Republic of Yemen
Education for All by 2015 - Fast Track Initiative

Country credible plan

By

Ministry of Education
Government of Yemen

List Of Abbreviations

MOE	**Ministry Of Education**
CGS	**Curricula and Guidance Sector**
PEO	**Provinces Education Office**
DEO	**District Education Office.**
PS	**Project Sector**
P&SD	**Planning & Statistic Department**
EMIS	**Educational Management Information System.**
LO	**Local Council**
FTI	**Fast Track Initiative**
EFA	**Education For All**
BEDS	**Basic Education Development Strategy.**
BEEP	**Basic Education Expansion Program**
GTZ	**Gesellchaft fur Technische association**
PRSP	**Poverty Reduction Strategy Paper**
KFW	**Kreditanstalt fur Wiederaufbau**
PWP	**Public Work Program**
SFD	**Social Fund Development**
ERDC	**Educational Research & Development Center**
LAM	**Learning Achievement Monitoring**

Executive Summary

The objective of this plan is to provide a credible plan to obtain additional financial resources to achieve Education For All (EFA) by 2015. Yemen is a strong candidate for the Fast Track Initiative because of its commitment to education reform. Yemen has demonstrated by way of the Poverty Reduction Strategy Paper (PRSP), its recently completed and approved National Basic Education Strategy (BEDS), its Action and Implementation Plan and programs being implemented with donor assistance that it is capable of articulating a vision and implementing a program to improve basic education in Yemen. It is important to point that this proposal builds on the accomplishment of the Basic Education Strategy and on the Government poverty reduction, which both were widely discussed with throughout the country.

The Republic of Yemen, a country of 18 million population with a per capita GDP of US$518, is located in the southwest of the Arabian Peninsula, and has roughly 42 percent of its population living below the poverty line. Despite the poverty and rapid population growth (3.7 percent among school aged children), the basic education system (grades 1-9) in Yemen has improved steadily over the past years – **the gross enrollment rate at the primary level (grades 1-6 of the basic education) increased from 61 percent in 1997 to 67 percent in 2001 while the proportion of repeaters declined from 11 percent in 1999 to 7 percent 2001.** However, there is much that remains to be done to improve the equity, quality, and internal efficiency of education. For instance, female education is one of the major issues in Yemen. The **primary net enrollment rate of female students is only 41 percent** compared to that of males at 61 percent although the former has improved in the past five years, **The average percentage of NER has increased more than boys' NER**. This is especially so since **rural girls are the most disadvantaged (30 percent of NER) , and the youth literacy rate for rural females in the age group 14 to 34 is only 27 percent.**

The Government of Yemen, recognizing education to be one of the key factors in reducing poverty and promoting economic development, has spent a large share of public expenditure on education (around 6 percent of GDP), and is committed to increasing the share for education in the coming years. In addition, the National Poverty Reduction Strategy Paper (PRSP) which was presented to the World Bank and IMF in August 2002, education is identified as one of the key factors in poverty reduction.

The Government is well aware of the issues that are impeding progress towards achieving the objectives of Education for All (EFA) and has been commended for its efforts to implement steps to address them. The Government has also demonstrated its commitment to achieve EFA with a national Basic Education Development Strategy (BEDS), which number of its' priorities are being implemented with the support of various development partners and stakeholders.

Although all governorate resources will be directed to meet the social requirements for education by building additional classrooms with more attention paid to improving the quality and internal efficiency of basic education or decreasing the gap between girls and boys and between urban and rural areas, arriving at universal completion of primary

education with adequate quality level of education by 2015 cannot be reached without additional funding due to the high increase in population.

The first three years (2003-2005) of the BEDS aims to improve the access, quality, equity, and efficiency by strengthening capacity building at the central, governorate, and district levels. Financial requirements for the three-year period are estimated at US$1.2 billion or US$414 million per year. Wages and salaries of existing teachers and new teachers, which are US$792 million (or US$264 million per year), will be financed by the Government. The financing requirement for goods and services (quality improvement measures including capacity building) and investment (school construction) is US$450 million or US$150 million per year. The financial envelop for goods and services, and investment is estimated at US$354 million or US$118 million per year. Thus, **the additional funding required during the first phase of BEDS is US$96 million (or US$32 million per year—US$19 million for quality, equity, and efficiency improvements and US$13 million for school construction)—** equivalent to 27 percent of the budget allocated to goods and services, and investment in 2002. This amount needs to be financed by the FTI funding.

