where communities live in scattered settlements; poorly trained and uncommitted teachers; absence of female teachers in rural areas; and low awareness of the importance of education within communities, especially those living in remote areas and within marginalized groups.

Equity in education has seen progress, but girls are still at a disadvantage, especially in rural areas. Despite the substantial increase in girls' enrolment in basic education (from 42 per cent in 1997/98, to 75.5 per cent in 2010/11) and in secondary education (from 16 per cent to 27.6 per cent), gender gaps are still large and vary from one governorate to another

Quality remains the area where progress has been most limited and faces major challenges. Only about 40 per cent of basic education teachers hold a bachelor degree and text books and other learning materials often do not arrive until close to the end of the school year, leaving most teachers and students without, and impacting on levels of literacy: Yemeni Grade 4 students ranked the lowest among 36 countries participating in the Trends in Mathematics and Science Study (TIMSS) 2011 (EIA, 2011), primarily because they could not read the narrative-based test questionnaire.

Education for Children in Emergency Affected Areas. The events and conflicts in Yemen both prior to and since the beginning of 2011 have had a significant negative impact on education in a country already struggling with many economic, social, and political issues. Throughout 2011 and 2012, nearly 1.2 million boys and girls lacked regular access to education because of crisis, with close to 300,000 boys and girls directly affected within the conflict-affected governorates (Sana'a city, Taiz, Lahj, Abyan, Aden and Sa'ada). In terms of infrastructure, armed confrontations in many areas in Yemen left around 820 schools out of service: about 592 schools completely or partially damaged; over 100 schools were occupied either by displaced families, gunmen or armed forces; and many other schools were looted. The first category of schools needs repairs and reconstruction; the second category needs rehabilitation and school furniture; and the third category requires rehabilitation, refurnishing, and restocking with school and educational materials in order to become operational. As of November 2011, about 90,000 children still lacked access to education either due to the presence of displaced families in their schools, because schools were damaged or due to continued insecurity. The conflict also affected the psychosocial wellbeing of many children, particularly those who witnessed destruction, killing, explosions, or experienced displacement and fear. A significant number of teachers in these schools are either untrained or poorly trained and are unable to provide this much-needed support or even to help detect and refer the most severely affected children.

MTRF priorities

GoY has come up with the following priorities for the years 2013 – 2015:

Priority 1- Improving the quality of public education through developing the belief and practice that the learner is the center of the teaching and learning process, and enabling a teaching environment which is based in the learning outcomes for students. This will require a set of reforms starting with the improvement of basic and secondary curricula, determining learning outcomes for each grades and subjects, improving textbooks and teacher manuals according to learning outcomes and in accordance with skills needed to compete in the twenty first century. It also calls for reconsidering teacher training methods to improve teacher skills in guiding and mentoring students, and rather than just supplying students with information, to aim at acquiring improved learning outcomes. Furthermore, it calls for a more effective role of schools in planning and implementing better education quality, where the school accreditation system is identified as a major policy of the MoE for the education quality assurance.

Priority 2 -Closing the gap of social and gender disparities through an equitable education system able to give equal opportunities at the start to every child, so they could compete fairly in the labor market of tomorrow. This priority will address increased motivation of

children especially girls, and encourage families to send their daughters to schools in order to improve retention rates of female students until they complete at least their general education stage. The priority will also aim at reinforcement of community participation in closing this gap. Several alternative education services will target the hard-to reach and especially out-of-school children, including IDPs. This priority also aims at enhancing school facilities and infrastructure by providing classrooms and other spaces including latrines, furniture and required equipment for accommodating enrolled students. This will require development of a number of policies such as: coordination of the selection process for school sites and buildings among all development partners; development of school capacities in the fields of maintenance and renovation; and accommodation for students with special needs as well as those in displacement camps, with needed school buildings, furniture or equipment.

Priority 3- Strengthening capacities of the Ministry of Education, governorate and district offices (GEO's), to boost their capabilities in providing efficient and high quality educational services. This program includes building institutional capacity to better administrate and coordinate the delivery of educational services. It aims at strengthening the role of MoE in various aspects of planning, implementation, monitoring and evaluation. Furthermore, it seeks to improve harmonization of development partners to better align with MoE priorities and plans as well as its coordination with other concerned ministries. This will be achieved by implementing strategies and policies that assist in unifying efforts of all partners involved in developing annual MoE action plans and implementing programs and activities. Among the requirements at this stage is establishing a framework for monitoring and evaluation. This will be done by an improved joint annual review (JAR), as well as reinforcement and nationwide application and use of an Education Management Information System (EMIS) in decision-making processes. This priority will support restructuring of the MoE including capacity building for the cabinet members, governorates, and district officials. The MoE will be restructured according to modern management concept tools and processes, in order to increase efficiency in the provision of different educational services.

Priority 4 -Pre-school education. This priority will address expansion of pre-school services with emphasis on vulnerable groups, as well as improvement of teaching and learning conditions. It calls also for a partnership with private sectors to increase resources devoted to the preschool services.

Priority 5 –Literacy and adult education. This priority will target illiterate adults, especially women, by increasing the coverage of literacy classes, as well as improve quality of teaching and learning process. It is expected to achieve results through the following strategies: Expansion of literacy program; diversification of training provided in both basic training centers and women’s training centers; improvement of the learning environment through the further development of literacy curriculums; It also calls for additional technical courses which could positively impact motivation of students for these courses and providing them skills for jobs.

The MTRF targets a number of outcomes for basic, secondary, preschool, and adult literacy education across MTRF priorities, which will achieved through implementation of ten programs, as per the table below:

Table1 Summary of MTRF components, outcomes, programs

Priority	Targeted Outcomes for School Year 2015-2016 (baseline of 2010-2011)	Programs to achieve the targeted outcomes in each component
Priority 1- Improving the quality of public education through developing the belief and practice that the learner is the center of the teaching and learning process, and enabling a teaching environment which is based in the learning outcomes for students	1. Decrease the failure rate in basic education for both males and females from 9.4 percent to 7 percent, and decrease failure rate for females from 7.7 percent to 5.2 percent. 2. Decrease the failure rate in secondary education for males 11.3 percent to 8.8 percent and females from 8.6 percent to 6.1 percent. 3. Raise the school completion rate to sixth grade from 53.3 percent to 62 percent. 4. Early Grade oral Reading Fluency and Comprehension (EGRFC) in grade 3 is increased from 6 (baseline) to 20 words in one minute. 5. The students' performance in both math and science (grade 1-6 of basic education) improve by xx in academic year 2015-2016 compare to sample national exam conducted in academic year 2012-2013.	Program 1: Strengthen school-based development: The program is to strengthen school based management by increasing stakeholders' involvement in planning, implementation and monitoring and evaluation, as well as seek to foster community participation and transparency and efficiency of use of education resources.
		Program 2: Improve education curricula The aim is to revise and upgrade curricula up to Grade 9 as well as to develop teaching aid material and standards to measure student's performance. Standards of student's educational performance from early stage in the educational cycle will help teachers for class planning and improved pedagogy. A "Curriculum Document" will be developed that will serve to identify learning objectives and guide preparation of appropriate textbooks and educational materials for effective teaching and learning. Creative evaluation techniques will be promoted to enrich the educational process and enable the Ministry to use better information to plan and achieve results.
		Program 3: Develop better performance of teachers, and school administration staff, including principals and supervisors. The aim is to improve the quality of teaching by providing training in different areas. Emphasis will be given to training of school principals and supervisors in pedagogical practices. Teachers will be trained on how to teach reading and numeracy in early grades.
		Program 4: Improve management of human resources at Ministry of Education to improve the use of human resources. This program integrates several reforms targeting strengthening of the management of human resources led by MoE, as well as through policy reforms in coordination with teacher training colleges to ensure adequate performance at basic education. This program also targets teacher selection and posting, and will seek to establish incentives to reduce teacher absenteeism.
Priority 2 -Closing the social and gender gap	1. Increase the net enrollment rate in basic education from 78.8 percent to 82.7 percent , and in	Program 5: Increasing social demand for education. This program is to increase the social demand for education by helping poor families to enroll their

Priority	Targeted Outcomes for School Year 2015-2016 (baseline of 2010-2011)	Programs to achieve the targeted outcomes in each component
disparities through an equitable education system able to give equal opportunities at the start to every child, so they could compete fairly in the labor market of tomorrow;	<p>secondary education from 23.2 percent to 26.5 percent</p> <p>2. Increase the gross enrollment rate in basic education from 86.1 percent to 89.3 percent, and secondary education from 35 percent to 39.9 percent ².</p> <p>3. Increase the Net Intake Rate (NIR) in the first grade of basic education for both males and females from 59.5 percent to 65 percent.</p> <p>4. Decrease the gender gap in net enrollment in basic education from .081 to .84. and from 0.71 to 0.80 in secondary education</p> <p>5. Educational services have been provided for out-of school children, children with special needs, children having difficulties in accessing educational services.</p>	<p>children into public basic education schools and encourage them to remain until completion of the cycle. It is designed to motivate parents to keep their children in school as long as possible. To achieve this objective, a number of policies that have been under implementation will be expanded, including fees exemption and a development of a positive school environment.</p>
		<p>Program 6: Improving School Facilities and Infrastructure.</p> <p>This program aims at enhancing school facilities and infrastructure by providing classrooms and other spaces including latrines, furniture and required equipment for accommodating enrolled students. This requires development of a number of policies such as: coordination of the selection process for school sites and buildings among all development partners; development of school capacities in the fields of maintenance and renovation; and accommodation for students with special needs as well as those in displacement camps, with needed school buildings, furniture or equipment.</p>
Priority 3- Strengthening capacities of the Ministry of Education, governorate and district offices (GEO's), to boost their capabilities in providing efficient and high quality educational services	<p>1. Harmonize and synchronize development partners' programs with the Ministry's plans and strategies</p> <p>2. Set up an operational outline that will facilitate and smoothen coordination between: MoE and other related ministries, and between the central level and decentralized units with local communities</p> <p>3. Develop an educational information system that is steady,</p>	<p>Program 7: Improve administration and coordination of education players, to provide efficient educational services.</p> <p>This program includes building institutional capacity to better administrate and coordinate the delivery of educational services. It aims at strengthening the role of MoE in various aspects of planning, implementation, monitoring and evaluation. Furthermore, it seeks to improve harmonization of development partners to better align with MoE priorities and plans as well as its coordination with other concerned ministries. This will be achieved by implementing strategies and policies that assist in unifying efforts of all partners involved in developing annual MoE action plans and implementing</p>

² NIR (students enrolment at the age of 6+ at grade 1) is lower than the NER (student enrolment rate at the age of 6-14) due to the following reasons: 1) NIR is calculated at the age group 6⁺ while NER is calculated for the age group 6-14 2) Presence of two policies of acceptance: in the southern governorates students in grade 1 are accepted only at the age of 6⁺ while in the northern governorates they accept students in grade 1 at the age of 6-12 especially in the rural and remote areas.

Priority	Targeted Outcomes for School Year 2015-2016 (baseline of 2010-2011)	Programs to achieve the targeted outcomes in each component
	and reliable to be utilized in decision making, planning, and monitoring and evaluation. 4. Upgrade and improve the organizational structure of the Ministry and develop effective human resources.	<p>programs and activities. Among the requirements at this stage is establishing a framework for monitoring and evaluation. This will be done by an improved joint annual review (JAR), as well as reinforcement and nationwide application and use of an EMIS in decision-making processes.</p> <p>Program 8: Restructuring of the Ministry and capacity building for its cabinet, governorates and district offices according to modern management tools and methodologies.</p> <p>This program will support restructuring of the MoE including capacity building for the cabinet members, governorates, and district officials. The MoE will be restructured according to modern management concept tools and processes, in order to increase efficiency in the provision of different educational services</p>
Priority 4. Preschool Education	1. Increase enrollment rate for preschool education from 0.5 percent into 0.8 percent	<p>Program 9 : Developing the pre-school education.</p> <p>This program aims at pre-school education expansion and improvement, through better programs, and improved kindergarten environment.</p>
Priority 5. Literacy and Adult Education	<p>1. Increase enrollment rate in literacy programs by additional 5 percent</p> <p>2. Better female access into basic training programs</p>	<p>Program 10. Literacy and adult education.</p> <p>The program aims to reduce the number of illiterate adults and to increase parents' awareness about the importance of education. It is expected to achieve results through the following strategies: Expansion of literacy program; diversification of training provided in both basic training centers and women's training centers; improvement of the learning environment through the further development of literacy curriculums;</p>

Funding gap for the MTRF impementation until 2015

The document finds out that there is a funding gap at US\$ 461,505,000 to fully implement the MTRF programs, and ultimately achieve the education for all by 2015 (see the Table below). This estimate is based on the total needed budget versus resources that could be made available to MoE across levels of education by public budget and support to be received from development partners.

		2013	2014	2015	2013-2015
YER'000	Required Resources	332,376,954	355,392,853	376,613,389	1,064,383,196

	Available Resources	309,448,705	319,717,843	335,992,722	965,159,270
	Funding Gap	-22,928,249	-35,675,010	-40,620,667	-99,223,926
USD '000	Required Resources	1545939	1652990	1751690	4950620
	Available Resources	1439296	1487060	1562757	4489113
	Funding Gap	-106643	-165930	-188933	-461507

CHAPTER 1 Social -Economic Country Context

BACKGROUND³

Yemen is one of the poorest countries in the Arab region with a gross domestic product (GDP) per capita of US\$1,160. The country faces a wide range of developmental challenges. The Human Development Index (UNDP, 2011) ranks the country 154th out of 184 countries assessed. The country has one of the highest population growth rates globally, at 3 per cent, which increases the demand for educational and health services, drinking water and employment opportunities amongst other basic rights. Social development indicators, such as child malnutrition, maternal mortality and educational attainment, remain discouraging. The population living below the national poverty line was 35 per cent in 2006, with poverty more widespread and persistent in rural areas; since then the rate is estimated to have increased to 42.4 per cent in 2009, and further still in 2011 following the political crisis to an estimated 54.5 per cent (MoPIC, 2011).

There are significant gender disparities, with large gaps between men and women's access to economic, social and political opportunities. As indicated by its first and second Millennium Development Goal (MDG) reports, Yemen is not expected to meet any of the MDGs.

Weaknesses in governance have exacerbated the development challenges: Mass protests and armed conflict that wracked the country in 2011 represented the culmination of simultaneous political, social, and economic crises situated within an overall difficult regional environment. Reaction to these crises from different groups of actors, including the politically aligned and non-aligned opposition in both the north and the south, prompted diverse alliances with different interests and divergent political aims. The mass unrest and protests against the Government during this period emerged from, and were catalysed by, conditions of acute social fragility. This stemmed from sectarian, tribal and regional divisions, which have been building up over the past few decades. These tensions were exacerbated by deepening poverty, lack of gainful employment opportunities (particularly for the youth), and by loss of faith in a State that is increasingly seen as incapable of meeting the pressing social and economic needs of the population (World Bank, UNDP, European Union, Islamic Development Bank, 2012).

In the wake of the 'Arab Spring' movement in Yemen, the country has embarked on a political transition, including preparations for an inclusive, participatory, and transparent national

3 This section draws from the Joint Social and Economic Assessment (JSEA) undertaken jointly by the World Bank, the United Nations, the European Union and the Islamic Development Bank, in response to a request from the Ministry of Planning and International Cooperation (MoPIC). The main objective of the JSEA is to assess the social and economic impact of the crisis in Yemen and to identify challenges and key priorities for early interventions.

dialogue process. This is based on the Gulf Cooperation Council (GCC) Initiative and the Agreement on the Implementation Mechanism for the transition process in Yemen, (the “Transition Agreement”) signed in Riyadh on November 23, 2011. A Government of National Unity was formed and confirmed by the Parliament in early December 2011, the Presidential referendum was held on February 21, 2012 and President Hadi was sworn in soon after. The second phase of the transition is anticipated to continue over a two-year period, during which time; all parties and stakeholders are expected to participate in a National Dialogue; a new constitution will be drafted; and the army and security establishments are to undergo a reform. The transition will end with the holding of general elections (under the new constitution) and the inauguration of a new President of the Republic of Yemen. While the implementation of the Transition Agreement is largely on track, the gains achieved so far are fragile and significant challenges remain ahead.

In late June 2012, the Government of National Unity of the Republic of Yemen launched the ‘Transitional Program for Stabilization and Development (TPSD)’ (Government of National Unity, 2012) for 2012–2014. The TPSD describes the challenging security environment, the precarious social and humanitarian situation in Yemen, the fragile financial position faced by the Government, and calls for an emergency response and support from the international donor community.

The TPSD proposes parallel implementation of an Emergency Response (Pillar 1: short-term priorities), and the initiation of a medium- term Economic Recovery Programme (Pillar 2: medium- term priorities). Given the challenging conditions for success, both the Government and the donors are prioritizing measures, programmes and operations that help; towards conflict abatement; improve economic conditions; provide rapid relief to the Yemeni people; and assist in alleviating budgetary pressures during the period 2012–14. The implementation of the transition plan requires balanced humanitarian assistance, early recovery, reconciliation and peace-building efforts in the short term. Support to decisive policy actions and reforms that would underpin sustainable and inclusive development, improved governance, and social protection are needed in the medium to long term.

THE IMPACT OF THE POLITICAL UNREST

The 2011 mass protests in Yemen demanded better governance, voice and economic opportunities. This culminated in a simultaneous political, social and economic crisis, which exacerbated an already difficult country environment. The deepened conflict situation caused significant disruptions in the supply and production chains, causing economic activity to contract by almost 11 per cent, leading to higher unemployment. Poverty, already rising at the time the crisis broke out, is estimated to have further increased from 42 per cent of the population in 2009 to 54.5 per cent at the end of 2011 (World Bank, UNDP, European Union, Islamic Development Bank, 2012).

The impact of the 2011 events manifested itself in multiple ways across different sectors. Schools and health centres were temporarily closed and sector infrastructure was damaged, severely impacting basic social service delivery. According to MoE, since the beginning of the crisis, about 810 schools have been severely damaged by the armed conflict, with some buildings completely destroyed. During its Back to School campaign in September 2011, UNICEF found

that more than 150 schools were occupied by either armed forces (34 schools in Sana'a) or internally displaced persons (IDPs) (76 schools in Aden and 43 in Abyan). Displacement was mainly due to the conflict in Abyan that led thousands of families to move to a safer area within the governorate, or to Aden. Some schools remained inaccessible due to the insecurity generated by the conflict: In the affected areas (mostly in Sana'a, Aden and Ta'iz) some schools were closed, while attendance in others decreased significantly as parents kept their children at home for safety. An assessment organized in September 2011, found that about 46 schools in Sana'a were closed due to insecurity (according to a UNICEF Back to School report) but a total of 80 schools were not operating because of occupation or inaccessibility, which affected 100,000 children.

Absenteeism of teachers and administrative staff increased in 2010-2011 due to strikes and weak institutional monitoring at both centralized and decentralized levels. The MoE estimates that about 10 per cent of the total number of teachers have been temporarily absent from schools and that about 3,200 teachers from Sa'ada and Abyan have sought refuge in neighboring governorates. In anticipation of the escalation of conflict and to lessen its impact, the second semester of the school year 2010/11 was shortened by about two months for basic and secondary education. Although the school year was completed and national examinations still took place, the study content received by students was likely reduced by about 25 per cent. There were delays in the completion of academic programmes in universities and technical institutes in the affected areas. There were also delays in the delivery of school buildings, equipment, and material due to the decrease in project implementation as a result of the insecurity situation, logistical constraints and the precautionary measures taken by most Development Partners (DPs).

POPULATION

The population of Yemen, estimated to be 23 million in 2007, is growing rapidly: Despite recent decreases in both the fertility rate and population growth, Yemen still has one of the highest rates in the world for both indicators (World Bank, 2010)⁴. Yemen's population is expected to reach 47 million by 2040, which is a gloomy prospect in view of the poor management of existing and dwindling resources.

The proportion of children and youth in the population is large, presenting a continued challenge for education expansion over the next few decades: In 2007, nearly 70 per cent of the total population was less than 25 years old and over one third of those were aged 6-14 years, the age of basic education. Migration, particularly of the rural population, increases the prevalence of children living or working on the streets and other marginalized groups in the big cities.

4 Demographic data and considerations are based in the World Bank report No 57180: Republic of Yemen, Education Status Report, Challenges and Opportunities, June 2010

CHAPTER 2 General Information on Education Sector

Over the past 40 years, Yemen has performed relatively well in expanding formal education opportunities, but important challenges remain. Enrolment at all levels has improved substantially and illiteracy was halved from 90 per cent in 1973 to 45 per cent in 2004 (World Bank, 2010). Despite the continuing challenge of rapid population growth, gains in coverage at all levels have been made, especially for girls. However, there are still about two million⁵ out-of-school children (OOSC) of primary school age. Many of these live in rural areas and are part of marginalized communities; some 900,000 are located in so-called fragile areas. Gender parity is still far from being achieved; retention throughout the grades is a serious problem due to both social factors and administrative constraints; and improving the overall quality of education remains a challenge. Development of education and skills is a key development priority in Yemen. The country's development plans have continuously stated that human development, in particular educational development of the labour force, is a priority.