The EFA FTI program is expected to benefit approximately 3,047,000, 3,291,000, and 3,547,000 children in 2003, 2004, and 2005, respectively. The unit cost will increase to about US$136 in 2003, $143 in 2004, and $151 in 2005, compared to the previous years: $98 in 2000, $109 in 2001 and $118 in 2002. The increase in the unit cost indicates that additional FTI funding will impact each student positively.

Yemen has the capacity to achieve universal primary education completion. It has a solid national strategy for basic education which adopts a participatory approach. This strategy, which received strong commitment from various government leaders (such as the Vice President and the Prime Minister of Yemen, as well as the Minister and Vice-Minister of Education), was approved in the national education conference held in October, 2002 . During the conference all the governorate leaders agreed that the Basic Education Development Strategy will be the framework for the next 13 years. In the past year, Yemen's implementation capacity has become better as a result of adopting various approaches in many projects that were supported by donor partners. Through the EFA/FTI funding, the government will be able to build capacity for monitoring and evaluating its educational progress towards achieving universal primary completion.

Key Indicators of EFA Inputs and Outputs

	1997 (Historical)	2001 (Baseline)	2015 (Target)
Primary Gross Enrollment Ratio (Grade 1-6)			
Total	61.1%	66.9%	103%
Male	78.3%	81.2%	103%
Female	42.9%	51.6%	103%
Primary Net Enrollment Ratio (Grade 1-6)			
Total	49.5%	51.4%	100%
Male	62.7%	61.3%	100%
Female	35.5%	41.1%	100%
Intake Rate in Grade 1			
Total	n.a.	73%	100%
Male	n.a.	82%	100%
Female	n.a.	63%	100%
Completion rate in Grade 6			
Total	n.a.	51%	100%
Male	n.a.	68%	100%
Female	n.a.	33%	100%
Number of Primary School Students	1,378,000	2,644,000	6,777,000
Number of Teachers (in government schools)	n.a.	104,000	183,000
Student/Teacher Ratio (in government schools)	n.a.	25	35
Number of classrooms (in government schools)	n.a.	65,000	153,000
Education Spending as % of GDP	5.1%	6.7%	9.0%
Primary Spending as % of Education Spending	43%	48%	50%
Teacher Salaries as Multiple of GDP per capita	n.a.	3.2	3.4

Expected Results for Outputs and Outcomes – With and Without EFA*

	2001 (Baseline)	2005	2015 (Target)
Increase Primary School Age Children & Net Enrollment Rate			
Male			
With EFA (includes BEDS)	1,244,000 (61%)	1,657,000 (71%)	3,374,000 (100%)
Without EFA (status quo)	1,244,000 (61%)	1,557,000 (66%)	2,729,000 (81%)
Difference	**--**	**100,000 (5%)**	**645,000 (19%)**
Female			
With EFA (includes BEDS)	791,000 (41%)	1,185,000 (53%)	3,200,000 (100%)
Without EFA (status quo)	791,000 (41%)	1,070,000 (48%)	2,278,000 (71%)
Difference	**--**	**115,000 (5%)**	**923,000 (29%)**
Increase Primary Completion Rate			
Male			
With EFA (includes BEDS)	208,000 (68%)	274,000 (76%)	512,000 (100%)
Without EFA (status quo)	208,000 (68%)	268,000 (75%)	487,000 (95%)
Difference	--	**6,000 (1%)**	**25,000 (5%)**
Female			
With EFA (includes BEDS)	97,000 (33%)	145,000 (45%)	484,000 (100%)
Without EFA (status quo)	97,000 (33%)	125,000 (39%)	281,000 (58%)
Difference	--	**20,000 (6%)**	**203,000 (42%)**

Notes: * Without EFA means status quo, while with EFA FTI means reform strategy with BEDS and additional external supports.