Regional trend on EFA Goals

Considering where the Arab region is today, many states are at risk of not achieving some, if any, of the EFA goals. Only Bahrain and Kuwait are expected to achieve the three EFA time bound targets of universal primary education, gender parity in primary and secondary education and halving adult illiteracy rate by 2015. Other countries would achieve two of them: Qatar would miss the gender goal; Egypt, Jordan, Syria and the UAE the literacy goal; Oman the UPE goal. Djibouti, Mauritania, Sudan, the Occupied Palestinian Territory, and Yemen are at the greatest risk of not achieving the goals.

(EFA Monitoring Report for Arab states, 2011, UNESCO, 2011)

5 Error! Reference source not found. UNESCO and UIS

PARTICIPATION IN PRIMARY EDUCATION

EFA Goal 2: Universal Primary Education: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality”.

Regional Trends in achieving Universal Primary Education: Regional trends at primary level in the Arab States have revolved around issues of both access and quality. Since 2000, there has been a very significant improvement in enrolment rates in several countries, particularly among girls, and the marked diversification of delivery mechanisms such as community and mobile schools, often with multi-grade structures. Enrolment has been boosted by the removal of fees at primary level in every country in the Arab region and also the establishment in many countries of education support mechanisms such as book and uniform schemes to support families shoulder the indirect costs of education. In terms of curriculum, there have been reviews conducted in many countries to improve the relationship between education output and job market requirements, more specifically in terms of moving from objective-based to competency-based curricular frameworks. (UNESCO, 2011)

Access has improved but the completion rate is still poor. Yemen has made impressive gains in gross enrolment ratios (GERs) for all levels of education, especially for girls. However, despite the remarkable expansion of the education system, GER for basic education remains low along with retention rates, with many of those who enter Grade 1 dropping out before completing their basic education. Given that many children drop out of school early, many others never even enter school and that the school-age population is expected to rapidly increase, Yemen is unlikely to achieve the MDG goal of *Education for All* (EFA) - to ensure that all boys and girls complete a full course of primary schooling - by 2015. Additionally, the sector faces structural challenges including lack of school buildings; lack of teachers in remote areas where communities live in scattered settlements; poorly trained and uncommitted teachers; absence of female teachers in rural areas; and low awareness of the importance of education within communities, especially those living in remote areas and within marginalized groups.

The GoY has paid great attention to basic education and directed several local and foreign investments for the purpose of curricula development and training. The Government has also allocated financial and human resources to ensure that human and needed materials are provided to facilitate quality basic education. Efforts to reach the objective of universal education that is free and compulsory are evidenced by an increase in the gross and net enrolment for students in Basic Education, as follows in tables below.

Table 2: Gross Enrolment Rates for Basic Education 2005-2006 until 2010-2011

School Year	Total of enrolled students in basic education 6-14 years old	Total gross enrolment rate in percent		Gender gap	
		Female	Total	Total female to male ratio	Gross gender gap

2006-2005	3,971,853	59.40	71.30	0.68	0.72
2010-2011	4,656,390	75.50	86.10	0.75	0.79

Table 3: Net Enrolment Rate for Basic Education 2005-2006 and 2010-2011

School Year	Total of enrolled students in basic education 6-14 years old	Net enrolment rate in percent		Gender Gap	
		Female	Total	Total female to male ratio	Net gender gap
2005-06	3,545,283	54.40	63.70	0.71	0.75
2010-11	4,262,011	70.10	78.80	0.76	0.81

Both tables show that despite progress, enrolment rates are still low when compared to international criteria, thus Yemen will not be able to achieve basic education for all by 2015. Yemen lags behind even most of Arab countries, which have had similar progress in participation in basic education.

EFA Goal 5: Gender parity and equality: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Regional trend in achieving gender parity and equality: Gender disparities appear high in preprimary education than at the other levels of education in most of the countries of the region in favor of boys. In relation to their respective population, boys and girls seem to be enrolled in the same proportions for eleven of the countries in the region (Gender Parity Index - GPI - in the range of 0.97-1.03). Yemen is the second country with relatively large disparity in favour of boys in pre-primary education. In primary education, more than half of the countries have met the 2005 target or are close to it. Four countries still have a long way to go to achieve this goal with a GPI at or below 0.90, including Djibouti, Iraq, Sudan and Yemen. Conversely, Mauritania enrolls more girls than boys at this level of education, as do Jordan and Oman.

The following issues are noted in regards to overall enrollment rates and gender:

- Enrollment rates in basic education for both genders are still low according to international standards. In the 2010/2011 year school, the net enrollment ratio of populations in their basic school-age category (6-14) was 78.8 percent. This means that even by 2015, Yemen would still be unable to achieve total coverage in basic education. For the secondary school age category (15-17), the enrollment rates are quite close to those of other low income level countries at 23.2 percent for both genders.
- A Low Net Intake Rate (NIR) in the first grade of primary school (six years old) which stands at 59.5 percent for both genders combined and 63.9 percent for males and 54.9 percent for females respectively. (The anecdotal evidence suggest that the fact may have related with delayed in age of enrolment).

- The gender gap in basic and secondary school enrollment remains high, especially in rural areas. In 2010-11, net enrollment rates in basic education for males and females were 87 percent and 70.1 percent respectively. This translates into a 0.81 female to male ratio in basic education. For secondary education, the rates for males and females were 27 percent and 19.2 percent respectively, with a gender gap of .71.
- A very low sixth grade survival rate as only 53.3 percent of enrolled students complete their sixth grade. For males the rate is 58.8 percent while it is only 46.8 percent for females.
- Women teachers are missing in rural areas where the demand for segregated classes and female teachers is very high. It is exactly in those areas where availability of qualified female teachers. .
- A rising number of marginalized, working, and homeless groups of children and an increased percentage of inequality and poverty as a result of events taking place in Yemen over the last six years. These events have increased the number of troubled areas and presented special needs that must be met by national educational strategies such as the provision of quality educational services at IDP camps and the continuation of such services in troubled areas.

PARTICIPATION IN SECONDARY EDUCATION

A formal national strategy for development of secondary education was developed in 2009, but the efforts of government to boost participation in secondary education yielded some results even before that. Concretely, the table below shows progress indicators in the general Secondary Education during 2005-2010.

Table 4 Progress indicators for general secondary education from 2005-2006 to 2010 - 2011

Secondary Education Indicator (in percent)	2005-2006			2010-2011			Change of total values between two years		
	M	F	Total	M	F	Total	M	F	Total
Gross Intake Rate for Grade 1	37.8	21.7	30.4	46.5	31	39.1	9.0	8.3	8.7
Net Intake Rate for Grade 1	12.0	6.0	9.0	13.8	10.9	12.4	1.8	3.1	3.4
Gross Enrollment Rate	33.7	22.2	29.1	41.8	27.6	35.0	8.1	5.1	5.9
Net Enrollment Rate	22.1	14.2	17.3	27.0	19.2	23.2	4.9	5.0	4.9

Secondary Education Indicator (in numbers)	2005-2006			2010-2011			Change
	M	F	Total	M	F	Total	
Students	352,977	172,813	525,790	376,055	235,631	611,686	85,896
Classes			14,876			15,465	1,110
Teachers			23,906			28,472	5,566

The table indicates that participation rates in secondary education for both sexes are improved, along with number of classrooms and teachers. Although the gross enrollment rate in secondary education is similar to comparator countries, the net enrollment rate for both genders in 2010-2011 was low with around 23.2 percent out of the total of the 15-17 years age category.

Furthermore, there is a gender disparity in enrollment in secondary education, particularly in the rural areas. The gender gap in participation secondary education in 2010 is estimated as 0.712.

Special Needs students:

In addition to gender parity there is a limitation in participation of special needs students. According to the results of inclusive educational survey the number of enrolled students in public schools of special needs and who suffer from different handicaps have reached to about (120,721). They represent a percentage of (2.3%) of the total of enrolled students in public education, from them (56,291) female students, and represented (3%) of the female students total enrolled in public education.

The number of special needs students have reached in basic education (106,172), they represent a percentage of (2.3%) from the total of enrolled in this stage. They represent a percentage of (2%) of the total in basic education. The number of female students with special needs in basic education (48,251), with a percentage of [2.4%] of the enrolled female students in basic education and with a percentage of [2.2%] of the total enrolled female students in the basic education.

In secondary education, the enrolled students of handicapped have reached (14,549) male and female, they represent a percentage of (2%) of the total enrolled students in this stage, about (8040) of them are female students, they represent a percentage of (0.4%) of the total of enrolled.

Out of School Children;

Because net enrollment rate in basic education is low the out of school children (OOSC) number is high in Yemen. out of (5410898) of population within 6-14 years of old (male and female only (4262011) students within 6-14 years old enrolled in basic education schools, which mean the number of children out of school of population 6-14 years old is (1148887), about 69% of them are females, the number of the female out of school within 6-14 years is about (788271), while the number of male is about (360616).

Yemen education system, like many others that exist across the Arab region, is outdated and ill-equipped to prepare young people for the labour market. Internet, computers and other technology is far from forming a component of public education for future global and regional market requirements. In addition, teaching and learning materials often assume a narrow and traditional approach that can fail to stimulate creativity or interest in learning, as demonstrated by the Internet For Yemeni High Schools, showcased in the box below:

Internet For Yemeni High Schools

The objective of the Internet for Yemeni High Schools project is to link information and communication technology (ICT) use and teacher training in high schools in rural and urban Yemen. Teachers and principals are trained in the use of student-centered teaching/learning methodologies such as inquiry teaching, cooperative

learning, and problem-based learning. The project also trains master trainers on computer and Internet skills and collaborative projects using the Internet. Student learning is improved by allowing Yemeni students, and girls in particular, to do research, access information, share information with, and learn from other students in Yemen, the region, and the US; and to assess the impact of the use of ICT as a teaching and learning tool in the selected schools in Yemen.

QUALITY OF EDUCATION

EFA Goal 6: Quality Education: Improving every aspect of the quality of education and ensuring the excellence for all, so that recognized and measurable learning outcomes are achieved by all learners, especially in literacy, numeracy, and essential life skills.

Regional Trends in Education Quality: The participation of Arab States in the international assessment surveys is increasing, like for TIMSS, PIRLS and PISA. The most popular survey with these countries has been TIMSS, with 15 countries participating in TIMSS 2007 and 14 countries participating in TIMSS 2011. This level of participation in the Arab States indicates a high level of commitment to the gathering of high quality evidence in the area of educational policy making. Results from international studies on learning achievement like TIMSS, show indeed that participating countries from the Arab region perform on average well below the international average and below the indicated low benchmark. At the same time many of them don't have any national mechanism for evaluating the quality of education. There is a need to go further in this broad picture to understand more thoroughly factors for low performance and their relationship with other contextual factors. There is a movement among many of the major regional partners to education development calling for the establishment of a regional quality observatory in order to further improve quality in education.

Quality of education in Yemen remains the area where progress has been most limited and faces major challenges. Only about 40 per cent of basic education teachers hold a bachelor degree and text books and other learning materials often do not arrive until close to the end of the school year, leaving most teachers and students without, and impacting on levels of literacy: Yemeni Grade 4 students ranked the lowest among 50 countries participating in the Trends in Mathematics and Science Study (TIMSS) 2011 (EIA, 2011), primarily because they could not read the narrative-based test questionnaire.

Assessments of student learning in the primary grades, such as the Early Grade Reading Assessment (EGRA) conducted by USAID and RTI, offer an opportunity to understand whether students are developing the fundamental skills upon which all other literacy skills build, and if not, where efforts might be best directed (USAID - RTI, 2012).

EGRA was carried out in the targeted areas of Amran, Lajh and Sana'a, revealing that most students in Grades 2 and 3 do not read fluently. Moreover, 43 per cent of students in the Grade 2 and 25 per cent in Grade 3, could not read a single word of text. Among children who could read at least one word, the Grade 2 average fluency was 11 words per minute and 16 words per minute in Grade 3. Reading fluency rates correlated with comprehension ($r = .64$), with children who could answer five out of six comprehension questions correctly reading at least 45 words

per minute. Thus, very few students could answer half or more of the comprehension questions. The study showed that teachers were unable to sufficiently teach and assess reading and that those students who badly needed to improve reading, lacked reading materials.

The health and nutritional status of Yemeni children and adults poses serious threats to achieving access to quality education given that a very high number of children under the age of 5 are malnourished.

There is a risk that the planned expansion in enrolment could further reduce quality if not adequately planned and resourced for. During the last few years Government put more efforts into responding to the social demand for expansion of education, than on improving the quality of education. The low participation of both boys and girls at all levels of education was given particular attention, along with the lack of linkages between education outcomes and labour market needs. Thus with some success in increasing participation rates, the Government has now begun to focus on qualitative aspects of education. Measures to address the quality of education during 2005-2010 involved improvements of teachers' performance, school administration, and education quality, as follows:

- More than 75 per cent of teachers received integrated training on teaching skills. Particular training were given to rural females, with view to then contract successful trainees as teachers, because it is more in the rural areas where qualified teachers are in shortage.
- More than 90 per cent of basic school principals and 40 per cent of secondary school heads have been trained on school administration and management practices.
- Communal participation is fostered through establishing “father and mother” councils
- School curricula for both basic and secondary phases, are being developed, although with some delays.
- Improved school text-books are developed by specialized working teams established for each subject.
- School counselling is introduced by involving social workers in schools.

Several studies have been conducted to measure the progress of education achievements at the national level and to make comparisons with international levels, including TIMSS 2011, but progress in education outcomes seem to have been minor. The following issues are noted in regards to the quality of education in Yemen:

- Low educational achievement at all levels in comparison to 50 countries that participated in the 2007 and 2011 TIMSS test for fourth grade students. The six participating Arab countries ranked the poorest while Yemen ranked last among all participating countries.
- In an Arab Knowledge Report on a case study of Yemen, a random population of Yemeni secondary students were selected and tested on cognitive, social, and emotional/sentimental skills. The results showed that 85-95 percent of secondary students lack the cognitive skills necessary for 21st century of problem-solving, written communication, IT skills, and information searching.

- Very limited reading capabilities at lower grades which affects students' life-long learning. A USAID study evaluated the reading capabilities for the first three grades of school in three different governorates and found most students have still not gained the basic skills needed for literacy and comprehension by the end of grade three.
- Classical teaching methodology based on the depository teaching system in which students are coached to receive and retrieve information without much engagement. This impedes real learning, and hinders students' ability to gain skills such as critical thinking, analysis, or argument development.
- Limited or lack of school-based activities, sufficient learning resources and especially extracurricular ones.

PRE-SCHOOL EDUCATION

EFA Priority Goal 1: Early Childhood Care And Education (ECCE): Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Regional Trends in ECCE: As a vital window for development in the life of the individual, ECCE has become a social and political issue that bears considerable weight and continues to climb the national agenda in many Arab countries. Several notable trends can be observed in recent years in the progress of the Arab States toward achieving the first of the EFA goals related to ECCE. Many countries in the region with an increasing emphasis on enrolment and standard setting. Since 2005 many of the Arab States have opened ECCE divisions with their Ministries of Education and many Arab universities have developed and offered courses and, in some cases, faculties for the study and research of ECCE at the national level. In addition, there is an effort to broaden access to ECCE services from the private fee-paying sector to the public sector in order to reach out to marginalized children, who stand to benefit most from such an opportunity. Lastly, there is a new trend in many of the Arab States with the establishment of resource and training centres to improve the quality of ECCE service provision (UNESCO, 2011)

Education Law 45 issued in 1992 considers pre-school education as a vital part of the general Yemeni education system. Moreover, the education policy states that the level of pre-school education reflects the civilization of a society. The table below shows a growth of preschool services during 2005—2010, but this is not sufficient. Kindergartens are only located in main cities; and none of these are available in rural areas. Some of the positive developments in this sub-sector so far include:

- Creation of a first draft of the strategic vision for early childhood education for 2005-2011.
- Development of regulatory by-laws for kindergartens.
- Integration of kindergarten databases into the MoE Information System (EMIS).
- Foundation of an Early Childhood Development Centre in cooperation with UNESCO and the Arab Gulf Organization.

- Strengthening Quality Assurance of Pre-school by adoption of (i) Kindergarten Prospectus, (ii) Re-certification Policy, and (iii) Inspection Guidelines, which all seek to ensure the quality and professionalism of publicly and privately funded facilities.

Table 5: Development of Pre-School during 2005-2006 until 2010-2011

School Year	No. of kindergarten	Enrolled Students	Percentage of Total Enrolment	Classes	Average no. of students per class	Pre-school teachers	No. of students per Preschool Teacher
2005-06	358	21,038	0.5	952	22.10	1,408	14.9
2010-11	591	42,422	0.55	2,047	20.72	2,242	18.9

LITERACY AND ADULT EDUCATION

EFA Goal 4 Adult Literacy: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Regional Trends in Adult Literacy: In the area of adult literacy, there have been considerable changes in methodology and approach, such as the regional move toward embracing functional literacy instead of the more traditional alphabetic literacy training. This has been supplemented by a regional trend to increasingly professionalize literacy service provision, in terms of quality and training but also in terms of managerial mechanisms and monitoring. (UNESCO, 2011)

According to the results of the 2004 population census, the percentage of illiteracy for males and females combined, aged ten and above has reached 45.3 per cent. The adult literacy programme was delivered successfully to 133,576 people during 2005-2011. The programme was offered in the form of three complementary sub-programmes, or 'levels' which focus on the acquisition of basic literacy and numeracy skills. These correspond to the equivalent of Grades 2, 3, 5 and 6 basic education competencies. Despite progress, overall adult illiteracy is still 29.6 per cent and remains much higher for females at 61.6 per cent.

EDUCATION FOR CHILDREN IN EMERGENCY AFFECTED AREAS

The events and conflicts in Yemen both prior to and since the beginning of 2011 have had a significant negative impact on education in a country already struggling with many economic, social, and political issues. Throughout 2011 and 2012, nearly 1.2 million boys and girls lacked regular access to education with close to 300,000 boys and girls directly affected within the conflict-affected governorates (Sana'a city, Taiz, Lahj, Abyan, Aden and Sa'ada). In terms of infrastructure, armed confrontations in many areas in Yemen left about 592 schools completely or partially damaged; over 100 schools were occupied either by displaced families, gunmen or armed forces; and many other schools were looted, creating education challenges for about 810 schools in total. The first category of schools needs repairs and reconstruction; the second category needs rehabilitation and school furniture; and the third category requires rehabilitation, refurbishing, and restocking with school and educational materials in order to become operational.

In addition, these events also caused over 1.2 million children to lose regular access to schooling, out of which 300,000 in the affected areas were directly affected and lost access to schooling for significant periods of time. As of November 2011, about 90,000 children still lacked access to education either due to the presence of displaced families in their schools, because schools were damaged or due to continued insecurity.

The most affected governorates were Abyan, Lahj, and Aden in the South; and Sa'ada and San'aa in the North. In the South, in Abyan Governorate, over 120 schools and educational facilities were affected; in Lahj Governorate, over 61 schools were affected, and in Aden 117. In the North, the worst affected governorate was Sa'ada, which over the past 7 years has seen over 230 schools partially or completely damaged. Finally, about 200 schools in Sana'a Governorate were affected either by being looted or shelled, or use by armed groups.

The conflict also affected the psychosocial wellbeing of many children, particularly those who witnessed destruction, killing, explosions, or experienced displacement and fear. These children are in need of psychosocial support for their own wellbeing and for restoring their ability to learn. A significant number of teachers in these schools are either untrained or poorly trained and are unable to provide this much needed support or even to help detect and refer the most severely affected children.

In Aden and some parts of Lahj, the quality of education during the school year 2011-2012 was very poor due, among other things, to limited availability of school buildings, since 117 schools were occupied by IDPs. This resulted in having schools operating on three or four shifts, which negatively impacted teaching time and in consequence, the quality of education.

The humanitarian community in Yemen consists of 23 UN agencies, 45 international NGOs and over 500 local NGOs. The majority of international actors participate in the emergency cluster under the auspices of the Inter-Agency Standing Committee. Additional actors are countries from the region have also set up offices in Yemen, to boost the humanitarian response. These include the Organization of Islamic Conference, the Gulf Cooperation Council, the Khalifa Foundation and Qatari Charity.

The focus of GoY and partners in education is to provide a child-friendly and safe environment that is conducive to learning for 930,000 vulnerable boys and girls, at risk of having their education disrupted by the on-going conflict. For 2012, these actions are prioritized: (i) rehabilitation of schools affected (ii) establishment of temporary or alternative school settings including arrangements for double and triple shift education (iii) capacity development among teachers, volunteers who will teach in these facilities (iv) provision of learning and teaching materials, and (v) supporting the department of education and schools in affected areas to have the planning and management capacity to carry out emergency education initiatives.

POLICIES IN PLACE

Yemen has a comprehensive legislative and regulatory framework that lays the foundations of the current education system. The 1992 Education Act No 45 regulates the levels of education, while a set of decrees defines the institutional structure of the sector.

Three ministries manage education: The Ministry of Education (MoE) manages pre-basic, basic, and general secondary education; The Ministry of Technical and Vocational Education and

Training (MTVET) manages post-basic TVET and post-secondary TVET; and University education is under the mandate of the Ministry of Higher Education and Scientific Research (MoHESR). Literacy is the mandate of the Literacy and Adult Education Organization (LAEO), as supervised by the Minister of Education, while the Supreme Council for Childhood Motherhood and (SCMC), established in 1991, has the mandate to develop country strategies and promote policies aiming to improve the situation of motherhood and childhood in Yemen. The Supreme Council for Education Planning (SCEP), chaired by the Prime Minister and including eight ministers with leverage over education policies, has a coordination and oversight role, and has been instrumental in consolidating education data over recent years.

Since 2002, GoY has endorsed five major national strategies to address education issues at the various levels:

The National Basic Education Development Strategy (NBEDS, 2003–15) aims to increase enrolment in basic education, particularly for girls and in rural areas, to reach 95 per cent of 6–14 year-olds in Yemen by 2015. The strategy received strong and coordinated support from the donor community, including three phases of the EFA – Fast Track Initiative (FTI) funding. The Government has also made significant progress in strengthening the policy environment since the articulation of the NBEDS in 2003.

The National General Secondary Education Strategy (NGSES, 2007–2015) aims to provide equitable and cost-effective quality secondary education for transition to tertiary education and the labour market. To implement policy reforms planned under the NGSES, MoE has entered into formal agreements with the governorates and relevant ministries to ensure their commitment to comply with policy reforms related to recruitment, deployment and monitoring of teachers. The strong support received from donors to the NGSES has diminished recently, due to in part to delays in implementation.

The National Strategy for the Development of Vocational and Technical Education (NSDVTE, 2004–2014) aims to achieve an “adequate” balance between general education and TVET. Among the policy reforms implemented under the NSDVTE was the amendment of the law for the Social Development Fund (SDF) in 2009 to grant the SDF greater autonomy in its dealings with employers. To implement the strategy, GoY received support from a number of donors including Saudi Arabia, the Department for International Development, United Kingdom (DFID), the German Development Agency (GIZ) and the International Development Association (IDA).

The National Strategy for the Development of Higher Education in Yemen (NSDHEY, 2006) focuses on four areas of reform: governance, finance, quality, and diversification. Regarding enrolment growth, the strategy aims to expand access to universities and other higher education institutions (including TVET), particularly for the 19–23 year-old age group, from 13 per cent to 16 per cent by 2010, and to 35 per cent by 2025. One of the key policy reforms implemented under the NSDHEY was the establishment of the Higher Council for Quality Assurance and Accreditation. Implementation of the NSDHEY received support from The Netherlands and IDA.

The National Children and Youth Strategy (NCYS) was prepared as a response to challenges in addressing the risks (particularly those related to health, education, and employment) that Yemeni children and youth face over their lifecycles. It used an integrated cross-sectorial framework to identify the issues and gaps across the human development sectors that are most likely to impact the achievement of the MDGs, and to propose action plans to be integrated and implemented by concerned line ministries as part of their respective sector programs.

In addition, to these five strategies, Yemen has an on-going National Strategy for Literacy and Adult Education, which aims to eradicate illiteracy in the population aged 10–40; and has prepared a National Strategy for Early Childhood Development (ECD). Despite the many strategies, Yemen is missing one coordinated vision for education. Each subsector strategy is intended to increase access and equity; and to improve quality and efficiency of education delivery quite independently of what is happening in other education subsectors (World Bank, 2010). A national vision that articulates the education and skills needs of the economy and the society, as well as the choices that must be made to provide these skills, is greatly needed. The work for the development of such vision has started based on the results of the comprehensive sector assessment made through the Yemen Education Country Sector Report (CSR) published in 2009. (Ministry of Education, 2009).

The priority set for education was also reflected in the government spending on education. The funding increased 125 per cent between 1997 and 2007, however the share of education spending declined from over 19 per cent between 1998 and 2004 to 16 per cent in 2007 (equivalent to 5.8 per cent GDP). This figure is lower than the 20 per cent reference point set as a target in the EFA – FTI Indicative Framework (MoE, 2004) for Yemen.

Yemen’s current education structure is dominated by general streams with a very low level of professionalization undermining the quality of education services. Yemen’s current formal public education system comprises nine years of compulsory basic education followed by three years of general secondary education. (World Bank, 2010). In Grades 11 and 12, enrolment is diversified into the science track and humanities track, although in practice many rural schools are not able to provide both options. The government also provides adult literacy programs.

Private sector plays a growing role in providing education services; 2 percent of basic and secondary enrolments, and 15 percent of higher education enrolments. Kindergartens are also mainly run by the private

EDUCATION GOVERNANCE

The share of education expenditure remains relatively high at 13 to 20 percent of total government expenditure during the past decade. Recently, the Government of Yemen has experienced sharp drops in the public revenue collection twice, at the times of global financial crisis in 2009 and political turmoil in 2011. Each incidence resulted in a reduction of total government expenditure by 18 percent and 12 percent from immediate year before. However, despite these difficulties, the government protected the education expenditure in these years. Public expenditure on education steadily grew during this difficult period, and its share in the

total government expenditure grew from 13 percent in 2008 to 19 percent in 2011. The table below shows the public budget spent across levels of education for 2004 and 2009,

Table 6 Public expenditure, by education level for 2004 and 2009 in million real

Type of Education	2004		2009	
	amount	percent	amount	percent
General Education	119.704	80.23	243.032	73.19
Technical Education	4.036	2.71	26.694	8.04
Tertiary Education	25.464	17.07	62.333	18.77
Total	149.204	100.00	332.058	100.00

Most expenditure is used to finance teacher salaries in basic and secondary education, while leaving unfunded supporting materials, which are badly needed to ensure the quality of education. Concretely for teachers' salaries are spent 70 percent of primary education, 67 percent of basic education, and 65 percent of secondary education budgets. Administrative costs account for 25 percent of basic education, 27 percent of vocational education and 30 percent of secondary education. As a result only 6 percent of total expenditures are spent on other than salaries and administration in all three levels of general education. This is a problem if we take into consideration that the quality and effectiveness of educational curriculum depends on employing updated educational methods and using several materials engaging children, therefore more is needed to allocate to this purpose in order to improve the quality of educational services.

The basic education sector in Yemen is characterized by a high degree of donor harmonization. Even though Yemen is a low Official Development Assistance per capita recipient (US\$28 million in 2010), education receives a considerable share of this external finance. DPs supporting basic education have signed a Partnership Declaration to ensure greater harmonization and alignment of sector support on the basis of the NBEDS. The DPs meet regularly with the MOE to monitor the implementation of the NBEDS, share information and coordinate their support to the sector.

Education governance and financing faces following challenges:

- In-sufficient education budget especially for basic education.
- Inflated administrative staff, and insufficient efficiency of MoE.
- The decentralized system is ambiguous on issues such as lines of authority and segregation of duties and responsibilities while local systems lack monitoring.
- Weak education management information systems for purposes of accountability and management.
- Lack of selection criteria for education leaders and of a performance-based evaluative process.
- Lack of regulations that establish professional development as a fundamental element required for evaluation and promotion.

The main remaining critical education issues and Challenges:

Although MOE done big progress especially in access of education, but more efforts still need to be done. This section outlines the remaining critical education issues and challenges related to education quality and enrollment and gender equality as well as gaps in capacity, reforms and coordination in the education system, these critical issues and challenges will be conceder priorities in the near future.

1.7.1 Issues and Challenges related to Quality of Education

The following issues are noted in regards to the quality of education in Yemen:

- a. Low educational achievement at all levels in comparison to 36 countries that participated in the 2007 (TIMSS) test for fourth grade students. The six participating Arab countries ranked the poorest while Yemen ranked last among all participating countries.
- b. In an Arab Knowledge Report on a case study of Yemen, a random population of Yemeni secondary students were selected and tested on cognitive, social, and emotional/sentimental skills. The results showed that 85-95% of secondary students lack the cognitive skills necessary for 21st century of problem-solving, written communication, IT skills, and information searching.
- c. Very limited reading capabilities at lower grades which affects students' life-long learning. A USAID study evaluated the reading capabilities for the first three grades of school in three different governorates and found most students have still not gained the basic skills needed for literacy and comprehension by the end of grade three.
- d. Classical teaching methodology based on the depository teaching system in which students are receiving information only. This impedes real learning. and hinders students' ability to gain skills such as critical thinking, analysis, or argument development.
- e. Limited or lack of school-based activities, especially extracurricular ones
- f. Lack of additional learning resources
- g. A totally disconnected school system from its societal surroundings, leading to huge discrepancies between both schools and surrounding environment.
- h. Low competencies of teachers who graduate from Faculties of education.
- i. Low learning time in the schools as a result of teachers' absenteeism, about 15 – 19 % of teachers absent from schools according to the World Bank study. (*Public Expenditure Management and Tracking Study in Yemen. Washington, DC: World Bank. 2006*)

1.7.2 Issues and Challenges related to Enrollment and Gender Inequality:

The following issues are noted in regards to overall enrollment rates and gender:

- a. Enrollment rates in basic education for both genders are still very low according to international standards. In 2010/2011 year school, the net enrollment ratio of populations

in their basic school-age category (6-14) was 78.8%. This means that even by 2015, Yemen would still be unable to achieve total coverage in basic education. For the secondary school age category (15-17), the enrollment rates are quite close to those of other low income level countries at 23.2% for both genders.

- b. A Low Net Intake Rate (NIR) in the first grade of primary school (six years old) which stands at 59.5% for both genders combined and 63.9% for males and 54.9% for females respectively.
- c. The gender gap in basic and secondary school enrollment remains high, especially in rural areas. In 2010/2011, net enrollment rates in basic education for males and females were 87% and 70.1% respectively. This translates into a 0.805 gender gap in basic education. For secondary education, the rates for males and females were 27% and 19.2% respectively, with a gender gap of .712.
- d. A very low sixth grade survival rate as only 53.3% of enrolled students complete their sixth grade. For males the rate is 58.8% while it is only 46.8% for females. Social constraints on female teacher deployment, which makes it very difficult for rural areas to staff female teachers.
- e. An rising number of marginalized, working, and homeless groups of children and an increased percentage of inequality and poverty as a result of events taking place in Yemen over the last six years. These events have increased the number of troubled areas and presented special needs that must be met by national educational strategies such as the provision of quality educational services at IDP camps and the continuation of such services in troubled areas.
- f. Increase the number of children with special needs and out of school children.

1.7.3 Issues and Challenges related to Reforms, coordination, and capacity building:

The following issues are noted in regards to overall enrollment rates and gender:

- a. Low quality of reforms introduced as a result of the failure in restructuring the MoE and updating its procedures, regulations, and manuals as required.
- b. Lack of cooperation and coordination between the MoE and other related ministries.
- c. Ineffective use of human and financial resources; a comprehensive system is needed to maximize effectiveness of human resources at all levels.
- d. Delayed implementation of reform and enhancing the quality of education according to a broad and clear vision
- e. Poor capacity and skills of MoE human resources.

- f. Inadequate education budget especially for basic education, which is contradictory to the government's commitment to the "education for all" principle.
- g. Very high costs of administrative staff with very low returns for goods and services provided.
- h. The decentralized system is ambiguous on issues such as lines of authority and segregation of duties and responsibilities while local systems lack monitoring capabilities
- i. Weak information systems for purposes of accountability and management.
- j. Lack of objective selection criteria for education leaders or performance-based evaluative processes.
- k. Lack of regulations that establish professional development as a fundamental element required for evaluation and promotion.

CHAPTER 3 THE NEXT CHAPTER WILL DISCUSS HOW WILL MOE WILL ADDRESS THE ABOVE ISSUES AND CHALLENGES AS PRIORITIES FOR THE MTRF IN THE COMING 3 YEARS

MTRF Goals and Programs' Description

The midterm education development goals, outcomes and outputs are set in conformity with six specific Education For All (EFA) goals of Dakar Framework for Action. These goals laid the foundation for a structured and comprehensive policy and practice for development of education sector across the world. Sound analysis of opportunities, threats and challenges of country and specifically education sector, lessons learnt from successful reforms in the past and the programs implementation shortfalls were also taken into consideration. The team used extensively the recommendations drawn by the World Bank study of 2010 "Education Status: Challenges and Opportunities", as well as other education reports compiled by Development Partners.

Another important element to design the MTRF priorities and programs come from understanding the achievements and challenges of other Arab countries which share similar challenges in regard to country development and education. Information from EFA achievements in Arab Countries comes from UNESCO publication "EFA Monitoring Report for the Arab States 2011".

Finally, the MTRF technical team took into account events of 2011 and 2012 which prompted the need to reactivate education services in conflict zones, and IDPs camps; reconstruct and provide maintenance for affected schools; and reschedule education reforms in order to absorb the delays in implementation incurred during the crisis.

MTRF PRIORITIES AND TARGETED OUTCOMES

The GoY and MoE came up with the following MTRF priorities and outcomes for 2013-2015:

Priority 1- Improving the quality of public education through developing the belief and practice that the learner is the center of the teaching and learning process, and by enabling a teaching environment which is based in the learning outcomes for students. This will require a set of reforms starting with the improvement of basic and secondary curricula, determining learning outcomes for each grades and subjects, improving textbooks and teacher manuals according to learning outcomes and in accordance with skills needed to compete in the twenty first century. It also calls for reconsidering teacher training methods to improve teacher skills in guiding and mentoring students, and rather than just supplying students with information, to aim at acquiring improved learning outcomes. Furthermore, it calls for a more effective role of schools in planning and implementing better education quality, where the school accreditation system is identified as a major policy of the MoE for the education quality assurance.

Targeted outcomes for quality of education until 2013-2015 are as following:

1. Decrease the failure rate in basic education for both males and females from 9.4 percent to 7 percent, and decrease failure rate for females from 7.7 percent to 5.2 percent.
 2. Decrease the failure rate in secondary education for males 11.3 percent to 8.8 percent and females from 8.6 percent to 6.1 percent.
 3. Raise the school completion rate to sixth grade from 53.3 percent to 62 percent.
 4. Early Grade oral Reading Fluency and Comprehension (EGRFC) in grade 3 is increased from 6 (baseline) to 20 words in one minute.
 5. The average scale score for Yemeni students grade four achievement in TIMESS increase from (348) in 2011 to (400) in 2015, in Math and from (345) to (400) in the same period.
- MTRF Priority 2 -Closing the gap of social and gender disparities through an equitable education system able to give equal opportunities at the start to every child, so they could compete fairly in the labor market of tomorrow.** This priority will address increased motivation of children especially girls, and encourage families to send their daughters to schools in order to improve retention rates of female students until they complete at least their general education stage. The priority will also aim at reinforcement of community participation in closing this gap. Several alternative education services will target the hard-to reach and especially out-of-school children, including IDPs. This priority also aims at enhancing school facilities and infrastructure by providing classrooms and other spaces including latrines, furniture and required equipment for accommodating enrolled students. This will require development of a number of policies such as: coordination of the selection process for school sites and buildings among all development partners; development of school capacities in the fields of maintenance and renovation; and accommodation for students with special needs as well as those in displacement camps, with needed school buildings, furniture or equipment.

Targeted outcomes for enrollment and equity in basic education to be achieved by 2015/2016 are the following:

1. Increase the gross enrollment rate in basic education from 86.1 percent to 89.3 percent, and secondary education from 35 percent to 39.9 percent.
2. Increase the net enrollment rate in basic education from 78.8 percent to 82.7 percent, and in secondary education from 23.2 percent to 26.5 percent.
3. Increase the Net Intake Rate (NIR) in the first grade of basic education for both males and females from 59.5 percent to 65 percent.
4. Decrease the gender gap in net enrollment in basic education from .081 to 0.84 and from 0.71 to 0.80 in secondary education.
5. Educational services are provided for out-of school children, children with special needs, children having difficulties in accessing educational services.

Targeted results for enrollment and equity in secondary education to be achieved by 2015-16 are the following:

1. Increase the secondary education NER from 23.2 percent in 2010/11 to 26.5 percent in 2015/16.
2. Increase the secondary education GER from 35 percent in 2010/11 to 39.9 percent in 2015.
3. Decrease the gender gap in secondary education NER from 0 .71 in 2010/11 to 0 .80 in 2015. This will be achieved through promoting female education and aiming at increased female NER from 19.2 percent to 23.4 percent, and male NER from 27 percent to 29.4 percent.
4. Secondary education policies and programs will target low achieving students, and especially girls, in order to decrease the failure rate both males and females from 11.3 percent to 8.8 percent, and for females from 8.6 percent to 6.1 percent.
5. Educational programs supporting children outside schools, children with special needs, children having difficulties in accessing educational services, and those living in disaster or conflict areas are available.

Given the poor validity of net enrolment and intake rate, we need to keep them for the important of these indicators in EFA, and to keep pushing in improving the validity of these indicators. Gross enrollment rate will be the basis indicators for monitoring MTRF indicators.

MTRF Priority 3: Strengthening capacities of the Ministry of Education, governorate and district offices (GEO's and DEOs), to boost their capabilities in providing efficient and high quality educational services. This program includes building institutional capacity to better administrate and coordinate the delivery of educational services. It aims at strengthening the role of MoE in various aspects of planning, implementation, monitoring and evaluation. Furthermore, it seeks to improve harmonization of development partners to better align with MoE priorities and plans as well as its coordination with other concerned ministries. This will be achieved by implementing strategies and policies that assist in unifying efforts of all partners involved in developing annual MoE action plans and implementing programs and activities. Among the requirements at this stage is establishing a framework for monitoring and evaluation. This will be done by an improved joint annual review (JAR), as well as reinforcement and

nationwide application and use of an Education Management Information System (EMIS) in decision-making processes. This priority will support restructuring of the MoE including capacity building for the cabinet members, governorates, and district officials. The MoE will be restructured according to modern management concept tools and processes, in order to increase efficiency in the provision of different educational services.

Targeted results to be achieved by 2015/16 planned for capacity development to provide education services are:

1. Harmonize and synchronize development partners' programs with the Ministry's plans and strategies.
2. Set up an operational outline that will facilitate and smoothen coordination between MoE and other related ministries, and between the central level and decentralized units with local communities.
3. Develop an educational information system that is steady, and reliable to be utilized in decision making, planning, and monitoring and evaluation.

MTRF Priority 4: Preschool Education. This priority will address expansion of pre-school services with emphasis on vulnerable groups, as well as improvement of teaching and learning conditions. It calls also for a partnership with private sectors to increase resources devoted to the preschool services.

Targeted result for pre-school education to be achieved by 2015/16 is the following:

1. Increase enrollment rate for preschool education from 0.5 percent to 0.8 percent.

MTRF Priority 5: Literacy and Adult Education. This priority will target illiterate adults, especially women, by increasing the coverage of literacy classes, as well as improve quality of teaching and learning process. It is expected to achieve results through the following strategies: Expansion of literacy program; diversification of training provided in both basic training centers and women's training centers; improvement of the learning environment through the further development of literacy curriculums; It also calls for additional technical courses which could positively impact motivation of students for these courses and providing them skills for jobs.

Targeted results for literacy and adult education to be achieved by Yemen until 2015/16 are to:

1. Increase enrollment rate in literacy programs by additional 5 percent.
2. Better female access into basic training programs.

PROGRAMS AND ACTIVITIES TO ACHIEVE TARGETED RESULTS

The MoE proposes the deployment of ten comprehensive programs as means to accomplish the stated objectives for 2015. Four programs of these would be employed for quality improvement objectives, two programs for equity and enrollment objectives, two programs for capacity building, one program for preschool education objectives and one program for adult education objectives.

Ten programs are proposed to support MTRF targeted results across MTRF priorities are as following.

Priority 1- Improving the quality of public education through developing the belief and practice that the learner is the center of the teaching and learning process, and by enabling a teaching environment which is based in the learning outcomes for students.

Programme 1. Strengthen school-based development. The programme is to strengthen school based management, by increasing stakeholders' involvement in planning, implementation, and evaluation and monitoring. This programme has been tested already and is based on the involvement of the school community in all aspects of planning, implementation, monitoring and evaluation. First experiences have been successful so far and it is clear that the local community assumes a more active role in school administration, provision of equipment furniture and management of the operational budget. This is a participatory approach that increases the transparency of the use of education resources.

Programme 2. Improve educational curricula. The aim is to revise and upgrade curricula up to grade 9 as well as to develop teaching aid material and standards to measure student's performance. This programme, also under implementation, aims at several goals. One is to identify the standard of student's educational performance from early in the educational cycle and help teachers to use them for class planning and improved pedagogy. Another goal, taking into account local culture and local conditions, is the development of a "Curriculum Document" that serves to identify learning objectives and the appropriate textbooks and educational materials for effective teaching/learning. A third goal is to use creative evaluation techniques to enrich the educational process and enable the Ministry to use better information to plan and achieve results.

Programme 3. Develop performance of teachers, and school administration staff, including principals and supervisors. The aim is to improve the quality of teaching by providing training in different areas. Emphasis will be given to training of school principals and supervisors in pedagogical practices; and to teachers on how to teach reading and numeracy in early grades.