REPUBLIC OF YEMEN

Education for All by 2015 — Fast Track Initiative
Country Proposal

Table of Contents

Tables

Annexes

I. Introduction

I.1. General Background of the Country

Unity of The Republic of Yemen is considered to have occurred on May 22,1990, when the Yemen Arab Republic in the north and the People's Democratic Republic of Yemen in the south merged into one country. Since then, a number of domestic and external challenges have had a profound impact upon the State's ability to achieve social and economic development. The most prominent challenge was the break out of the Gulf War, which resulted in the return of over one million Yemeni emigrants from the Arabian Gulf States. Moreover, aid to Yemen from Arab and foreign states was constricted. This was followed by the emergence of an internal conflict that threatened Yemeni unity and led to the 1994 war. These factors have all contributed to the speed and intensity of Yemen's economic downturn between 1990 and 1994, which resulted in a noticeable deterioration of living standards and an increase in poverty. During the same period, inflation rose from 30 percent to 71 percent, having remained stable since 1995 at less than (9%).

I.2. The Challenges:

Population growth in Yemen has played a major role in the deterioration of the economy. According to 2000 projections, the population reached 18 million and has the following characteristics:

- a growth rate of 3.5 percent, implying that the population will double every twenty years;
- a ratio of rural-to-total population of 74 percent.
- a ratio of the population among zero-to-14 years of age of 46.5 percent.
- a literacy ratio of 47.2 percent for ten-year olds and above. Illiteracy for males and females is 27.7 percent and 76.5 percent, respectively. Among the literate population, 33.9 percent are ten years of age and above. Of these, 11.5 percent hold a primary certificate, 7.9 percent hold the basic or integrated education certificate, 5.1 percent hold a secondary certificate while 7.9 percent hold a university degree. The remaining 1.5 percent is distributed among technical secondary, vocational training centers/institutes and other post-secondary institutes.

As a result, average GNP per capita income has declined from US$701 in 1990 to US$318 in 1995. Low income has been further exacerbated by an increase in unemployment, inflation and the demand for primary commodities. To confront these challenges, the Government has undertaken economic reforms aimed at achieving economic stability, which have been aided by Yemen's oil exports that average a considerable 450,000 barrels per day.

After 1995 a transformation occurred in the structure of the economy. The contribution of oil and gas to the Gross Domestic Product (GDP) grew from 13.4 percent in 1990 to 33.7 percent in 2000. The contribution of agriculture, fisheries, and forests decreased from 24.2 percent in 1990 to 15.4 percent in 2000. Similarly, the contribution of transformation industries decreased from 9.4 percent to 7.5 percent. To summarize, the contribution of the non-oil sectors to GDP decreased from 86.6 percent in 1990 to 66.3 percent in 2000, indicating that the economy had become overly dependent upon the oil sector.

Public administration suffers from weak institutional capacity, low internal efficiency, and declining motivation, especially in the public sector. This is largely due to the low salaries and the incompatibility of the labor force. The government also suffers from inflation in the number of workers due to the merger of the two government sectors in the former government, each of which suffered from their own acute efficiency and effectiveness problems. Consequently, numerous shortcomings and problems have been inherited in the unification of the government system.

I.3. Facing the challenges:

Since the late 1990s, the Ministry of Education (MOE) has introduced several policy measures to expand access for girls and rural children, improve quality, and increase the efficiency of primary education. Key measures include: increasing the efficiency of school construction, basing school location on school mapping, placing small schools closer to girls' homes, obtaining community participation in school construction and management as well as planning for large-scale programs of in-service teacher training.

While Yemen's implementation capacity is limited, it has improved as can be seen in many projects supported by UNICEF, GTZ, KFW, and the World Bank. For example, the World Bank's Basic Education Expansion Program (BEEP) has been successful to the extent that the Government wants to expand the pilot project to all 20 governorates. In the past two years, MOE has made major progress in moving forward its decentralization effort to involve the Governorate Education Offices in program implementation. Community participation has been instrumental in lowering the costs of school construction and fostering local ownership vital to a school's success. Yet Yemen faces serious challenges in achieving the EFA objectives. The inefficiencies and constraints that remain within the sector will not allow the EFA objectives to be achieved if left unsupported. Donor partners, therefore, have expressed their intention to extend their support to basic education in Yemen.

I.3.1 Poverty Reduction Strategy Paper (PRSP)

As articulated in the Poverty Reduction Strategy Paper (PRSP), progress in Yemen's social and economic development depends on increasing production and productivity, facing the challenges of globalization and competition, and keeping pace with developments in science, research, and technology. Education and training are crucial for growth in all sectors and to improve living standards of the population. Hence, education is a key driver for economic and social development, and sustainable human development. Basic education is considered essential for rural development and the agricultural sector, and is fundamental to increase industrial productivity. The female education is an important factor to improve maternal and infant health and nutrition, as well as to reduce fertility, and to bring about social change in women's in society.