Programme 4. Improve management of human resources at Ministry of Education to improve efficiency of education services. This programme integrates several reforms aiming to strengthen human resources management (targeting MoE's Department of Human Resources). It aims to achieve a number of policy reforms in coordination with teacher training colleges to ensure adequate quantitative and qualitative performance regarding basic education. This programme also focuses on paying greater attention to teacher selection and distribution as well as establishing incentives to reduce teacher absenteeism.

Priority 2 -Closing the gap of social and gender disparities through an equitable education system able to give equal opportunities at the start to every child, so they could compete fairly in the labor market of tomorrow;

Programme 5: Increasing social demand for education. This programme aims to increase the social demand for education by helping poor families to enroll their children into public basic education schools and encourage them to remain until completion of the cycle. It is designed to motivate parents to keep their children in school as long as possible. To achieve this objective, a number of policies that have been under implementation will be expanded, including fees exemption and a development of a positive school environment.

Programme 6. Improve school facilities and infrastructure by providing classrooms, latrines, equipment and furniture. This programme aims to enhance school facilities and infrastructure by providing classrooms and other space, furniture and required equipment for accommodating enrolled students. This requires a number of policies such as: coordination of the selection process for school sites and buildings among all development partners; development of school capacities in the fields of maintenance and renovation; and accommodation for students with special needs as well as those in displacement camps, with school buildings, furniture or equipment.

Priority 3- Strengthening capacities of the Ministry of Education, governorate and district offices (GEO's), to boost their capabilities in providing efficient and high quality educational services

Programme 7. Improve administration and coordination to provide more efficient education services. This programme includes building institutional capacity to better administrate and coordinate the provision of educational services. It aims to strengthen the role of MoE in various aspects of planning, implementation, monitoring and evaluation. Furthermore, it seeks to improve harmonization of development partners to better align with MoE priorities and plans as well as its coordination with other concerned ministries. This will be achieved by implementing strategies and policies that assist in unifying efforts of all partners involved in developing annual MoE action plans and implementing programmes and activities. Among the requirements at this stage is establishing a framework for monitoring and evaluation. This will be done by an improved joint annual review (JAR), as well as reinforcement and nationwide application and use of an EMIS in decision-making processes.

Programme 8. Restructuring of the Ministry and capacity building for its cabinet, governorates and district offices according to modern management tools and methodologies. This programme will restructure the MoE and includes capacity building for the cabinet members, governorates, and district officials. The MoE will be restructured according to modern management tools and processes at all levels in order to increase efficiency in the provision of different educational services.

Priority 4: Preschool Education

Programme 9: Developing the pre-school education level. This aims to improve and expand the current incipient programme. This programme will expand and improve pre-school education through a number of strategies and outcomes such as increasing the number of students in kindergartens and improving the learning environment in order to achieve the targeted results of the MTRF action plan until 2015-2016.

Priority 5: Literacy and Adult Education

Programme 10. Focus on literacy and adult education. The programme aims to reduce the number of illiterate adults and to increase parents' awareness about the importance of education. It expects to achieve the identified results through the following strategies: Expansion of literacy programmes; diversification of training provided in both basic training centres and women's training centres; improvement of the learning environment through the further development of literacy curriculums; teacher and supervisor training in literacy programmes; and improvement, standardization and provision of training materials in both basic training centres and women's

training centres. A coordination mechanism has been developed for this purpose within the MoE as well as between the MoE, development partners, and central and local authorities. A monitoring and evaluation mechanism has also been developed for the progress towards achieving the identified results outlined in the third and fourth chapters of this document.

Table of programmes' expected results by MTRF priorities

Priority 1: Quality of Education

Program	Expected Programme Results
Programme 1. Strengthen school-based development	Consolidated manual for schools- based management and development, including planning , financial and budgetary regulations, fund utilization, school-based development activities, and parents and local communities participation is approved, published, and distributed
	70 percent of schools have established Father and Mother (FM) Councils
	FM councils of 65 percent of schools with boards are capable of 1) planning creative and high quality programs aimed at increasing enrollment and retention rates, and improving the quality of education 2) plan remedial strategies and programs to prevent school dropouts, re-enroll school dropouts and attract out-of-school children programs 3) know about managing their school operational expenses
	School-based development training is provided to 75 percent of schools, 85 percent of MoE district offices and 100 percent of MoE governorate offices
	Funds to support comprehensive development programs of schools allocated and provided to 700 schools annually
	Policies that encourage private sector investment in education are developed, adopted monitored
Programme 2. Improve educational curricula.	An official document on curricula development that contains a matrix of learning outcomes with focus on developing reasoning abilities, critical thinking skills, problem-solving and team working skills, tolerance and acceptance of differences, and self-learning skills is approved
	Textbooks of basic and secondary levels are reviewed and improved based on the Curriculum Document
	All basic and secondary schools receive all textbooks before the start of the school year
	A variety of teaching materials that are congruent and well-balanced to help achieve required competencies for students including those of special needs at all levels are prepared, produced, and distributed to schools
	Assessment tools and methods are developed according to competencies' matrix
	Students' abilities to read and write are improved through teacher training on reading and writing, and provision of adequate teaching materials on reading.
	Secondary education is restructured according to the best global educational policy examples to welcome more students, especially girls, as well as provide youth with skills that are needed in the job market on 21 st Century
	Professional psychosocial and learning support, and carrier advice is provided to students at the school level. Policies regulating counseling at school level are adopted
	Learning outcomes for subjects of mathematics and sciences is made according to international testing standards
	A national learning assessment system is established for Arabic Language, Sciences, and Mathematics for basic education grades, to be conducted every three years as part and will be

Program	Expected Programme Results
	institutionalized.
	School tests are developed according to competencies required from each grade and will be used to monitor education outcomes in basic and secondary education
Programme 3. Develop performance of teachers, and school administration staff, including principals and supervisors.	Salaries for teachers and other educational staff are provided in monthly basis.
	Annual contracts are provided for additional 400 female teachers who will serve in rural areas
	Lists of competencies required for teacher, directors, and school administration is established
	Training needs for teachers, teacher directors, social workers, and school administration are determined based on Government strategies for development of education.
	Decentralized in-services training mechanisms, methods, and techniques for teachers, teacher directors, social specialists, and school administration have all been reviewed and redeveloped according to the training needs for each. These needs were based on required competencies from students and those with special needs, with the view of training as on-going process
	A policy enabling decentralized in-service training is adopted for teachers, school principals, social workers, according to the training needs for each.
	Training manuals for teachers, school principals, social workers, and school administration are prepared according to training needs
	On an annual basis, almost 50,000 basic education teachers and social specialists, five thousand secondary teachers, and 10,000 school principals are trained, along with school administration and other educational staff. Teachers of combined (multiple) grades are trained to perform in small schools in rural areas Teacher training is linked to performance levels on subjects and directors' report
Programme 4. Improve management of human resources at Ministry of Education to improve efficiency of education services.	Coordinating between MoE and Ministry of Higher Education and scientific Research to develop and update the programs of pre-services qualification in the faculty of education base on the needs of MOE in terms of quality and quantity.
	New criteria for selecting, hiring, and promoting teachers are adopted and implemented
	The role of mentor is changed from inspecting to supervising, training, and leading the change. Guidelines for supervision and all supervisors are trained in this new role.
	Prime Minister's decree of linking teachers posts to schools is adopted and is implemented in all governorates
	A policy to motivate teachers, especially females, to settle down and teach at rural areas is developed and implemented
	School accreditation for quality assurance purposes has been created and is currently functioning
	Penalties against absent teachers has been utilized so as to increase teaching quality and efficiency of use of educational resources,

Priority 2: Enrolment and Equality

Name of Program	Program Expected Results
Programme 5. Increasing	Approval of criteria for distribution of food, cash incentives, school materials, etc. completed
	National policies that combine family incentives with education equality interventions within

Name of Program	Program Expected Results
social demand for education.	the budget and operations of MoE and other related government bodies are developed and implemented
	Prime Minister's decree of waiving tuition fees for secondary education schooling for both males and females is enforced
	Conditional cash transfers to families in rural and deprived areas target 140,000 – 265,000 students in basic schools and 40,000 – 65,000 students in secondary schools
	Food distribution that target students in low enrollment regions, disaster and conflict areas and IDP camps cover 245,000 – 424,000 basic education students and 6,000 – 14,000 secondary education
	School materials (notebooks, pens, and school bags) are annually provided for 244,000 – 552,000 basic education students and 6,000 – 14,000 secondary education students in areas of extreme poverty, conflict zones, and IDP Camps
	Medical care is provided annually for 500 – 1000 schools located in disaster areas and IDP camps
	Transportation service provided for 50 – 110 basic and secondary schools with significant distance from the community
	Level of awareness on the importance of education, especially for females, children with special needs, and children with limited access to education is monitored
Programme 6. Improve school facilities and infrastructure	A national system for the selection of new school locations (National School Map) with the design, construction and maintenance of school buildings is set-up and implemented
	Training on planning facilities according to the school map is provided to education staff in all governorates and 50 percent of districts.
	The role of schools and parental councils in construction and maintenance of school facilities is increased
	Small-scale and urgent maintenance programs, school buildings restoration and improving school environment are completed
	Develop a long term plan for reorganizing existing schools and building new ones targeting areas with low density and low demand for education, taking into consideration local population projections and future demand for education. The plan will make sure that existing schools or new small ones are made available for grades from 1 – 6 with appropriate vicinity to students homes, while larger and better equipped schools are made available for grades 7 – 12 with larger catchment areas, by expanding existing schools or building or large new ones.
	Up-dating standards and guidelines for school buildings and equipment in order to address the needs of students with special needs
	A school based inventory of furniture and equipment is linked to the EMIS and School Map, and will serve to decision for further investments
	Additional 5,000 – 6,500 classrooms including classrooms for special-needs students's are constructed until 2015.
	All schools that were affected by natural or human disasters will have priority and will be reconstructed, refurbished, and re-equipped to ensure an acceptable level of quality education for students at these areas
	10. Furniture, equipment, labs, and libraries that are accommodating to the requirements of students with special needs have been annually provided for almost 20 percent of basic and

Name of Program	Program Expected Results
	secondary schools
	All newly built classrooms are furnished and equipped within four months after construction
	Furniture, equipment, labs, and libraries that are accommodating students with special needs will be annually provided for 20 percent of basic and secondary schools

Priority 3. Capacity Building

Name of Program	Expected Programme Results
Program 7: Improve administration and coordination of education players to provide efficient educational services.	Funds allocated to education gradually reach 20 percent of Government spending and 6 percent of Gross Domestic Product by 2017 ⁶
	Funds allocated to basic education gradually increases to 60 percent of total funds allocated to education by 2017.
	Public funds allocated to goods and services have increased by 5 percent of total education budget in 2017
	Annual plans of MoE are coordinated with midterm and long term targeted results
	Development partners' programs are harmonized and synchronized with the MTRF
	MoE Results framework are embedded in the Results Frameworks of line ministries (Civil Services, Finance, Local Authority, Planning and International Cooperation) at central and local level, and, are budgeted and implemented
	Annual and mid-term reviews have been carried out
	Develop an Educational Management Information System(EMIS) that is steady, and reliable in support to decision-making, planning, and monitoring and evaluation of MoE and GEOs and REOs
	Development partners' programs are harmonized and synchronized with the MTRF
Program 8: Restructuring of the Ministry and capacity building for its cabinet, governorates and	Research capacities and evidence based policy formulation are developed at MoE level, to enhance analysis of situation, improve designing of policies and programs, advancing effective educational policies, as well as measure impact of implementation of reforms and effectiveness of education services. Impact and assessment studies about policies are determined and designed with partners and are conducted at the required frequency.
	Restructuring of the ministry is implemented gradually at all levels
	Human resource management internal policies and guidelines at MoE are developed and implemented
	Upgrading internal rules and regulations deriving from restructuring of the MoE is completed

⁶ The mid term political decision for funds allocation in 2017 will be taken in 2014 and 2015 via government Mid Term Budget Plans

Name of Program	Expected Programme Results
district offices according to modern management tools and methodologies.	Around 3,000 – 5,000 educational staff in the MoE cabinet, governorates, and districts are trained annually according to their job profile

Priority 4. Preschool Education

Name of Program	Program Targeted Results
Programme 9. Pre-school Education	Rules and regulations related to preschool education are reviewed and upgraded
	Policy setting criteria for selection of pre-school staff is adopted
	Pre-school database and information is incorporated into EMIS
	Ability of pre-school teachers to deal with preschool children according needs has improved through training and peer- support on the child development, children's rights, pedagogy, etc.
	The role of school medical system in pre-school education is enhanced
	Pre-school physical space capacity is expanded at an annual average of 130 room in kindergartens and average of 290 additional pre-school teachers
	A plan to expand and diversify pre-school education financing is developed
	More government funds for pre-school education are provided in the MoE annual budget
	Pre-school education workforce motivation and performance is monitored

Priority 5 illiteracy and adult education

Name of Program	Expected Program Results
Programme 10. Illiteracy and Adult Education	2,800 Adult Education Centers with 8,400 classrooms in both urban and rural areas are established in the period of 2013 – 2015
	Furniture, equipment, and educational materials are provided to Adult Literacy Centers,
	Teachers and Center Heads are provided at an annual average of 6,500 real along with increases in their monthly allowances
	Textbooks and learning materials are fully provided
	Introduction of new vocational courses such as: computer training, henna sketches, hairdressing, cosmetology, and incense making.
	Technical and academic curricula for Illiterate sector reviewed and improved
	An annual average of 1,000 teachers and mentors are better skilled to teach at Adult Education centers through training
	Capacity building activities are provided for 80 admin staff in the illiteracy and adult education sector

CHAPTER 4: Implementation of the MTRF 2013-2015

3.1 Overview of MTRF Implementation

THE MTRF WILL BE USED AS A BASE AND REFERENCE FOR ALL FRAMEWORKS OF IMPLEMENTATION.

The philosophy of the MTRF depends on planning and implementation according to results and outcomes contributing to the achievement of aims and strategies of general education and illiteracy/adult education which have been classified into five categories:

- Registration and equality in providing learning services
- Improvement in quality of education
- Efficient provision of services through the education system
- Results related to early childhood
- Results related to illiteracy and adults learning

For the implementation of the aforementioned results, ten programs has been set, eight of them have been allocated to the achievement of the targeted results in the elementary and secondary school stages (three programs allocated for achieving the results of enrollment and equality in providing the learning service, three programs are allocated for the achievement of the quality of education, two programs are allocated for the achievement of strengthening institutional capacity of the educational system). The ninth program is allocated for the early childhood, and the tenth for literacy and adult education. The most important strategies, policies, and outcomes have been defined in the frameworks of the programs in chapter two of this document. Also, each program contained a matrix to be achieved for the years 2013 – 2015 (Appendices 1 and 2). The outcomes matrix defines the targeted strategies, policies, and outcomes, as well as indicators of achievement, and suggested activities.

The strategies, policies and annual outcomes suggest some priorities for an executive framework for implementation of all of the ten programs. The fact that all the programs are interrelated makes the achievement of the medium-term results impossible in the absence of efficient coordination among them. Therefore, those programs should be sequenced by priority in order to achieve the strategy objectives efficiently. Also, it is important to highlight the implementation

stages for each program and determine the sector that is responsible for effective implementation. Targeted results for each program represent standard measures for implementation, follow-up, and evaluation activities. The outcomes matrix will be a flexible foundation that can be adjusted and improved through the MoE annual review process.

This chapter will discuss the coordination mechanisms of implementation including: annual planning processes; alignment of development partners with the MTRF and MoE plans; coordination MTRF with other ministries and government educational associations and agencies; and the coordination with the offices of education in governorates and districts to integrate the MTRF into their annual plans. The frameworks and mechanisms for monitoring and evaluation will be discussed in chapter four of this document.

3.2 MTRF IMPLEMENTATION MECHANISMS

THE IMPLEMENTATION OF THE MTRF DEPENDS ON A BASIC ROLE, WHICH STATES THAT THE IMPLEMENTATION OF THE EDUCATIONAL SERVICE WILL BE THE RESPONSIBILITY OF DIFFERENT MINISTRIES, PROJECTS AND PROGRAMS, AND NOT THE RESPONSIBILITY OF THE MOE ALONE. THE MOE IS THE PRACTICAL LEADER FOR PLANNING, IMPLEMENTING, MONITORING AND EVALUATING THE DIFFERENT ASPECTS RELATED TO THE IMPLEMENTATION OF THE MTRF AND PLAYS A ROLE TO UNIFY THE AIMS AND PROSPECTIVE OF ALL THOSE WHO DIRECTLY OR INDIRECTLY SUPPORT AND PROVIDE THE EDUCATIONAL SERVICE . THEREFORE, THE MOE'S RESPONSIBILITY RESTS IN THE CONSULTATION AND COORDINATION WITH ALL PARTNERS SUPPORTING EDUCATION TO DEVELOP A MUTUALLY AGREED-UPON COORDINATION MECHANISM THAT UNIFIES THE PLANNING FRAMEWORKS OF THE DIFFERENT PARTNERS ON BOTH THE MTRF AND ANNUAL PLANS. THIS WILL HELP TO HARMONIZE EFFORTS AND RESOURCES NEEDED FOR ACHIEVING THE AIMS AND RESULTS OF THE MTRF WHICH CONTRIBUTES TO ATTAINING THE LONG-TERM STRATEGIES OF THE PRIMARY AND SECONDARY EDUCATION, AS WELL AS THOSE OF LITERACY AND ADULT EDUCATION. THE MTRF AND ITS TEN PROGRAMS REPRESENTS THE OVERALL FRAMEWORK FOR WHICH IMPLEMENTATION AND COORDINATION WITH DEVELOPMENT PARTNERS DEPENDS ON AND INCLUDE THE FOLLOWING COMPONENTS WHICH ARE DESCRIBED IN DETAIL BELOW.

- The preparation of MoE annual plans
- Harmony and alignment of the support provided by development partners and the civil society associations with the framework of the medium-term results and MoE annual plans
- Coordination of all ministries related to general education for implementing the MTRF
- Full coordination with the offices of education in the governorates and districts in order to integrate MTRF into their annual plans.

3.2.1 PREPARATION OF MOE ANNUAL PLANS

The implementation of the MTRF requires translating the expected objectives, results and procedural programs into annual plans. Because the annual plan is based on the results and programs and not on the sector plans, the preparation and implementation of each program is done by more than one sector. Therefore it is recommended that the current sector-based managerial structure should be replaced by plans of complementary programs that have direct links between each other's activities and objectives as set out in the MTRF. This will ensure the alignment of annual plan activities in the framework of each program with the activities of

different programs. Accordingly, a professional team was formed to prepare the MoE's annual plan. The team was directed to do this task in light of the following factors:

- The outcomes defined in the MTRF matrix. The results and outcomes that were not fulfilled the past year should be defined and given priority in the next year. An agreement should be reached on which results, outcomes and the basic activities should be chosen from the MTRF and integrated into the next year's plan. After that, subsidiary activities, time-frames, and allocation of responsibilities and costs are to be identified.
- Because the ministry plan is based on program plans and not on sector plans, the members of the designated professional team should work as a group to integrate the different sectors plans into the ministry's master plan. The team should also make sure that the defined activities in the programs complement each other, so that the desired results and outcomes can be achieved.
- The sector representative in the professional team in charge of annual plan preparation are responsible for supporting, coordinating and preparing the annual plan of the sector he or she represents. Also, he or she should make sure that the general departments' plans in each sector complement and align with the overall results and outcomes of the MTRF.
- Sector representative must ensure that constant unit costs have been used in estimating the different activities and are based on the prior year's costs.
- Consideration of recommendations and policies related to the annual plan which has been agreed upon with the development partners supporting general education and illiteracy or those participating in the joint annual review.
- Incorporation of feedback received from the different sectors and development partners

The annual plan will be prepared according to the following stages:

1. Reaching an agreement on the mean results, outcomes and activities for each of the ten programs. These will be chosen from the results and outcome matrix contained in the MTRF for the next year's plan. Priority will be given to the unfulfilled results and outcomes from previous years.
2. Identifying the detailed activities to fulfill the targeted results of each program.
3. Ensuring that sector plans have been integrated into the framework of each program.
4. Finalizing the costs, basic implementation responsibilities, and time-frames for each of the ten programs
5. Translating the draft plan into English
6. Sending the draft plan to the different sectors and to development partners for feedback
7. Revising the plan according to sector and the development partner feedback.

8. Forwarding the plan to the deputies' council for final approval
9. Negotiating with development partners on the support to be provided for implementation of the annual plan

The General Department of Planning and Statistics is in charge of coordination and follow-up of the preparation of the ministry's annual plan, and ensuring that it is linked to the results and outcomes specified in the matrix of the MTRF.

3.2.2 MECHANISMS OF ALIGNING SUPPORT PROVIDED BY DEVELOPMENT PARTNERS AND CIVIL SOCIETY ORGANIZATIONS WITH MTRF AND ANNUAL WORK PLANS

The MTRF and related annual plans not only enhances coordination with development partners, but has also become an international trend that was adopted in the Paris and Montreal conferences in that support provided by development partners must be aligned with national government priorities and plans. During the past years an agreement regarding mechanisms of coordination with the development partners has been reached. The partnership document summarizes aspects of cooperation between the government and its development partners. Some of the development partners supported the 2006 – 2010 MTRF as well as annual plans from 2007-2010. However, cooperation between all partners and the government needs to be strengthened and reinforced. It should be noted that development partners' role should not be limited to providing financial and technical support needed for annual plan implementation, but should also include active participation in the planning, implementation, and monitoring of those plans, according to the following steps:

- 1. Development partner participation in the MTRF 2013-2015 preparation by:**
 - a. Having representatives on the annual review committee which is in charge of the approval of medium-term objectives and results in the framework draft.
 - b. Having representatives on the framework preparation committee, contributing to objective statements and the preparation of the MTRF content.
 - c. Having representatives in the committee in charge of reviewing the framework draft to provide suggestions on improvements
 - d. Participating in the general discussions of the annual joint review.
 - e. Having representatives participate in in the second stage which puts into practice all the suggestions and recommendations obtained during the annual joint review.
- 2. Participating in the preparation of the MoE annual plan by:**
 - a. Reaching an agreement concerning the results and aims to be targeted in the ministry annual plan for the coming year.
 - b. Participating in the monthly discussions that are held by the development partners and devoted to reviewing progress of the annual plan preparation.
- 3. Participating in the preparation and implementation of the annual joint review by:**

- a. Having representatives in the committee in charge of preparation for the joint annual review.
- b. Participating in the monthly discussions about achieved progress and plans.
- c. Participating in the general meetings and the task workgroups held during annual review workshops.
- d. Participating in the meetings that follow annual reviews to discuss the policies and recommendations reached during the review.

According to the Paris, Montreal and Copenhagen conferences, wealthy governments and donor associations are obliged to align and harmonize their support with the priorities and strategies of the governments they are supporting. Therefore they are asked to support through investment in education resources in order to achieve the targeted results, through the following:

- a. Using the results and programs defined in this framework for providing future perspective or views for supporting education in Yemen, in ways that contribute to the harmony and alignment of their perspectives, aims, programs and planned projects activities with Yemeni government priorities, programs and activities as defined in this framework.
- b. Assessing projects by using indicators that measure the extent of contribution to the achievement of the results, aims, and outcomes defined in this framework.
- c. Avoiding direct negotiation with sectors to have programs and activities unrelated to the agreed upon results and objectives of the education sector MTRF.
- d. Implement programs that are directly linked to targeted results without engaging in experimental projects that are unrelated to the framework.
- e. Use the ministry's financial and administrative systems as a unified system to resolve the issue of different systems used by development partners.
- f. Enforce transparency and accountability in financial management and contribute to the continuation of integrated sector support (SWAP).

3.2.3 COORDINATION MECHANISMS WITH RELATED MINISTRIES FOR THE IMPLEMENTATION OF THE MTRF

The purpose of these mechanisms is to facilitate the discussion of educational issues between the MoE and related ministries of Higher Education, Local Administration, Finance, International Planning and Cooperation, and Civil Services.

Coordination between the MoE and Ministry of Higher Education and Scientific Research:

This framework aims at establishing regular dialogue and meetings between the two ministries leading to update and develop pre-service teacher education programs conducted through Faculties of Education. The coordination aims to achieve the following:

- a. Improve the type of pre-service teacher education to be able to prepare the teachers for all levels of education from pre-school level to the end of secondary level. The existing pre-service teacher education prepare teachers for grades 7-12 only

- b. Develop and update the quality of pre-service teacher education to provide teachers with competencies needed to improve the process of teaching and learning within the class base on student. The role of teachers should change to be the facilitator of the process of teaching and learning not as a main resource for knowledge.
- c. Improve the link between pre-service teacher education programs and basic and secondary schools, and strengthen the practical teaching conducted in pre-service teacher education programs.

Coordination between the MoE and Ministry of Local Administration (MoLA): This framework aims at establishing regular dialogue and meetings between the two ministries according to the following programs and tasks:

- a. Integrating the national strategy of the development of primary education in the framework of local planning coordinated by the MoLA, and defining ways to cooperate in planning procedures between the two ministries.
- b. Preparing guidelines to support the decentralized educational planning process between the two ministries
- c. Preparing coordination guidelines between the MoE, MoLA and the Ministries of Finance, Planning and International Cooperation, and Civil Services as well as the Social Fund for Development, Public Construction Works, and Social Welfare Fund for the overall planning and financing of education, especially the development of teachers and infrastructure
- d. Implementing the MoE's roles in educational policy making, supervising, and reviewing the educational objectives manual through MoE, Social Fund for Development, and Public Construction Works department.
- e. Facilitating the monitoring and evaluation processes through the MoLA and the decentralization system, along with incorporating the educational information system into educational monitoring to avoid duplicate reporting.

Coordination with the Ministry of Finance (MoF): This proposal aims at providing a framework for the ministry of education and ministry of finance to deal with agreed upon issues that affect finance of education, and to connect the plans with budgets approved by the MoF. This document suggests the MoE and MoF should reach an agreement on the following issues:

- a. Mechanisms to pay operational funds directly to schools, along with approved expenditure lines, spending procedures, auditing methods, and float clearance standards for schools.

- b. Defining the MoE budget as a percentage of the general national budget or as a percentage of GDP giving priority to basic education as a free service provided for by the government for all children aged 6 – 14 years old.
- c. Increasing the current MoE budget (excluding teacher salaries) to enable the implementation of the education quality improvement programs outlined herein.
- d. Agreeing on the planning manual and appropriate outcomes of the MoE budget.
- e. Agreeing on the budget preparation manual involving other related ministries such as the MoLA.
- f. Agreeing on the expected outcomes of investment in the resources for education.
- g. Setting-up a time-frames to review program outcomes financed by the MoF and determining achievement criteria (e.g. educational surveys).
- h. Discussing financing contingency plans.
- i. Incorporating donor funds into the same financing plan for different sectors.

Coordination with Ministry of Civil Services (MoCS): This framework aims at the establishment of coordination between the MoE and MoCS regarding issues related to the selection, management and motivation of teachers and other personnel at the MoE. This document suggests an agreement to be reached regarding the following issues:

- a. Standards and mechanisms for selecting and employing teachers.
- b. A system for enhancing and encouraging teachers, particularly female teachers, to work in rural areas.
- c. Implementation of the Prime Minister's decree No. 167 of 2006, which gives schools the right to employ their own staff.
- d. Linking promotion to performance-based evaluation.

Coordination mechanism with Ministry of Planning and International Cooperation (MOPIC): This framework aims to establish efficient coordination between MoE and MoPIC regarding planning issues on the national level, including the following:

- a. Enhancing the correlation among general education plans and strategies with poverty reduction programs and strategies and national economical outcomes.
- b. Aligning development partner programs with national priorities as set by the government.

Coordination Mechanisms at the National Level (Prime Minister’s Office): The MoE together with development partners should lobby the national government to adopt general and public policies that orient governmental and non-governmental organizations towards development related issues at the national level. This coherent and consistent policy towards development related issues should be promoted through all types of media, religious channels, especially weekly mosques’ gatherings. Promoted development issues should include:

- a. Campaigning to raise the awareness of the importance of birth control and its benefits for children, families, and society as a whole.
- b. Raising awareness about the significance of education, especially for females.
- c. Increasing the awareness of disadvantages of underage marriage and assisting in passing the minimum age for marriage legislation.
- d. Promoting the issue of medium-term results and medium-term funds in a manner that would transform governmental commitments to a plan and a budget while minimizing competition among government sectors for the national public budget

3.2.4 COORDINATION MECHANISMS AMONG THE MOE GOVERNORATE AND DISTRICT OFFICES TO INTEGRATE THE MTRF INTO ANNUAL PLANS

The purpose of this framework is to help the MoE governorate and district offices coordinate their processes of planning and implementing medium-term results. It should be noted that local authorities are responsible for preparing, monitoring and evaluating, and budgeting for annual plans. Plans are prepared according to the following procedures:

1. Plans and budgets are prepared at the district level by the district executive office
2. District plans are sent to the governorate office where various districts plans are integrated into one governorate plan which is prepared by the governorate executive office
3. Governorate plans are sent to the MoLA, who then forwards it to the MoF to be incorporated into the governorate’s overall national budget

As such, MoE has limited influence over the planning and budgeting for governorate and district offices. It’s role is a guiding one in which capacity building for such offices is provided to enable effective analysis of educational issues and development of annual and medium-term plans aligned with the medium-term targeted results with a focus on governorate and district specific priorities. This planning process takes the following steps:

1. Compute different governorate indicators compared to national benchmark figures to identify governorate priorities to be incorporated into each governorate plan as follows:
 - a) Governorates with higher than national average rates in enrollment focus on improving the quality of education

b) Governorates with lower than national average rates in enrollment focus on increasing such rate with an emphasis on gender

2. The MoE and development partners support governorate capacity building with a focus on those governorates that have lower than national average enrollment rates
3. Publication and distribution of the education sector MTRF and its programs to governorates to be used as a guide for preparing their annual and medium-term plans.
4. Developing manuals on preparing annual and medium-term plans that are in accordance to the MTRF.
5. Assigning small teams at the governorate levels to prepare such plans and train other staff on planning, monitoring, and evaluation techniques.
6. Conduct training workshops at the governorate and district levels to build capacity in planning, monitoring, and evaluation according to the development programs and priority results in each governorate.

At the governorate level, studies should be carried out to uncover reasons for low enrollment rates for both genders and propose interventions for resolution. Such reasons could be lack of school buildings or awareness of the importance of education, especially for females. These governorates should also be given priority in terms of provision of female teachers and poverty reduction programs.

To help governorates in linking their plans to the medium-term results and increasing enrollment rates and reducing the enrollment gender gap, a table has been prepared (Annex 1) showing the net enrollment rates for each governorate for 2010/2011 and the net rates that should be achieved by 2015/2016.

It must be noted that implementation and coordination frameworks proposed in this chapter, along with the monitoring and evaluation frameworks presented in the next chapter will be revisited and updated as necessary through periodic reviews.

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Chapter 4: Implementation of the MTRF 2013-2015

4.1 Overview of MTRF Implementation

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- Improvement in quality of education
- Efficient provision of services through the education system
- Results related to early childhood
- Results related to illiteracy and adults learning

For the implementation of the aforementioned results, ten programs have been set, eight of them have been allocated to the achievement of the targeted results in the elementary and secondary school stages (three programs allocated for achieving the results of enrollment and equality in providing the learning service, three programs are allocated for the achievement of the quality of education, two programs are allocated for the achievement of strengthening institutional capacity of the educational system). The ninth program is allocated for the early childhood, and the tenth for literacy and adult education. The most important strategies, policies, and outcomes have been defined in the frameworks of the programs in chapter two of this document. Also, each program contained a matrix to be achieved for the years 2013 – 2015 (Appendices 1 and 2). The outcomes matrix defines the targeted strategies, policies, and outcomes, as well as indicators of achievement, and suggested activities.

The strategies, policies and annual outcomes suggest some priorities for an executive framework for implementation of all of the ten programs. The fact that all the programs are interrelated makes the achievement of the medium-term results impossible in the absence of efficient coordination among them. Therefore, those programs should be sequenced by priority in order to achieve the strategy objectives efficiently. Also, it is important to highlight the implementation stages for each program and determine the sector that is responsible for effective implementation. Targeted results for each program represent standard measures for implementation, follow-up, and evaluation activities. The outcomes matrix will be a flexible foundation that can be adjusted and improved through the MoE annual review process.

This chapter will discuss the coordination mechanisms of implementation including: annual planning processes; alignment of development partners with the MTRF and MoE plans; coordination MTRF with other ministries and government educational associations and agencies; and the coordination with the offices of education in governorates and districts to integrate the MTRF into their annual plans. The frameworks and mechanisms for monitoring and evaluation will be discussed in chapter four of this document.

4.2 MTRF IMPLEMENTATION MECHANISMS

THE IMPLEMENTATION OF THE MTRF DEPENDS ON A BASIC ROLE, WHICH STATES THAT THE IMPLEMENTATION OF THE EDUCATIONAL SERVICE WILL BE THE RESPONSIBILITY OF DIFFERENT MINISTRIES, PROJECTS AND PROGRAMS, AND NOT THE RESPONSIBILITY OF THE MOE ALONE. THE MOE IS THE PRACTICAL LEADER FOR PLANNING, IMPLEMENTING, MONITORING AND EVALUATING THE DIFFERENT ASPECTS RELATED TO THE IMPLEMENTATION OF THE MTRF AND PLAYS A ROLE TO UNIFY THE AIMS AND PROSPECTIVE OF ALL THOSE WHO DIRECTLY OR INDIRECTLY SUPPORT AND PROVIDE THE EDUCATIONAL SERVICE . THEREFORE, THE MOE'S RESPONSIBILITY RESTS IN THE CONSULTATION AND COORDINATION WITH ALL PARTNERS SUPPORTING EDUCATION TO DEVELOP A MUTUALLY AGREED-UPON COORDINATION MECHANISM THAT UNIFIES THE PLANNING FRAMEWORKS OF THE DIFFERENT PARTNERS ON BOTH THE MTRF AND ANNUAL PLANS. THIS WILL HELP TO HARMONIZE EFFORTS AND RESOURCES NEEDED FOR ACHIEVING THE AIMS AND RESULTS OF THE MTRF WHICH CONTRIBUTES TO ATTAINING THE LONG-TERM STRATEGIES OF THE PRIMARY AND SECONDARY EDUCATION, AS WELL AS THOSE OF LITERACY AND ADULT EDUCATION. THE MTRF AND ITS TEN PROGRAMS REPRESENTS THE OVERALL FRAMEWORK FOR WHICH IMPLEMENTATION AND COORDINATION WITH DEVELOPMENT PARTNERS DEPENDS ON AND INCLUDE THE FOLLOWING COMPONENTS WHICH ARE DESCRIBED IN DETAIL BELOW.

- The preparation of MoE annual plans
- Harmony and alignment of the support provided by development partners and the civil society associations with the framework of the medium-term results and MoE annual plans
- Coordination of all ministries related to general education for implementing the MTRF
- Full coordination with the offices of education in the governorates and districts in order to integrate MTRF into their annual plans.

4.2.1 PREPARATION OF MOE ANNUAL PLANS

The implementation of the MTRF requires translating the expected objectives, results and procedural programs into annual plans. Because the annual plan is based on the results and programs and not on the sector plans, the preparation and implementation of each program is done by more than one sector. Therefore it is recommended that the current sector-based managerial structure should be replaced by plans of complementary programs that have direct links between each other's activities and objectives as set out in the MTRF. This will ensure the alignment of annual plan activities in the framework of each program with the activities of different programs. Accordingly, a professional team was formed to prepare the MoE's annual plan. The team was directed to do this task in light of the following factors:

- The outcomes defined in the MTRF matrix. The results and outcomes that were not fulfilled the past year should be defined and given priority in the next year. An agreement should be reached on which results, outcomes and the basic activities should be chosen from the MTRF and integrated into the next year's plan. After that, subsidiary activities, time-frames, and allocation of responsibilities and costs are to be identified.
- Because the ministry plan is based on program plans and not on sector plans, the members of the designated professional team should work as a group to integrate the different sectors plans into

the ministry's master plan. The team should also make sure that the defined activities in the programs complement each other, so that the desired results and outcomes can be achieved.

- The sector representative in the professional team in charge of annual plan preparation are responsible for supporting, coordinating and preparing the annual plan of the sector he or she represents. Also, he or she should make sure that the general departments' plans in each sector complement and align with the overall results and outcomes of the MTRF.
- Sector representative must ensure that constant unit costs have been used in estimating the different activities and are based on the prior year's costs.
- Consideration of recommendations and policies related to the annual plan which have been agreed upon with the development partners supporting general education and illiteracy or those participating in the joint annual review.
- Incorporation of feedback received from the different sectors and development partners

The annual plan will be prepared according to the following stages:

10. Reaching an agreement on the mean results, outcomes and activities for each of the ten programs. These will be chosen from the results and outcome matrix contained in the MTRF for the next year's plan. Priority will be given to the unfulfilled results and outcomes from previous years.
11. Identifying the detailed activities to fulfill the targeted results of each program.
12. Ensuring that sector plans have been integrated into the framework of each program.
13. Finalizing the costs, basic implementation responsibilities, and time-frames for each of the ten programs
14. Translating the draft plan into English
15. Sending the draft plan to the different sectors and to development partners for feedback
16. Revising the plan according to sector and the development partner feedback.
17. Forwarding the plan to the deputies' council for final approval
18. Negotiating with development partners on the support to be provided for implementation of the annual plan

The General Department of Planning and Statistics is in charge of coordination and follow-up of the preparation of the ministry's annual plan, and ensuring that it is linked to the results and outcomes specified in the matrix of the MTRF.

4.2.2 MECHANISMS OF ALIGNING SUPPORT PROVIDED BY DEVELOPMENT PARTNERS AND CIVIL SOCIETY ORGANIZATIONS WITH MTRF AND ANNUAL WORK PLANS

The MTRF and related annual plans not only enhances coordination with development partners, but has also become an international trend that was adopted in the Paris and Montreal conferences in that support provided by development partners must be aligned with national government priorities and plans. During the past years an agreement regarding mechanisms of coordination with the development partners has been reached. The partnership document summarizes aspects of cooperation between the government and its development partners. Some of the development partners supported the 2006 – 2010 MTRF as well as annual plans from 2007-2010. However, cooperation between all partners and the government needs to be strengthened and reinforced. It should be noted that development partners' role should not be limited to providing financial and technical support needed for annual plan implementation, but should also include active participation in the planning, implementation, and monitoring of those plans, according to the following steps:

4. Development partner participation in the MTRF 2013-2015 preparation by:

- f. Having representatives on the annual review committee which is in charge of the approval of medium-term objectives and results in the framework draft.
- g. Having representatives on the framework preparation committee, contributing to objective statements and the preparation of the MTRF content.
- h. Having representatives in the committee in charge of reviewing the framework draft to provide suggestions on improvements
- i. Participating in the general discussions of the annual joint review.
- j. Having representatives participate in in the second stage which puts into practice all the suggestions and recommendations obtained during the annual joint review.

5. Participating in the preparation of the MoE annual plan by:

- c. Reaching an agreement concerning the results and aims to be targeted in the ministry annual plan for the coming year.
- d. Participating in the monthly discussions that are held by the development partners and devoted to reviewing progress of the annual plan preparation.

6. Participating in the preparation and implementation of the annual joint review by:

- e. Having representatives in the committee in charge of preparation for the joint annual review.
- f. Participating in the monthly discussions about achieved progress and plans.
- g. Participating in the general meetings and the task workgroups held during annual review workshops.
- h. Participating in the meetings that follow annual reviews to discuss the policies and recommendations reached during the review.

According to the Paris, Montreal and Copenhagen conferences, wealthy governments and donor associations are obliged to align and harmonize their support with the priorities and strategies of the governments they are supporting. Therefore they are asked to support through investment in education resources in order to achieve the targeted results, through the following:

- h. Using the results and programs defined in this framework for providing future perspective or views for supporting education in Yemen, in ways that contribute to the harmony and alignment of their perspectives, aims, programs and planned projects activities with Yemeni government priorities, programs and activities as defined in this framework.
- i. Assessing projects by using indicators that measure the extent of contribution to the achievement of the results, aims, and outcomes defined in this framework.
- j. Avoiding direct negotiation with sectors to have programs and activities unrelated to the agreed upon results and objectives of the education sector MTRF.
- k. Implement programs that are directly linked to targeted results without engaging in experimental projects that are unrelated to the framework.
- l. Use the ministry's financial and administrative systems as a unified system to resolve the issue of different systems used by development partners.
- m. Enforce transparency and accountability in financial management and contribute to the continuation of integrated sector support (SWAP).

4.2.3 COORDINATION MECHANISMS WITH RELATED MINISTRIES FOR THE IMPLEMENTATION OF THE MTRF

The purpose of these mechanisms is to facilitate the discussion of educational issues between the MoE and related ministries of Local Administration, Finance, International Planning and Cooperation, and Civil Services.

Coordination between the MoE and Ministry of Local Administration (MoLA): This framework aims at establishing regular dialogue and meetings between the two ministries according to the following programs and tasks:

- f. Integrating the national strategy of the development of primary education in the framework of local planning coordinated by the MoLA, and defining ways to cooperate in planning procedures between the two ministries.
- g. Preparing guidelines to support the decentralized educational planning process between the two ministries
- h. Preparing coordination guidelines between the MoE, MoLA and the Ministries of Finance, Planning and International Cooperation, and Civil Services as well as the Social Fund for Development, Public Construction Works, and Social Welfare Fund for the overall planning and financing of education, especially the development of teachers and infrastructure

- i. Implementing the MoE's roles in educational policy making, supervising, and reviewing the educational objectives manual through MoE, Social Fund for Development, and Public Construction Works department.
- j. Facilitating the monitoring and evaluation processes through the MoLA and the decentralization system, along with incorporating the educational information system into educational monitoring to avoid duplicate reporting.