The Household Budget Survey of 1998 indicates a strong correlation between poverty and education. Eighty-seven percent of the poor are illiterate yet have completed basic education. On the other hand, poverty is the main reason that poor families do not send their children to school, because they haven't enough money to send all of their children to school when it come to select among their children to who to go to school they will select boys, in which case, girls usually pay the price.

The basic education and poverty alleviation strategies as well as the millennium development goals concentrate on four pillars of basic education:

- Increase the enrollment of basic education;
- Focus more attention on reducing the gender gap.
- Improve the quality of education;
- Improve internal efficiency through improving capacity and institutional reforms and competent management at the central and local levels.

II. Basic Education Development toward Education for All:

II.1. The legislation Base For Basic Education:

Yemen places education in the forefront of its priorities. Basic education in Yemen is comprised of grades 1 to 9 and is based on the National Constitution and Education Law. The articles of the General Education Law indicate that education is a basic human right for all citizens. The Law emphasizes the State's responsibility to provide basic education of good quality for all Yemeni children in the age group 6 to 14 years. This is apparent from the following articles:

- **Articles (6):** Besides being a human development investment, basic education is a basic human right ensured by the state and provided to all people.

- **Article (7):** Sufficient schools shall be established in the Republic meeting the education conditions of each study stage. The school is considered sufficient when it absorbs all students, provided that it is equipped with libraries and all other educational inputs.

- **Article (8):** Education is free in all stages and is ensured by the state. The state realizes this principle gradually according to a plan approved by the Council of Ministers.

- **Article (9):** The state acts to realize social equality and equitable opportunity in education and takes into consideration the social and economic circumstances that may prevent some families from sending their children to school.

- **Article (10):** The state has school health care in various stages.

- **Article (14):** Educational policy is based on scientific norms of planning, formulation of curricula, evaluation and follow-up. It links theoretical knowledge and technical skills in pre-specialist education, realizes a balance in the education system, justice in distribution of education services and potentials among the governorates and zones and decentralization in education administration.

In the Basic Education Development Strategy (BEDS), the Government sets a higher goal than the EFA FTI goal—achievement of 95 percent of the net enrollment rate in the basic education cycle of grades 1 to 9 by 2015. The target for EFA FTI is set at 100 percent completion rate of grade 6 by 2015. While progress of both targets will be monitored and evaluated, the Government intends to accelerate the BEDS giving priority to grades 1 to 6 in order to monitor the completion rate at grade 6 with adequate quality. The EFA objectives for Yemen are as follows:

- Attain universal access and completion of grades 1to 6 of basic education;
- Increase female enrollment, especially in rural areas;
- Substantially improve the quality of educational results;
- Strengthen management and institutional capacity at the local and national levels.

In relation to the EFA Fast Track Initiative, the key target indicator is to achieve a 100 percent completion rate by 2015. The sections below illustrate the prospects for achieving universal primary education in Yemen.[1]

II.2. Basic Education Development toward Education For All.

II.2.1. Access.

Education attainment in Yemen is among the lowest in the world. Recent statistics show that there are about 2.6 million children attending primary school in Yemen, while nearly 50 percent of the primary-school age children (age group between 6 and 11 years old) are still out of school. Figure 1 shows that the specific age enrollment rate for younger ages (6years) is very low—only 20 percent of 6 year olds are enrolled in school; this increases to nearly 70 percent by the age of 11. The gross enrollment rate (GER) at the primary level has improved over the past five years from 61% in 1997 to 67 percent in 2001 (see Table 1). The GER for females has also improved during the same period. However, the gender disparity is still pronounced—the GER for females was 52 percent in 2001 compared to 81 percent for males, and the proportion of female-to-male students in primary education was less than 40 percent, it has improved since 1997. Moreover, the net enrollment rate (NER) has been about 50 percent in the past five years. The proportion of repeaters among primary school students has declined from 10.6 percent in 1999 to 6.9 percent. This is partially due to the introduction of automatic promotion from grades 1 to 3, which was implemented in the mid-1990s.

According to the 1999 National Poverty Survey, only 45 percent of rural primary age children (age group between 6 and 11) reported to be currently enrolled in formal schooling, while 71 percent of urban children are enrolled. The rural female students are the most disadvantaged (30 percent), compared to the urban female students (71 percent). Moreover, the youth literacy rate has also improved from 61 percent in 1997 to 66 percent in 2001 but the rate for females is still 36 percent lower than males. According to the 1999 Poverty Monitoring Survey, the youth literacy rate for rural females is only 27 percent compared to urban females of 82 percent.

II.2.2. Intake:

The intake rate in grade 1 has increased from 69 percent in 1999 to 73 percent in 2001, largely due to the construction of new classrooms, allowing many out-of-school boys and urban girls to enroll at an older age. A regression analysis of the 1999 Poverty Monitoring Survey indicates that there is a high correlation between school availability (distance to education) and student attendance. To increase the intake rate to 100 percent in grade 1—targeting the age group of 6 and 7 year olds—the BEDS suggested that three classes might be built in villages away from the main school, but these classes should be work under the management and supervision of the main school, so that pupils in grades 1-3 will be more likely to attend first and second classes then when they become older they have to move to the main school. For those schools which hard to be supervised by main schools or to be so far from main school, they possibly operated as multi-grade classes in order to help girls to complete basic education or at lest grade six. This should be associated with raising parent awareness of the importance of enrolling children in the first grade at the legal age of 6 years old. In addition to make it easier and safer for small children to attend first grade, teams of older pupils could be formed to be responsible for younger pupils on their way to and from school.

[1] Education in Yemen consists of basis education (grades 1-9), secondary education (grades 10-12), and tertiary education. Primary education is used for EFA purposes and covers grades 1-6 of basic education.

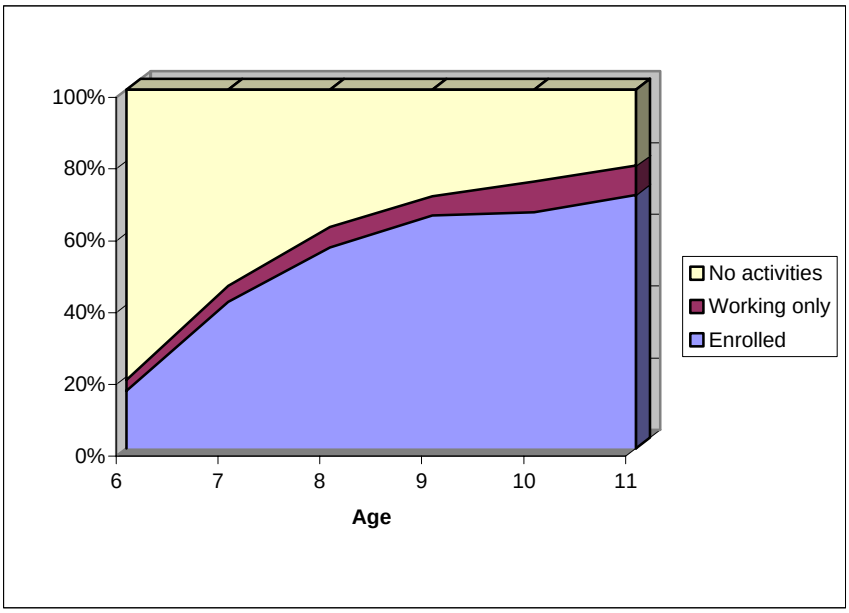


Figure 1: Distribution of enrollment by primary school age, 1999

Source: Poverty Monitoring Survey (1999)