Coordination with the Ministry of Finance (MoF): This proposal aims at providing a framework for the ministry of education and ministry of finance to deal with agreed upon issues that affect finance of education, and to connect the plans with budgets approved by the MoF. This document suggests the MoE and MoF should reach an agreement on the following issues:

- j. Mechanisms to pay operational funds directly to schools, along with approved expenditure lines, spending procedures, auditing methods, and float clearance standards for schools.
- k. Defining the MoE budget as a percentage of the general national budget or as a percentage of GDP giving priority to basic education as a free service provided for by the government for all children aged 6 – 14 years old.
- l. Increasing the current MoE budget (excluding teacher salaries) to enable the implementation of the education quality improvement programs outlined herein.
- m. Agreeing on the planning manual and appropriate outcomes of the MoE budget.
- n. Agreeing on the budget preparation manual involving other related ministries such as the MoLA.
- o. Agreeing on the expected outcomes of investment in the resources for education.
- p. Setting-up a time-frames to review program outcomes financed by the MoF and determining achievement criteria (e.g. educational surveys).
- q. Discussing financing contingency plans.
- r. Incorporating donor funds into the same financing plan for different sectors.

Coordination with Ministry of Civil Services (MoCS): This framework aims at the establishment of coordination between the MoE and MoCS regarding issues related to the selection, management and motivation of teachers and other personnel at the MoE. This document suggests an agreement to be reached regarding the following issues:

- e. Standards and mechanisms for selecting and employing teachers.

- f. A system for enhancing and encouraging teachers, particularly female teachers, to work in rural areas.
- g. Implementation of the Prime Minister's decree No. 167 of 2006, which gives schools the right to employ their own staff.
- h. Linking promotion to performance-based evaluation.

Coordination mechanism with Ministry of Planning and International Cooperation (MOPIC): This framework aims to establish efficient coordination between MoE and MoPIC regarding planning issues on the national level, including the following:

- c. Enhancing the correlation among general education plans and strategies with poverty reduction programs and strategies and national economical outcomes.
- d. Aligning development partner programs with national priorities as set by the government.

Coordination Mechanisms at the National Level (Prime Minister's Office): The MoE together with development partners should lobby the national government to adopt general and public policies that orient governmental and non-governmental organizations towards development related issues at the national level. This coherent and consistent policy towards development related issues should be promoted through all types of media, religious channels, especially weekly mosques' gatherings. Promoted development issues should include:

- e. Campaigning to raise the awareness of the importance of birth control and its benefits for children, families, and society as a whole.
- f. Raising awareness about the significance of education, especially for females.
- g. Increasing the awareness of disadvantages of underage marriage and assisting in passing the minimum age for marriage legislation.
- h. Promoting the issue of medium-term results and medium-term funds in a manner that would transform governmental commitments to a plan and a budget while minimizing competition among government sectors for the national public budget

4.2.4 COORDINATION MECHANISMS AMONG THE MOE GOVERNORATE AND DISTRICT OFFICES TO INTEGRATE THE MTRF INTO ANNUAL PLANS

The purpose of this framework is to help the MoE governorate and district offices coordinate their processes of planning and implementing medium-term results. It should be noted that local authorities are responsible for preparing, monitoring and evaluating, and budgeting for annual plans. Plans are prepared according to the following procedures:

4. Plans and budgets are prepared at the district level by the district executive office

5. District plans are sent to the governorate office where various districts plans are integrated into one governorate plan which is prepared by the governorate executive office
6. Governorate plans are sent to the MoLA, who then forwards it to the MoF to be incorporated into the governorate's overall national budget

As such, MoE has limited influence over the planning and budgeting for governorate and district offices. It's role is a guiding one in which capacity building for such offices is provided to enable effective analysis of educational issues and development of annual and medium-term plans aligned with the medium-term targeted results with a focus on governorate and district specific priorities. This planning process takes the following steps:

1. Compute different governorate indicators compared to national benchmark figures to identify governorate priorities to be incorporated into each governorate plan as follows:
 - a) Governorates with higher than national average rates in enrollment focus on improving the quality of education
 - b) Governorates with lower than national average rates in enrollment focus on increasing such rate with an emphasis on gender
2. The MoE and development partners support governorate capacity building with a focus on those that have lower than national average enrollment rates
3. Publication and distribution of the education sector MTRF and its programs to governorates to be used as a guide for preparing their annual and medium-term plans.
4. Developing manuals on preparing annual and medium-term plans that are in accordance to the MTRF.
5. Assigning small teams at the governorate levels to prepare such plans and train other staff on planning, monitoring, and evaluation techniques.
6. Conduct training workshops at the governorate and district levels to build capacity in planning, monitoring, and evaluation according to the development programs and priority results in each governorate.

At the governorate level, studies should be carried out to uncover reasons for low enrollment rates for both genders and propose interventions for resolution. Such reasons could be lack of school buildings or awareness of the importance of education, especially for females. These governorates should also be given priority in terms of provision of female teachers and poverty reduction programs.

To help governorates in linking their plans to the medium-term results and increasing enrollment rates and reducing the enrollment gender gap, a table has been prepared (Annex 1) showing the net enrollment rates for each governorate for 2010/2011 and the net rates that should be achieved by 2015/2016.

It must be noted that implementation and coordination frameworks proposed in this chapter, along with the monitoring and evaluation frameworks presented in the next chapter will be revisited and updated as necessary through periodic reviews.

MTRF MONITORING AND EVALUATION

Monitoring and evaluation (M&E) of results forms a critical part of MTRF. The technical office of MoE will monitor the MTRF Indicative Framework as part of MoE Monitoring Plan. Data on indicators will be reported and collected through MoE administrative units and governorate and district level as reported by implementation teams, particularly for the output indicators. GEOs and DEOs will monitor progress at the governorate level (through regular annual progress reports) in coordination with MoE technical team.

In particular, the MTRF results and processes will be monitored by the Government and the development partners during the Joint Annual Reviews (JAR) of the sector.

Technical team will provide guidance, support and capacity building where required to the MoE units, and programme related staff in the governorates and districts. In particular, the directorates that will be supported are those responsible for statistics, monitoring and evaluation, including at the local level. In terms of content it will include MTRF indicators, data and information collection, processing and analysis linked to the MTRF indicators. The development of a fully-fledged EMIS will allow for collection of information on timely manner.

Technical team will be responsible for: (i) monitoring of input, intermediate and outcome indicators; (ii) supporting governorates to develop and carry out their implementation plans; (iii) preparing and submitting annual progress reports to MoE, including the baseline and values of specific implementation indicators by component and activity, as provided by the MoE technical office; and (iv) sharing with MoE all related implementation progress reports that it receives from the relevant governorates, GEOs and DEOs.

Technical team will collect all related implementation progress reports that it receives from all governorates, its GEOs and DEOs. Relevant staff in the GEOs and DEOs will monitor progress at the governorate level and submit progress reports to MoE.

The table in Annex 2 shows MTRF proposed result and process indicators for the MTRF to be achieved by 2015/2016.

CHAPTER 4 Budget Consideration for MTRF Implementation

REFORM SCENARIOS

The required budget for the implementation of the MTRF was calculated on the basis of projection of students' enrollment in pre-school, basic and secondary education, and literacy and adult education. Statistics of 2010-11 have been used as the baseline. Existing enrollment and completion rates for the period of 2005 – 2025 have been updated and calculated according to the modern population data, which was prepared by the Central Organization of Statistics (COS). The three alternatives suggested are as follows:

- **The High Alternative:** This alternative assumes that trends related to fertility, death and immigration (both internal and external), which took place in the past will continue to the present at the similar rates. The total fertility rates were reduced from 6.1 in the beginning of 2005 to 5.6 during the next five year period (from 2005 to 2010) and are expected to reduce to 4.6 during the consecutive period until the average reaches 4 at the end of the estimated projection year of 2025, with an annual reduction of 0.1 born child.
- **The Medium Alternative:** This alternative is based on the assumption that suggests reduction in total fertility rate a little bit quicker than the high alternative. It expects a drop from 6.1 born child in the beginning of the year 2005 to 5.5 during the next five year period (from 2005 to 2010), then to 3.7 at the end of projection year 2025 with an annual reduction of 0.12. This is the alternative that has been used to estimate the number of students until 2015 because this is believed to be the most realistic target. This is the consequence of concentrating efforts on reducing population growth rates as a base for development since 2005, including increasing educational standards for females. Moreover, introduction of female marriage law which made age 17 as the minimum for the females to marry, is expected to mitigate and reduce early marriages, particularly in rural and remote areas. This law is expected to reduce fertility rates as presumed by the above mentioned alternative.
- **The Reduced Alternative:** This alternative is based on the objectives of the national policy of the population that assumes that fertility rate will decrease from 6.1 in 2005 to

4.1 in 2015 and to less than 3.3 at the end of the projection period 2025. It must be noted that the objective put forward could be difficult to achieve and apply due to various obstacles in program implementation and insufficient awareness among the general public for the Yemen population issue.

COS recommended that the medium alternatives is used by the official agencies, such as MoE. The numbers of students in each phase of the education system are projected for the period 2013 – 2015 according to enrollment and completion rates since the base year, and the enrolment rates of the targeted period until 2015. The team estimated the cost of education inputs for the projected mass of students such as classrooms, auxiliary rooms, number of teachers, textbooks, school furniture, equipment such as computers and science labs, operating cost including maintenance, as well as other education cost such as capacity building activities including training of teachers, curriculum reforms, reforms in management and governance of education etc. The required cost of inputs and activities needed for implementation of MTRF until 2015 will be compared with the available resources coming from public sources as well as development partners and private sector.

ESTIMATION OF MTRF COSTS

Estimation of required costs to achieve the MTRF by 2015 is identified in the following two scenarios.

Scenario 1: This is based on the current reality without any changes. These future projections are based on baseline year indicators without making any changes or modifications.

Scenario 2: This is a reform scenario based on introducing reforms in the indicators and criteria of the baseline year to reduce requirements and costs of achieving targeted results in current reality scenario. Under this scenario, human resources and material requirements, investment process, and material resources are invested in more efficient manner. For this purpose of realistic and acceptable implementation, specific indicators are to be selected and their improvement is to be gradually targeted without making abrupt changes that might have negative consequences or hinder achieving the MTRF.

Restricted attention has been given to these two scenarios. Researchers abandoned the third scenario which is based on achieving quick reforms in the educational systems to help upgrade the degree of resources, educational utilization, and efficiency and reach results more quickly. However, such a scenario could not be easily achieved if it stays within the parameters of the current situation given current institutional capacities of the MoE. If such a scenario were to be implemented, it would require large modifications in the financial and administrative systems.

It is important to note that the reforms scenario is the scenario that will be utilized in estimating the requirements and costs of achieving the MTRF as well as bridging the financial gaps between the cost of framework implementation and available resources in the government budget and development partner support.

5.3 ASSUMPTIONS OF MTRF COST ESTIMATION

This general assumption has been used in the development of scenarios built on that the number of double shift sections will not increase over the year of the plan, and also used the assumptions in the table below to increase non-teachers staffs at school.

General assumptions for plan deeds estimator: these assumptions are based on needs estimation for fixing the ratio of a school's working hours in 2010/2011 and unified coverage ratio of teacher manpower.

Table of Coverage Ratio of Teacher Manpower

Manpower required	Basic education		Secondary education	
Manpower required	2010/2011	2015/2016	2010/2011	2015/2016
School Heads	83%	58%	86%	90%
Social workers	20%	24%	30%	35%
Deputies	49%	54%	76%	80%
Laboratory specialists	64%	9%	80%	14%
Librarians	84%	10%	13%	17%
Secretaries	17%	20%	31%	35%

- A coverage ratio of text books is 100% throughout the plan period
- A coverage ratio of teacher's prospectus increases from 78% in the baseline year to 85% for basic education and 100% for secondary education
- Coverage ratio of other rooms for each basics secondary education to 3,034 rooms
- Teachers trained during each year of the MTRF include 20% administrators and other work force members at both basic and secondary education
- The percentage of schools that need maintenance increases by about 10% until 2015 20% of which in basic education and 30% of in secondary education in baseline year up to 30% basic education and 40% of secondary education by 2015.
- The percentage of males and female students obtaining conditional financial incentive is about 23% in basic education and 6% in secondary education in the baseline year. This percentage increases in 2015 to 5% of basic education and 9% of secondary education.
- Both male and female students obtaining school kits from 5.4% in basic education and 0.5% in secondary education in baseline year to 6.5% and 3% in secondary education by 2015.
- The percentage of students of both sexes obtaining school nutrition increases from 5% in basic education and from 0% in secondary education in baseline year to 8% of basic education and 2% of secondary education in 2015.
- The percentage of increases of laboratories in basic education from 20% in 2010 to 40% in 2015, and from 62% to 80 in secondary education.

- Average percentage of increase in new seats is about 20% for basic and secondary education students.

Reform Scenario Assumptions: The previous assumptions apply for both scenarios. But to ensure the efficiency in using the available resources, number of reforms is to be only introduced in reform scenario. The reforms used will be related to school buildings and number of teachers since both of them concenter the most expensive cost for the implementation of the plan. So we will increase the average number of students in the class and in front of the teachers which will decrease the number of classes and teachers needed in the plan.

- Teacher student ratio has increased in basic education gradually from 23 students per teacher base year to 28 student peer teacher in 2015.
- Teacher student ratio has increased in secondary education gradually from 35 per teacher to 39 students per teacher in 2015.
- Average of student's number in the classroom of basic education from 32 student base-year student to 35 students in 2015.
- Average of students in school classroom in secondary education from 37.6 in base year to 39.5 students in 2015.

Increasing the teacher student ratio in both basic and secondary education will be achieved through the policy that will be implemented by the government during the coming 4 years. These policies are: Hiring new teachers will be limited to female teachers at rural areas, and teachers needed for some of the subjects such as math and science, encourage teachers who do not teach to be retire or move to the Ministry of Civil Services.

Increasing the average of students in school classroom will be achieved through the following policies: reorganize school to ensure a minimum number of students as preconditions for open school, building new school base on the need not base on the social demands to avoid insufficient used of the building, and more resources will be be used to improve the quality of education.

PROJECTIONS ON NER AND GER OF BASIC AND SECONDARY EDUCATION

Basic Education: The following table shows net enrollment rates in basic education by gender for the period 2010-2015

Table 7. Projections of NER and the numbers of students 6-14 yrs in basic education by gender for 2010 - 2015

Indicator	2010	2013	2014	2015
Males				
Net Enrollment Rate	87	88.50	89	89.50
Number of Students (6-14)	2,415,636	2,548,334	2,626,903	2,713,081
Females				
Net Enrollment Rate	70.10	73.2	74.4	75.5
Number of Students (6-14)	1,846,375	2,016,481	2,102,775	2,192,358
Both Genders				
Net Enrollment Rate	78.8	81	81.9	82.7
Number of Students (6-14)	4,262,011	4,564,815	4,729,678	4,905,439

Table 8. Projection of GER and number of students of all ages in basic education by gender for 2010 - 2015

Indicator	2010	2013	2014	2015
Males				
Gross Enrollment Rate	96.1	97	97.5	98
Total Number of Students	2,667,272	2,793,089	2,877,787	2,970,748
Females				
Gross Enrollment Rate	75.5	78.2	79	80.2
Total Number of Students	1,989,118	2,154,219	2,232,785	2,328,835
Both Genders				
Gross Enrollment Rate	86.1	87.8	88.5	89.3
Total Number of Students	4,656,390	4,947,308	5,110,572	5,299,583

Secondary Education: The total number of secondary students will increase as a result of the increase in basic education enrollment rates and survival (retention) rates. The following table shows projected net enrolment rates for secondary students by gender for the period 2010 – 2015:

Table 9. Projection of NER and the numbers of students in secondary education by gender for the period of 2010 - 2015

Indicator	2010	2013	2014	2015
Males				
Net Enrollment Rate	27	28.5	29	29.4
Number of Students (15-17)	247,113	262,413	266,826	270,426
Females				
Net Enrollment Rate	19.2	21.7	22.9	23.4
Number of Students (15-17)	162,074	186,759	197,981	203,254
Both Genders				
Net Enrollment Rate	23.3	25.2	26	26.5
Number of Students (15-17)	409,187	449,172	464,807	473,680

The following table shows enrollment rates for secondary students by gender for the period 2010 – 2015.

Table 10. Projections of GER and the numbers of students in secondary education by gender for the period (2010 -2015)

Indicator	2010	2013	2014	2015
Males				
Net Enrollment Rate	41.8	44.7	45.5	46
Total Number of Students	382708	411,574	418,641	423,115
Females				
Net Enrollment Rate	27.6	31.2	32.4	33.4
Total Number of Students	232883	268,520	280,113	290,115
Both Genders				
Net Enrollment Rate	35	38.2	39.2	39.9
Total Number of Students	615,591	680,095	698,754	713,230

REQUIREMENTS FOR MTRF IMPLEMENTATION BY PROGRAM ACCORDING TO REFORM AND REALITY SCENARIOS

Requirements needed have been based on the total number of students as they include the parallel age categories for basic and secondary education. Eight programs have been identified to achieve the targeted results for basic and secondary education. Programs one to four relate to improving the quality of education, while programs five and six relate to raising enrollment rates and improving gender equality in providing educational services. Programs seven and eight are concerned with enhancing the Ministry's institutional capacity in implementing the framework's programs and providing educational services.

Program nine is concerned with achieving the targeted results for pre-school education, and program ten with achieving the results for literacy and adult education. Both are based on the same scenario that intends to improve the quality of education for pre-school and adult students.

It must be noted that the reform scenario will require less resources (costs) to achieve the targeted results in basic and secondary education in the following four programs:

- The first program which is concerned with comprehensively developing the school in terms of operational budget, school administration training, local communities, and parental councils;
- The second program, which is concerned with developing curricula, teaching materials, and laboratories
- The third program which relates to teachers and school administration preparation and all related trainings, along with increasing participation of local communities;
- The sixth program which provides for classrooms, maintenance and equipment.

5.6 INVESTMENT PROGRAM FOR THE MTRF

This program was built on the premises of the following two alternatives:

First Alternative: assumes the continuation of the current situation without undertaking any reforms.

Second Alternative: is based on reforms related to savings in expenditures related to teachers and classrooms through increasing the teacher-students and classroom-students ratios in basic and secondary education so as to increase the efficiency of teachers and classrooms, which are the two most significant factors in achieving targeted results. As such, the reform process will have direct and indirect impact on only four of the ten different programs as described below.

- **Direct Impact:** a lower number of teachers and classrooms as a direct result of higher teacher to student ratios and classroom to student ratios. With lower number of teachers, there will be a lower cost for the third program, which is concerned with developing human resources. By the same token, with lower number of classrooms, there will be a lower cost of the sixth program concerned the provision of classrooms.
- **Indirect Impact:** The lower number of classrooms will result in a lower number of targeted schools and thereby a lower number of operational budget for such schools. This will result in a lower cost for program one of the framework. The lower number of schools has also resulted in a lower number of science and IT labs and teaching materials, which has also indirectly lowered the cost of program two. The cost of program two has also been decreased as a result of targeting a lower number of training manuals due to the lower number of teachers dictated by the reform scenario. The remaining six programs remained indifferent to the reform changes due to the lack of direct or indirect connection of such programs to the number of teachers and/or classrooms.

5.6.1 Costs of Achieving the Targeted Results (Current vs. Reform scenarios):

As explained above, some of the results will remain unchanged as a result of the proposed reform while others will be impacted and required costs reduced.

The following table shows the different numbers of teachers and classrooms according to both current and reform scenarios.

Table (18) Impact of Reform scenario in Decreasing Numbers of Teachers and Classrooms

Education Level	Item	Current Situation			Reform Situation			Diff. between current and reform
		baseline	2015	Diff.	baseline	2105	Diff.	
Basic	Teachers	201,236	230,417	29,181	201,236	189,271	-11,965	-41,146
	Classrooms	144,185	157,578	13,393	144,185	151,417	7,232	-6,161
Secondary	Teachers	17,588	20,379	2,791	17,588	18,288	700	-2,091
	Classrooms	16,375	20,443	4,068	16,375	18,57	1,682	-2,386

The above table shows that the reform scenario will result in the same outcomes, but with less teachers and classrooms as per the following:

- a. **Basic Education:** 41146 less teachers are needed in the reform situation as a result of increasing the teacher-student ratio from 1:23 in 2010 to 1:28 in 2015. 6161 less classrooms are needed in the reform situation as a result of increasing the classroom-student ratio from 1:32 in 2012 to 1:35 in 2015.
- b. **Secondary Education:** 2091 less teachers are needed in the reform situation as a result of increasing the teacher-student ratio from 1:35 in 2010 to 1:39 in 2015. 2386 less classrooms are needed in the reform situation as a result of increasing the classroom-student ratio from 1:37.6 in 2012 to 1:39.5 in 2015.