Table 1: Primary Education Indicators in Yemen

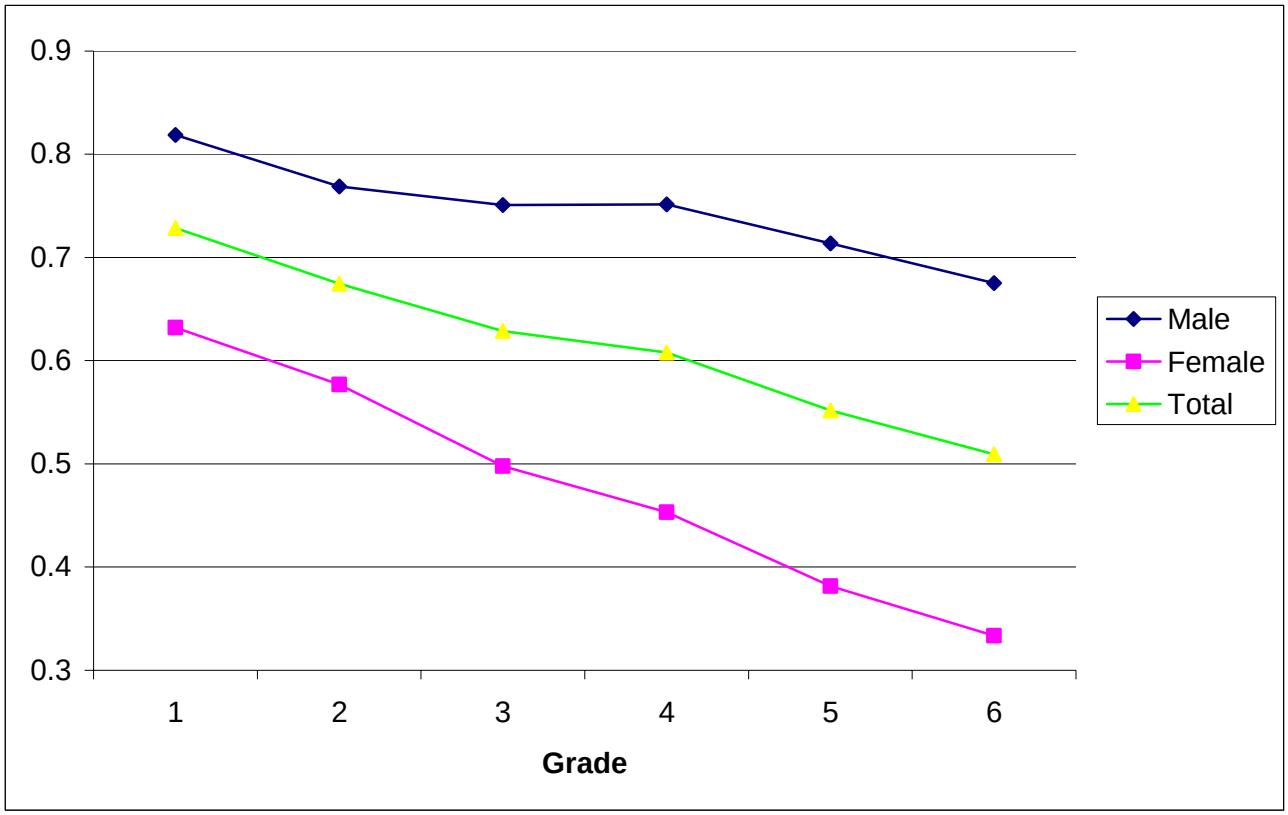
	1997	*1998*	*1999*	*2000*	*2001*
Overall primary education					
Gross primary enrollment ratio (%)	61.1	61.1	62.7	64.6	66.9
Male	78.3	78.0	79.5	79.8	81.2
Female	42.9	43.2	44.9	48.5	51.6
Net primary enrollment ratio (%) *	49.5	49.5	50.9	51.0	51.4
Male	62.7	62.6	63.9	61.2	61.3
Female	35.5	35.8	37.2	40.3	41.1
% repeaters among primary school students	--	--	10.6	8.4	6.9
Male	--	--	11.6	9.1	7.7
Female	--	--	8.7	7.0	5.5
Ratio of girls to boys in primary education (%)	34.2	34.5	35.0	36.5	37.6
Youth literacy rate (% ages 15-24) *	61.1	62.4	63.6	64.9	66.3
Male	80.9	81.6	82.3	82.9	83.7
Female	39.3	41.5	43.7	45.9	48.2

Source: MOE , World Bank.
Notes: * indicates Millennium Development Goal (MDG); Youth literacy rates are taken from the World Bank's SIMA database.
The school-age population figures are Government projections.

II.2.3. Efficiency.

Primary education suffers from low internal efficiency as illustrated in the grade-specific enrollment rates, in spite of the proportion of repeaters among primary students has decreased (Table 1 and Figure 2).[2] In 2001, the first-grade access rate was estimated at 73 percent but the access rate declined dramatically to 51 percent by the end of the primary cycle. In other words, based on the cohort reconstruction analysis, of 100 pupils who gain access to grade 1, only 70 will continue until grade 6. This points towards the low level of retention and reinforces the low internal efficiency due to relatively high dropout and repetition rates. Accordingly, instead of taking 6 years to complete primary education, students take, on average, 8.6 years, with an even longer period for female students. Factors that may explain this difference include: the low quality of education, the insufficient number of schools available for girls, and, in many cases, the considerable distance of the schools from the population agglomerations, which lead to increase the absent of girls' then the dropout from schools.