This decrease in the number of teachers and classrooms will decrease the requirements related to teachers such as teachers' guides and teachers' training in program three. It will also reduce costs related to classrooms such as operational costs for schools in program one as well as science and computer labs in program two.

COSTS OF ACHIEVING THE TARGETED RESULTS (CURRENT VS. REFORM SCENARIO)

As explained above, the reform scenario will bring the expected results, as well as cost savings. The following table shows the impact of reform of the increasing the teachers-students and students per class ratio, in the numbers of teachers and classrooms according to both current and reform scenarios.

Table 11. Impact of Reform Situation in Decreasing Numbers of Teachers and Classrooms

Education Level	Item	Current Situation			Reform Situation			Diff. between current and reform
		baseline	2015	Diff.	baseline	2105	Diff.	
Basic	Teachers	201,236	230,417	29,181	201,236	189,271	-11,965	-41,146
	Classrooms	144,185	157,578	13,393	144,185	151,417	7,232	-6,161
Secondary	Teachers	17,588	20,379	2,791	17,588	18,288	700	-2,091
	Classrooms	16,375	20,443	4,068	16,375	18,57	1,682	-2,386

The above table shows that the reform scenario will result in the same outcomes, but with less teachers and classrooms as per the following:

- c. **Basic Education:** 41,146 less teachers are needed in the reform scenario as a result of increasing the teacher-student ratio from 1:23 in 2010 to 1:28 in 2015. 6161 classrooms less are needed in the reform situation as a result of increasing the classroom-student ratio from 1:32 in 2012 to 1:35 in 2015.
- d. **Secondary Education:** 2091 less teachers are needed in the reform situation as a result of increasing the teacher-student ratio from 1:35 in 2010 to 1:39 in 2015. 2,386 less

classrooms are needed in the reform situation as a result of increasing the classroom-student ratio from 1:37.6 in 2012 to 1:39.5 in 2015.

This decrease in the number of teachers and classrooms will decrease the requirements related to teachers such as teachers' guides and teachers' training in program three. It will also reduce costs related to classrooms such as operational costs for schools in program one as well as science and computer labs in program two.

Costs of Achieving Basic Education Targeted Results (Current vs. Reform scenarios)

The following table compares the costs of achieving basic education results in current and reform situations.

Table 12. Cost Differences between Current and Reform scenario for Basic Education Programs (in Thousands of Yemeni Rials)

Program	2013	2014	2015	2013-2015
Cost of Program One - Current	9,646,972	12,191,644	15,363,521	37,202,137
Cost of Program One - Reform	9,318,409	11,680,268	14,474,242	35,472,919
Difference	-328,563	-511,376	-889,279	-1,729,218
Cost of Program Two - Current	22,506,039	26,300,762	30,547,482	79,354,283
Cost of Program Two - Reform	18,655,361	21,030,253	23,629,064	63,314,678
Difference	-3,850,678	-5,270,509	-6,918,418	-16,039,605
Cost of Program Three – Current	179890342	187821375	208148864	575,860,581
Cost of Program Three - Reform	163273965	165634732	178752633	507,661,330
Difference	-16616377	-22186643.3	-29396231	-68,199,251
Cost of Program Four - Current	1,349,000	940,448	940,448	3,229,896
Cost of Program Four - Reform	1,349,000	940,448	940,448	3,229,896
Difference	0	0	0	0
Cost of Program Five - Current	19,493,238	23,066,383	26,981,726	69,541,347
Cost of Program Five - Reform	19,493,238	23,066,383	26,981,726	69,541,347
Difference	0	0	0	0
Cost of Program Six - Current	44,755,933	51,979,983	57,812,268	154,548,184
Cost of Program Six - Reform	44,413,978	51,219,879	44,285,844	139,919,701
Difference	-341,955	-760,104	-13,526,424	-14,628,483
Cost of Program Seven – Current	492,211	566,042	650,948	1,709,201
Cost of Program Seven – Reform	492,211	566,042	650,948	1,709,201
Difference	0	0	0	0
Cost of Program Eight – Current	1,385,758	1,435,782	1,523,294	4,344,834
Cost of Program Eight –Reform	1,385,758	1,435,782	1,523,294	4,344,834
Difference	0	0	0	0
Total Cost of Current Program	279,519,493	304,302,419	341,968,551	925,790,463
Total Cost of Reform Program	258,381,920	275,573,787	291,238,199	825,193,906
Total Difference	-21,137,573	-28,728,632	-50,730,352	-100,596,557

Table 13. Cost Differences between Current and Reform Situations for Basic Education Programs (in Thousands of US Dollars)

Program	2013	2014	2015	2013-2015
Cost of Program One – Current	44,870	56,705	71,458	173,033
Cost of Program One – Reform	43,341	54,327	67,322	164,990
Difference	-1,528	-2,378	-4,136	-8,043
Cost of Program Two – Current	104,679	122,329	142,081	369,090
Cost of Program Two – Reform	86,769	97,815	109,903	294,487
Difference	-17,910	-24,514	-32,179	-74,603
Cost of Program Three – Current	836,699	873,588	968,134	2,678,421
Cost of Program Three – Reform	759,414	770,394	831,408	2,361,215
Difference	-77,285	-103,194	-136,727	-317,206
Cost of Program Four – Current	6,274	4,374	4,374	15,023
Cost of Program Four – Reform	6,274	4,374	4,374	15,023
Difference	0	0	0	0
Cost of Program Five – Current	90,666	107,286	125,496	323,448
Cost of Program Five – Reform	90,666	107,286	125,496	323,448
Difference	0	0	0	0
Cost of Program Six – Current	208,167	241,767	268,894	718,829
Cost of Program Six – Reform	206,577	238,232	205,981	650,789
Difference	-1,590	-3,535	-62,914	-68,039
Cost of Program Seven – Current	2,289	2,633	3,028	7,950
Cost of Program Seven – Reform	2,289	2,633	3,028	7,950
Difference	0	0	0	0
Cost of Program Eight – Current	6,445	6,678	7,085	20,209
Cost of Program Eight – Reform	6,445	6,678	7,085	20,209
Difference	0	0	0	0
Total Cost of Current Program	1,300,091	1,415,360	1,590,551	4,306,002
Total Cost of Reform Program	1,201,776	1,281,739	1,354,596	3,838,111
Total Difference	-98,314	-133,622	-235,955	-467,891

The above two tables indicate the following:

In the current situation, the total cost for implementing the MTRF for basic education for the period 2013-2015 is YER 92,790,463,000 or US\$ 4,306,002,000.

In the reform situation that cost is reduced to YER 852,193,906,000 or US\$ 3,819,104,000.

Although the reform process resulted in cost savings in only four of the ten programs, the total cost savings were significant and total **YER 100,596,557,000 or US\$ 467,891,000.**

The largest cost savings were realized in the third program that is concerned with teachers' salaries, followed by the sixth program where savings on school construction resulted in huge amounts. Program five comes in third place and program one in last in terms of the cost savings

Costs of Achieving Secondary Education Targeted Results (Current vs. Reform Scenarios)

The following table compares the costs of achieving secondary education results in current and reform situations.

Table 14. Cost Differences between Current and Reform Situations for Secondary Education Programs (in Thousands of Yemeni Rials)

Program	2013	2014	2015	2013-2015
Cost of Program One – Current	1,246,556	1,559,155	1,845,492	4,651,203
Cost of Program One – Reform	1,197,013	1,489,285	1,756,536	4,442,834
Difference	-49,542	-69,870	-88,956	-208,368
Cost of Program Two – Current	8,360,919	9,618,282	10,732,322	28,711,523
Cost of Program Two – Reform	6,105,049	7,883,374	9,558,617	23,547,040
Difference	-2,255,870	-1,734,908	-1,173,705	-5,164,483
Cost of Program Three – Current	43,143,574	46,464,886	49,842,319	139,450,780
Cost of Program Three – Reform	4,171,722	44,198,589	46,659,568	132,573,880
Difference	-1260679	-2000576	-2809046	-6,070,301
Cost of Program Four – Current	1,013,878	673,218	673,218	2,360,314
Cost of Program Four – Reform	1,013,878	673,218	673,218	2,360,314
Difference	0	0	0	0
Cost of Program Five – Current	966,898	1,119,649	1,255,159	3,341,706
Cost of Program Five – Reform	966,898	1,119,649	1,255,159	3,341,706
Difference	0	0	0	0
Cost of Program Six – Current	7,846,173	8,210,710	7,657,973	23,714,856
Cost of Program Six – Reform	6,562,737	6,845,632	6,571,217	19,979,586
Difference	-1,147,556	-1,189,638	-916,476	-3,253,670
Cost of Program Seven – Current	343,018	394,471	453,641	1,191,130
Cost of Program Seven – Reform	343,018	394,471	453,641	1,191,130
Difference	0	0	0	0
Cost of Program Eight – Current	10,604,803	11,220,714	11,911,908	33,737,425
Cost of Program Eight – Reform	10,604,803	11,220,714	11,911,908	33,737,425
Difference	0	0	0	0
Total Cost of Current Program	72,558,921	78,141,436	83,116,873	233,817,230
Total Cost of Reform Program	67,542,220	72,705,283	77,584,705	217,832,208

Total Difference	-5,016,701	-5,436,153	-5,532,168	-15,985,022
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Table 15. Cost Differences between Current and Reform Situations for Secondary Education Programs (in Thousands of US Dollars)

Program	2013	2014	2015	2013-2015
Cost of Program One – Current	5,798	7,252	8,584	21,634
Cost of Program One – Reform	5,568	6,927	8,170	20,664
Difference	-230	-325	-414	-969
Cost of Program Two – Current	38,888	44,736	49,918	133,542
Cost of Program Two – Reform	28,396	36,667	44,459	109,521
Difference	-10,492	-8,069	-5,459	-24,021
Cost of Program Three – Current	200,668	216,116	231,825	648,608
Cost of Program Three – Reform	194,027	205,575	217,021	616,623
Difference	-5,864	-9,305	-1,3065	-28,234
Cost of Program Four – Current	4,716	3,131	3,131	10,978
Cost of Program Four – Reform	4,716	3,131	3,131	10,978
Difference	0	0	0	0
Cost of Program Five – Current	4,497	5,208	5,838	15,543
Cost of Program Five – Reform	4,497	5,208	5,838	15,543
Difference	0	0	0	0
Cost of Program Six – Current	36,494	38,189	35,618	110,302
Cost of Program Six – Reform	30,524	3,1840	30,564	92,928
Difference	-5,337	-5,533	-4,263	-15,133
Cost of Program Seven – Current	1,595	1,835	2,110	5,540
Cost of Program Seven – Reform	1,595	1,835	2,110	5,540
Difference	0	0	0	0
Cost of Program Eight – Current	49,325	52,189	55,404	156,918
Cost of Program Eight – Reform	49,325	52,189	55,404	156,918
Difference	0	0	0	0
Total Cost of Current Program	337,483	363,449	386,590	1,087,522
Total Cost of Reform Program	314,150	338,164	360,859	1,013,173
Total Difference	-23,333	-25,284	-25,731	-74,349

The prior two tables indicate the following:

- In the current situation, the total cost for implementing the MTRF for secondary education for the period 2013-2015 is **YER 233,817,230,000 or US\$ 1,087,522,000.**
- In the reform situation, that cost goes down to **YER 217,832,208,000 or US\$ 1,013,173,000.**

- Although the reform process resulted in cost savings in only four of the ten programs, the total cost savings were significant and totaled **YER 15,985,02,000 or US\$ 74,349,000**. The largest cost savings were realized in the third program that is concerned with teachers' salaries, followed by the sixth program where savings on school construction resulted in huge amounts. Program five comes in third place and program one in last in terms of the largest cost savings.

Costs of Achieving Pre-school Education Targeted Results

Due to the limited offerings of this level of education, costs of achieving its targeted were based only on the current situation scenario. Most of the costs relate to teachers' salaries, and construction of nurseries.

Table 16.Costs of Preschool Education (Program Nine)

Program	2013	2014	2015	2013-2015
Costs for Program YER (000)	4,449,444	4,993,453	5,576,630	15,019,527
Costs for Program USD (000)	20,695	23,225	25,938	69,858

Costs of Achieving Literacy and Adult Education Targeted Results

Costs of achieving these results were based only on the current situation scenario as shown in the table below.

Table 17.Costs of Literacy and Adult Education (Program Ten)

Program	2013	2014	2015	2013-2015
Costs for Program YER (000)	2003370	2120330	2213855	6337555
Costs for Program USD (000)	9,318	9,862	10,297	29,477

FUNDING GAPS FOR THE MTRF BY EDUCATIONAL LEVEL

Funding gap is basically the difference between required and available resources to achieve the above mentioned results. In this context, available resources represent the allocated MoE budget which includes support received from development partners. Funding gaps are planned to be reduced through the following strategies:

1. Ensuring higher funds to be allocated for each educational level in the national government budget.
2. Raising the level of support received from development partners for education.

The available resources have been calculated for the MoE according to the estimations that have been issued by the MoF for the years 2011, 2012, 2013, 2014 and 2015 as shown in the following table:

Table 18 Projection of Available Resources from MoE and Donors for 2013-2015

Projection of Available Resources	2010	2011	2012	2013	2014	2015
Percentage of education from the	18	19	16	17	17	17

total public budget						
Percentage of the MoE budget from the public budget of the state	13	14	12	12	12	12
Percentage of the MoE budget from education budget	70.7	70.7	75.6	76.8	78.9	80
Percentage of total of presented and projected support from DPs in the MoE budget	5.1	2.8	5.8	3.2	3.2	3.2

Funding Gap for Achieving Basic Education Results

The funding gap for achieving basic and secondary education results are computed on the basis of the reform situation assumption only, which is the most viable option for the MoE planning. The following table shows required and available resources and the corresponding funding gap for the basic education level.

Table 19. Required vs. Available Resources for Achieving Basic Education Results

		2013	2014	2015	2013-2015
YER'000	Required Resources	258381920	275,573,787	291,238,199	821107373
	Available Resources	241,280,475	245,936,296	258,233,111	745,449,882
	Funding Gap	-17,101,445	-29,637,491	-33,005,088	-75,657,491
USD '000	Required Resources	1,201,776	1,281,739	1,354,596	3,819,104
	Available Resources	1,122,235	1,143,890	1,201,084	3,467,209
	Funding Gap	-79,541	-137,849	-153,512	-351,895

Funding Gaps for Achieving Secondary Education Results

The following table shows required and available resources and the corresponding funding gap for the secondary education level.

Table 20. Required vs. Available Resources for Achieving Secondary Education Results

		2013	2014	2015	2013-2015
YER'000	Required Resources	67,542,220	72,705,283	77,584,705	217,832,208
	Available Resources	64,309,222	69,421,833	72,892,925	206,623,980
	Funding Gap	-3,232,998	-3,283,450	-4,691,780	-11,208,228
USD '000	Required Resources	314,150	338,164	360,859	1,013,173
	Available Resources	299,113	322,892	339,037	96,1042
	Funding Gap	-15,037	-15,272	-21,822	-52,131

Funding Gap for Achieving Pre-school Education Results

In calculating the funding gap for pre-school education, the private sector's contribution was incorporated into the available resources to help fill the remaining gaps as per the following table.

Table 21.Required vs. Available Resources for Achieving Preschool Education Results

		2013	2014	2015	2013-2015
YER'000	Required Resources	4,449,444	4,993,453	5,576,630	15,019,527
	Available Rsrcs (Private Sector)	1,130,579	1,277,881	1,435,095	3,843,555
	Available Rsrcs MoE	2,023,819	2,373,578	2,723,336	7,120,733
	Total Available Resources	3,154,398	3,651,459	4,158,431	10,964,288
	Funding Gap	-1,295,046	-1,341,994	-1,418,199	-4,055,239
USD '000	Required Resources	20,695	23,225	25,938	69,858
	Available Rsrcs (Private Sector)	5,259	5,944	6,675	17,878
	Available Rsrcs MoE	9,413	11,040	12,667	33,120
	Total Available Resources	14,672	16,984	19,342	50,998
	Funding Gap	-6,023	-6,241	-6,596	-18,860

Funding Gap for Achieving Literacy and Adult Education Results

It is expected that other government sectors will contribute to these costs in addition to the budget allocated by the MoE.

Table 22.Required vs. Available Resources for Achieving Literacy & Adult Education Results

		2013	2014	2015	2013-2015
YER'000	Required Resources	2003370	2120330	2213855	6337555
	Available Resources	704,610	708,255	708,255	2,121,120
	Funding Gap	-1,298,760	-1,412,075	-1,505,600	-4,216,435
USD '000	Required Resources	9,318	9,862	10,297	29,477
	Available Resources	3,277	3,294	3,294	9,865
	Funding Gap	-6,041	-6,568	-7,003	-19,612

Funding Gap for achieving all MTRF Programs

Table 23.Required vs. Available Resources for Achieving Results for the MTRF

		2013	2014	2015	2013-2015
YER'000	Required Resources	332,376,954	355,392,853	376,613,389	1,064,383,196
	Available Resources	309,448,705	31,9717,843	335,992,722	965,159,270

	Funding Gap	-22,928,249	-35,675,010	-40,620,667	-99,223,926
USD '000	Required Resources	1,545,939	1,652,990	1,751,690	4,950,620
	Available Resources	1,439,296	1,487,060	1,562,757	4,489,113
	Funding Gap	-106,642	-165,930	-188,933	-461,507

As a final note, this overall funding gap should be covered and provided for by a higher budget allocated to education from GoY, and by increased level of support received from development partners. Only by closing this funding gap, this MTRF for 2013-2015 can be implemented, and EFA Goals 2015 could be achieved in Yemen.

THREATS AND RISKS TO ACHIEVEMENT OF THE MTRF

There are both external and internal threats that can potentially affect MTRF implementation and achievement of its goals. Two types of risks that jeopardize achievement of the MTRF are identified as follows:

External Threats: The most significant of these are related to the inability to generate enough resources to implement the results framework, such as:

- Reduction in the international prices of oil, which is the government's major source for public funding
- Exposure to natural disasters and/or Sustainability, which will cause a shift in government priorities and related resource allocation
- Reductions in foreign aid to Yemen

Internal Threats - within the educational system. These are related to the inability of the MoE to implement and execute the MTRF programs because of:

- Loss of interest and commitment from the Ministry's leadership and senior management to implement the MTRF
- Low institutional capacity in implementing MTRF programs, especially at the decentralized levels, which have been given greater responsibilities in the planning, implementation, and monitoring and evaluation phases.
- Low efficiency in Management and Accountability.

To minimize the effects of internal threats, the MoE will employ a participatory and collective decision-making style that encourages all involved actors to contribute in an open atmosphere. This is expected to promote a high level of motivation among all stakeholders. Moreover, the MTRF emphasizes a capacity building approach according to the needs of each level of education system, so as to enhance the abilities of MoE bodies in achieving expected outcomes and results. The MOE is about to finalize the restructuring of the ministry (from center to district office), and we assume the implementation of the new structure will be during 2013 or 2014, which will help in strengthen the ability to work within clearly defined tasks for all sectors and levels. Also capacity building for the staffs of MOE at all levels and working with Development Partners will enhance transparency and accountability.

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**Annex 1: Existing and Target Number of Students and NER by Gender and Governorate
between 2008-09 and 2015-16**

Governorates	Numbers of students 6-14 years old in 2008-09			Net enrollment rate by gender in 2008-2009			Targeted numbers of students within 6-14 years old in 2015-16			Targeted Net enrollment rate by gender in 2015-16		
	M	F	Total	M	F	Total	M	F	Total	M	F	T
Taiz	305,140	250,663	555,803	96	80	88	368,854	321,497	690,351	99	88	94
Ibb	299,342	230,904	530,246	98	77	87	346,940	279,300	626,240	99	83	91
Sana'a	135,555	98,623	234,178	94	80	87	152,318	131,883	284,201	97	86	91
Sana'a City	185,678	170,762	356,440	85	86	86	210,161	218,271	428,432	90	91	91
Aldale'a	64,245	51081	115,326	86	75	81	71,433	60,884	132,317	92	82	87
Aden	54,025	45,390	99,415	85	76	80	57,786	53,465	111,251	90	85	87
Hadramout	119,530	93,288	212,818	87	73	80	132,341	108,317	240,658	93	80	86
Lahj	85,571	67,693	153,264	85	73	79	95,501	82,980	178,481	90	80	85
Abyan	49,982	35,039	85,021	86	65	76	55,196	42,227	97,423	88	71	80
Amran	107,959	77,772	185,731	84	66	75	128,383	95,853	224,236	89	72	81
Dhamar	168,488	103,068	271,556	87	55	71	190,341	127,130	317471	93	63	78
Almahwiet	59,174	41,600	100,774	79	59	69	64,624	48,710	113,334	85	65	75
Shabwah	57,030	35,820	92,850	81	56	69	67,452	45,302	112,754	87	63	75
Albaida	63,305	46,634	109,939	74	58	66	75,547	58,458	134,005	79	64	72
Mareb	25,219	20,409	45,628	66	61	63	30,124	26,252	56,376	71	69	70
Alhodaidah	206,373	149,750	356,123	69	54	62	225,422	175,156	400,578	75	61	68
Raimah	44,672	27932	72,604	74	48	61	49,424	32,975	82399	79	54	67
Al-Mahrah	9,228	8134	17,362	61	60	61	9,000	7848	16,848	73	67	70
Hajah	137,241	88,052	225,293	58	41	50	162,443	110722	273,165	65	49	57
Sadah	67,110	36,935	104,045	62	36	50	74,227	45,417	119,644	67	43	55
Al-Jouf	29,299	22,346	51,645	43	39	41	39,942	33,069	73,011	47	47	47
Yemen	1,407,027	1,121,215	2,528,242	81.3	65	73.4	1,618,913	1,394,677	3,013,590	86.0	72.5	79.4

ANNEX 2 INDICATORS FOR MONITORING OF MTRF AND SOURCE OF VERIFICATION

M&E prposed for MTRF impelimentation

First Component		Improve the quality of Basic and Secondary					
Number		Outcomes and process Indicators		type of indicator	base year 2010/2011	targeted year 2015/2016	resource
G. N	S.N ¹	indicators					
1	Outcome Indicator						
	1	Early Grade oral Reading Fluency and Comprehension to 20 (baseline) in grade 3 is increased from xx 16 ((EGRFC .words in one minute		outcomes	16 words perminute	20 words perminute	Exam Results

		The average scale score for Yemeni students grade 4 achievement in TIMESS in both math and science.	outcomes	(348) in 2011	(400) in 2015	Exam Results
	2	The failure rates in basic education for both genders	outcomes	9.4%	7.0%	Annual Statistics
		The failure rates for female in basic education is reduced	outcomes	7.7%	5.2%	Annual Statistics
	3	School survival rate to sixth grade	outcomes	53.3%	62%	Annual Statistics
	4	The failure rate in secondary education for males and females	outcomes	11.3%	8.8%	Annual Statistics
		The failure rate in secondary education for females	outcomes	8.6%	6.1%	Annual Statistics
2	مؤشرات العمليات:					
	1	Consolidated manual for schools- based management and development, including planning , financial and budgetary regulations, fund utilization, school-based development activities, and parents and local communities participation is approved, published, and distributed	عمليات	no Unified guiding manual	Unified guiding manual distributed	Manual Publishing and Distributing
	2	percent of schools have established parental councils	عمليات	40%	70%	Annual Progress Reports
	3	Parental councils of 65 percent of schools with boards are capable of 1) planning creative and high quality programs aimed at increasing enrollment and retention rates, and improving the quality of education 2) plan remedial	عمليات	3 Governorate	22 Governorate	Annual Progress Reports

		strategies and programs to preventive school dropout s, re-enroll school dropouts and attract out-of-school children programs 3) know about managing their school operational expenses				
	4	School-based development training is provided to 75 percent of schools, 85 percent of MoE district offices and 100 percent of MoE governorate offices	عمليات	60 schools	800	Annual Progress Reports
	5		عمليات	60	750	Annual Progress Reports
	6	Funds to support comprehensive development programs of schools allocated and provided to 700 schools annually	عمليات	120	800	Annual Progress Reports
	7	Policies that encourage private sector investment in education are developed, adopted monitored	عمليات	NO policies	Policy approved	Policies, Progress Report
	8	An official document on curricula development that contains a matrix of learning outcomes with focus on developing reasoning abilities, critical thinking skills, problem-solving and team working skills, tolerance and acceptance of differences, and self-learning skills is approved	عمليات	no update curriculum document	update curriculum document developed	Approval and Publishing of Curricula Document
	9	Textbooks of basic and secondary levels are reviewed and improved based on the Curriculum Document	عمليات	No update textbooks and teaching manuals based on the competencies	update textbooks and teaching manuals based on the competencies distributed	Textbooks

	10	All basic and secondary schools receive all textbooks before the start of the school year	عمليات			Progress Reports
op ed	11	A variety of teaching materials that are congruent and well-balanced to help achieve required competencies for students including those of special needs at all levels are prepared, produced, and distributed to schools	عمليات			Teaching Materials, and Progress Report
	12	Assessment tools and methods are developed according to competencies' matrix	عمليات	No Assessment tools	Assessment tools developed	Progress Reports
	13	Students' abilities to read and write are improved through teacher training on reading and writing, and provision of adequate teaching materials on reading,.	عمليات	16 words per minute	20 words per minute	Annual report Exam results
	14	Secondary education is restructured according to the best global educational policy examples to welcome more students, especially girls, as well as provide youth with skills that are needed in the job market on 21 st Century	عمليات	old structure	New structure for Secondary education level approve	Policy on secondary education is in place
	15	Professional psychosocial and learning support, and carrier advice is provided to students at the school level. Policies regulating counseling at school level are adopted	عمليات			Policy on counseling is in place
	16	Learning outcomes for subjects of mathematics and sciences is made according to international testing standards	عمليات	No Learning outcomes for subjects	Learning outcomes for subjects developed	2013-2015 TIMSS results
	17	A national learning assessment system is established for Arabic Language, Sciences, and Mathematics for basic education grades, to be conducted every three years as part and will be institutionalized.	عمليات	A national learning assessment system	A national learning assessment system grade 1-9	System Implemented

				grade 1-3		
	18	School tests are developed according to competencies required from each grade and will be used to monitor education outcomes in basic and secondary education	عمليات	No school test according to competencies	school test according to competencies developed	Progress Reports
	19	Salaries for teachers and other educational staff are provided in monthly basis.	عمليات	Salaries for teachers paid	Salaries for teachers paid	Teachers' Payroll Lists
	20	Annual contracts are provided for additional 400 female teachers who will serve in rural areas	عمليات	2000	1200	Contracts and Payroll Lists for Female Teachers
	21	Lists of competencies required for teacher, directors, and school administration is established	عمليات	No competencies required for teacher	competencies required for teacher is developed	Endorsed Competencies' List
	22	Training needs for teachers, teacher directors, social workers, and school administration are determined based on Government strategies for development of education.	عمليات	No base competencies Training needs for teachers	base competencies Training needs for teachers developed	Training Needs Survey
	23	A policy enabling decentralized in-service training is adopted for teachers, school principals, social workers, according to the training needs for each.	عمليات	No practical aspects	New study plan include practical aspects	Policy adopted

	24	Training manuals for teachers, school principals, social workers, and school administration are prepared according to training needs	عمليات	No Training manuals	Training manuals already develop	Training Manuals
	25	On an annual basis, almost 50,000 basic education teachers and social specialists, five thousand secondary teachers, and 10,000 school principals are trained, along with school administration and other educational staff. Teachers of combined (multiple) grades are trained to perform in small schools in rural areas Teacher training is linked to performance levels on subjects and directors' report	عمليات		150000	Annual Progress Reports
	26	Coordinating between MoE and Ministry of Higher Education and scientific Research to develop and update the programs of pre-services qualification in the faculty of education base on the needs of MOE in terms of quality and quantity.	عمليات	Faculty of education qualify teachers to teach in grade 7-12	MOU to ensure that Faculty of education qualify teachers to teach in grade 1-12	Annual Progress Reports
	27	New criteria for selecting, hiring, and promoting teachers are adopted and implemented	عمليات	No criteria	criteria developed	Criteria is in place
	28	The role of mentor is changed from inspecting to supervising, training, and leading the change. Guidelines for supervision and all supervisors are trained in this new role.	عمليات			Mentoring Reform Reports
	29	Prime Minister's decree of linking teachers posts to schools is adopted and is implemented in all governorates	عمليات	Prime Minister's decree already issued	Prime Minister's decree implemented	Implementation reports
	30	Automatic level upgrading policy in levels (1-3) is discontinued by a Special Decree	عمليات	No Decree	Decree issued and informed to schools	Passage of Decree

	31	A policy to motivate teachers, especially females, to settle down and teach at rural areas is developed and implemented	عمليات	No policy	Policy issued by cabinet	Policy in place
	32	School accreditation for quality assurance purposes has been created and is currently functioning	عمليات	No School accreditation for quality assurance in GEOs and DEOs	School accreditation for quality established assurance in GEOs and DEOs	Policy in place, and Progress Report
	33	Penalties against absent teachers has been utilized so as to increase teaching quality and efficiency of use of educational resources,	عمليات	No obligation for Penalties against absent teacher	obligation for Penalties against absent teacher issues and implemented	MoE Offices' Monthly Reports
	Result Indicators Related to Enrollment and Equity in Basic Education					
Component 2		: Increase inrollment rate and reduce gender Gap				
N	Sub-N	Outcomes and process Indicators	type of indicator	base year 2010/2011	targeted year 2015/2016	resource
1	مؤشرات النتائج للتعليم					Education Statistics

	الأساسي في جوانب الالتحاق والإنصاف:					
	1	· Increase the net age-specific enrollment rate for the 6-14 age group	outcomes	78.8%	82.7%	Education Statistics + Population Data
	2	· Increase the gross enrollment rate	outcomes	86.1%	89.3%	Education Statistics + Population Data
	3	· Increase the NIR in the first grade of primary school for both males and females	outcomes	59.5%	65.0%	Education Statistics + Population Data
	4	· Decrease the gender gap in net enrollment in basic education from	outcomes	0.81%	0.84%	Education Statistics + Population Data
	5	· Educational services have been provided for children outside schools, children with special needs, children having difficulties in accessing educational services, and those living in disastrous or conflict areas.	outcomes	12072 1 student with special needs	150000	Education Statistics
2	Outcomes indicators In secondary Education					
	1	· Increase the net enrollment rate for the 15-17 age group	outcome	23.3%	26.5%	Education Statistics + Population

						Data
	2	· Increase the gross enrollment rate	outcome	35.0%	39.9%	Education Statistics + Population Data
	3	· Decrease the gender gap in net enrollment in secondary education.	outcome	0.71%	0.80%	Education Statistics + Population Data
	4	· Decrease the failure rate in secondary education for males and females	outcome	11.3%	8.8%	Education Statistics
		Decrease the failure rate in secondary education for females	outcome	8.6%	6.1%	Education Statistics
	5	· Provision of educational services for children: outside schools; with special needs; having difficulties in accessing educational services; and those living in disaster or conflict zones.	outcome			Annual Progress Report
3	Indicators					
	1	Approval of criteria for distribution of food, cash incentives, school materials, etc. completed	Processes	No Criteria for distribution	Criteria for distribution approved	Criteria approved
	2	National policies that combine family incentives with education equality interventions within the budget and operations of MoE and other related government bodies are developed and implemented	Processes	No documents	The documents developed	Policy adopted, and Progress Reports

	3	Prime Minister's decree of waiving tuition fees for secondary education schooling for both males and females is enforced	Processes	Education is free of fees for boys in grade 1-3 and girls in grades 1-6	Education is free of fees for both boys and girls in basic education (Grades 1-9)	Decree Approved and Assessment Report
	4	Conditional cash transfers to families in rural and deprived areas target 140,000 – 265,000 students in basic schools and 40,000 – 65,000 students in secondary schools	Processes	45000	100000	Reports + Distribution Lists
	5	Food distribution that target students in low enrollment regions, disaster and conflict areas and IDP camps cover 245,000 – 424,000 basic education students and 6,000 – 14,000 secondary education	Processes		424000	Reports + Distribution Lists
	6	School materials (notebooks, pens, and school bags) are annually provided for 244,000 – 552,000 basic education students and 6,000 – 14,000 secondary education students in areas of extreme poverty, conflict zones, and IDP Camps	Processes		552000	Reports + Distribution Lists
	7	Medical care is provided annually for 500 – 1000 schools located in disaster areas and IDP camps	Processes		2250 schools	Reports
	8	Transportation service provided for 50 – 110 basic and secondary schools with significant distance from the community	Processes	50	100	Schools List
	9	Level of awareness on the importance of education, especially for females, children with special needs, and children with limited access to education is monitored.	Processes		study showed awareness increase	Evaluation Studies

	10	A national system for the selection of new school locations (National School Map) with the design, construction and maintenance of school buildings is set-up and implemented	Processes	No clear system for selection	clear system for selection implemented	National School Map System Endorsement
	11	Training on planning facilities according to the school map is provided to education staff in all governorates and 50 percent of districts.	Processes	10 Governorate and 63 district trained	all Governorates and 168 district trained	List of trainees attending School Map training
	12	The role of schools and parental councils in construction and maintenance of school facilities is increased	Processes			Assessment report
	13	Small-scale and urgent maintenance programs, school buildings restoration and improving school environment are completed	Processes			Annual Progress Reports
	14	Develop a long term plan for reorganizing existing schools and building new ones targeting areas with low density and low demand for education, taking into consideration local population projections and future demand for education. The plan will make sure that existing schools or new small ones are made available for grades from 1 – 6 with appropriate vicinity to students homes, while larger and better equipped schools are made available for grades 7 – 12 with larger catchment areas, by expanding existing schools or building or large new ones.	Processes	No system for reorganizing schools	The system developed and implemented	Schools' Reorganization Plan
	15	Up-dating standards and guidelines for school buildings and equipment in order to address the needs of students with special needs	Processes	Old standards and guidelines	New standards and guidelines issued and implemented	Standards' Endorsement

	16	A school based inventory of furniture and equipment is linked to the EMIS and School Map, and will serve to decision for further investments	Processes	0	500 new class additional classrooms	Annual Progress Reports
	17	Additional 5,000 – 6,500 classrooms including classrooms for special-needs students' s are constructed until 2015.	Processes	No regulations and guidelines	regulations and guidelines developed	Annual Progress Reports
	18	All schools that were affected by natural or human disasters will have priority and will be reconstructed, refurnished, and re-equipped to ensure an acceptable level of quality education for students at these areas	Processes	1030000	1246075	Annual Progress Reports
	19	All newly built classrooms are furnished and equipped within four months after construction	Processes		all new classrooms furnished	Annual Progress Reports
	20	Furniture, equipment, labs, and libraries that are accommodating students with special needs will be annually provided for 20 percent of basic and secondary schools	Processes			Annual Progress Reports
	Component 3	Capacity Buiding				
Number¹		Outcomes and Process Indicators	type of indicator	base year 2010/2011	targeted year 2015/2016	resource
N¹	Sub N	Indicators				

1		outcomes indicators for Capacity Building					
	1	Improved effectiveness of management of education system, through informed planning, and better delivery of educational services	outco me	the proposal of restructu re is ready to be impleme nted	reports show improve in efficiency of management of education system compare with base year	Annual Progress Reports	
	2	Public budgeting for pre-university education is increased and its structure is improved	outco mes	13%	14%	Governmen t Budget Report	
2		Process Indicators In Capacity Building					
	1	Improved effectiveness of management of education system, through informed planning, and better delivery of educational services	Proces s	the proposal of restructu re is ready to be impleme nted	New structure for MOE in place	Annual Progress Reports	
	2	Public budgeting for pre-university education is increased and its structure is improved	Proces s	13%	14%	Governmen t Budget Report	

	3	Funds allocated to education gradually reach 20 percent of Government spending and 6 percent of Gross Domestic Product by 2017	Processes	16%	17%	MoE Budget
	4	Funds allocated to basic education gradually increases to 60 percent of total funds allocated to education by 2017	Processes	54.70%	58%	MoE Budget
	5	Public funds allocated to goods and services have increased by 5 percent of total education budget in 2017	Processes	5.30%	7%	MoE Budget
	6	Annual plans of MoE are coordinated with midterm and long term targeted results	Processes	Annual plan is prepared	The quality of annual plan improve compare with 2011 plan	Annual Progress Reports
	7	Development partners' programs are harmonized and synchronized with the MTRF	Processes	there is harmonized and synchronized	harmonized and synchronized become stronger than 2011	Annual Progress Reports
	8	MoE Results framework are embedded in the Results Frameworks of line ministries (Civil Services, Finance, Local Authority, Planning and International Cooperation) at central and local level, and, are budgeted and implemented	Processes	There are coordination with in line ministries in some of education issues	There are coordination with in line ministries in most of education issues	Annual Progress Reports

	9	Annual and mid-term reviews have been carried out	Processes	JAR conducted in 2011 and 2012	JAR conducted annually	Annual and MTR reports
	10	Develop an Educational Management Information System(EMIS) that is steady, and reliable in support to decision-making, planning, and monitoring and evaluation of MoE and GEOs and REOs	Processes	Information system at central level	Information system at both Central and governorate levels	EMIS reports
	11	Research capacities and evidence based policy formulation are developed at MoE level, to enhance analysis of situation, improve designing of policies and programs, advancing effective educational policies, as well as measure impact of implementation of reforms and effectiveness of education services	Processes	no research conducted in 2011	research conducted in 2015 are related to priority issue of Education.	MoE capacity building plan and reports
	12	Impact and assessment studies about policies are determined and designed with partners and are conducted at the required frequency.	Processes	there the frame worked	the frame work implemented	Need-based Studies
	13	Restructuring of the ministry is implemented gradually at all levels	Processes	the proposal of restructure is ready to be	New structure for MOE in place	Annual Progress Reports

				impleme nted		
	14	Human resource management internal policies and guidelines at MoE are developed and implemented	Proces s	No internal policies and guideline s	internal policies and guidelines developed	Approval of Decrees
		Upgrading internal rules and regulations deriving from restructuring of the MoE is completed	Proces s	NO internal rules and regulatio ns deriving	internal rules and regulations deriving compeleted	Annual Progress Reports
	15	Around 3,000 – 5,000 educational staff in the MoE cabinet, governorates, and districts are trained annually according to their job profile	Proces s	3208	12000	Annual Progress Reports
			Proces s			Result Indicators for Pre- school Education
Compo nent 4	Pre-school Education					Education + Populatio
						Progress Reports
N	Result Indicators for Pre-school Education		type of indicat	base year	targeted year 2015/2016	resource Mentors re

العام	الفرعي	Indicators	or	2010/2011		
1		Outcomes Indicators for Pre-school Education				
	1	Pre-school enrollment rate among children 3-6 years old are increased	outcomes	58.00 %	0.85%	Education Statistics + Population Data
		Quality of teaching & learning environment in pre-school education is improved	outcomes		report show that the quality of teaching & learning environment improve compare with 2011	Progress Reports
		Institution capacity of pre-school centers is improved	outcomes	no train provided	1997 staffs trained	
2		Process Indicators for Pre-school Education				
	1	Rules and regulations related to preschool education are reviewed and upgraded	Processes	old Rules and regulations	Rules and regulations updated	Annual Progress Reports

	2	Policy setting criteria for selection of pre-school staff is adopted	Processes	No Criteria	Criteria developed and approved	Policy adopted
	3	Pre-school database and information is incorporated into EMIS	Processes	only MOE Preschools	all Preschool link to EMIS	Annual statistics includes preschool education
	4	Ability of pre-school teachers to deal with preschool children according needs has improved through training and peer- support on the child development, children's rights, pedagogy, etc.	Processes	No training	all teachers in preschools trained	Mentors' Reports
	5	The role of school medical system in pre-school education is enhanced	Processes	No medical system	medical system established	Annual Progress Reports
	6	Pre-school physical space capacity is expanded at an annual average of 130 room in kindergartens and average of 290 additional pre-school teachers	Processes	1348 Class rooms	1438 classrooms	Annual Progress Reports
	7	A plan to expand and diversify pre-school education financing is developed	Processes	NO plan	The plan already developed	Endorsement of Plan
	8	More government funds for pre-school education are provided in the MoE annual budget	Processes	15 million US\$	17 Million US\$	MoE Budget
	9	Pre-school education workforce motivation and performance is monitored	Processes			Follow-up Studies
Component 5	Literacy					

Endorsement

الرقم		مؤشرات النتائج ومؤشرات العمليات	type of indicator	base year 2010/2011	targeted year 2015/2016	resource
N	Sub- N	Indicators				
1	Literacy outcomes and indicators					
	1	is decreased illiteracy rate Total	outcomes	45.7%	40%	Educational Statistics + Population Data
	2	The female illiteracy rate is decreased	outcomes	67%	58%	Educational Statistics + Population Data
2	Literacy Indicators					
	1	2,800 Adult Education Centers with than 8,400 classrooms in both urban and rural areas are established in the period of 2013 – 2015	Processes		additional 2500 education center open	Education Statistics
	2	Furniture, equipment, and educational materials are provided to Adult Literacy Centers,	Processes		all Centers got materials	Annual Progress Reports
	3	Teachers and Center Heads are provided at an annual average of 6,500 real along with increases in their monthly allowances	Processes	monthly allowance only 2000 YR	monthly allowance 6500 YR	Education Statistics
	4	Textbooks and learning materials are fully provided	Processes			Education Statistics

	5	Introduction of new vocational courses such as: computer training, henna sketches, hairdressing, cosmetology, and incense making.	Processes		more courses are provided	Annual Progress Reports
	6	Technical and academic curricula for Illiterate sector reviewed and improved	Processes	No update curricula	literacy curricula review and updated	New Curricula Development
	7	An annual average of 1,000 teachers and mentors are better skilled to teach at Adult Education centers through training	Processes	780	3000 teachers trained	Training report and Annual Progress Report
	8	Capacity building activities are provided for 80 admin staff in the illiteracy and adult education sector	Processes	15	80	Annual Progress Reports