Figure 2. Grade-specific Enrollment in Yemen, 2001



Source: School Census, MOE

[2] Grade-specific enrollment ratio is calculated for each grade (and not for the primary cycle as a whole). It is the number of non-repeating students enrolled in that grade, divided by the number of children in the age cohort. Since the school-level statistics do not provide the number of graduates from the primary cycle, the grade-specific enrollment rate in grade 6 is one way to measure the target of EFA.

II.2.4. Equity:

Gender and geographical disparities are evident in access to education in Yemen. The trend in grade-specific enrollment is similar for male and female students but, as Figure 2 illustrates, males have higher access rates in each grade than females—19 percent higher in grade 1 and 34 percent higher in grade 6. The retention rate for female students is only 33 percent compared to 68 percent for male students. Moreover, boys and urban children enjoy greater educational opportunities and higher enrollment rates; the enrollment rate in urban areas is higher than in rural areas where about 70 percent of the population live. Access disparities also exist among governorates—an inequality related to disparities in the number of teachers in rural areas, especially rural female teachers, in schools and in cultural norms for female education, which consider female education less important than male. To decrease the urban/rural and male/female gaps, more classes will be built in rural areas, and for females. Some schools will work two shifts, one for girls and the other for boys—and increase the number of female teachers. Awareness must be raised in the Yemeni society as a whole on the importance of education for females. Implementation of the poverty reduction strategy, with its equally important focus on girls' education, will also help.

II.2.5. Quality.

Although there are many procedures toward improving the quality of education, primary education still faces serious difficulties; that cause the low quality of educational outputs, these difficulties including:

1. Low qualification of teachers, especially in rural areas. The 2000/01 Education Survey estimates that 40 percent of teaching staff hold secondary school certificates or better, while 60 percent have completed only basic education, with one or two years of additional training, which means that there are not a big different between teachers' and pupils' knowledge specially in grades (5-9).
2. Weakness of in-service teacher training a cordoning to teacher needs, which are varied as a result of different in teachers' qualification.
3. Inadequate school administration.
4. While primary school curricula and textbooks have been updated recently, it still concentrate on knowledge and neglect the practical skills.
5. Shortage of teaching and learning materials.
6. Inadequate school buildings.
7. Weak of community involvement.
8. Weak guiding and supporting for teachers and school administrations.

Automatic promotion in grades 1 to 3 introduced since the mid-1990s has reduced the proportion of repeaters among primary students in the past three years, the implications on quality need to be carefully assessed, and more emphasis should be paid to learn pupils acquisition the three "R" specially in grades (1-3), rather than overloaded pupils with subjects and theoretical knowledge. Analysis of grades 4 to 6 student achievement in four subject areas—life skills, science, math, and, Arabic language—shows that the majority of pupils have difficulty: relating what they have learned in the classroom to what they observe in their environment; explaining and interpreting the meaning of phenomena due to the lack experimentation in school; in mental calculation to estimate the resolution of problems; and reading and interpreting tables and graphs. Since most students have limited reading and writing skills, they could not solve problems or answer questions on many of the tests.

II.2.6. Public Expenditure on Primary Education:

The Government is devoting sizeable resources to the education sector. While GDP and total public expenditure on education have increased simultaneously, the share of education expenditure as a percentage of GDP has increased from 5 percent in 1996 to nearly 7 percent in 2002 (see Table 2). This trend reflects the rise in teachers' salaries and increased investment expenditure. However within the education sector, the proportion of primary education has declined from 46 percent in 1996 to 44 percent in 2000. A similar trend is observed in the upper grades of basic education and in secondary education (grades 7-12) whose share has also decreased from 42 percent to 40 percent during the same period. Conversely, the share of tertiary education has increased 4 percentage points, demonstrating an increased demand for tertiary education.

The share of GDP and public expenditure allocated to education in Yemen is high compared to most developing countries. Efficiency, however, is low as enrollment and completion rates are lower than in comparable countries. Table 2 illustrates that the share of non-salary items in recurrent expenditure on education has been declining from 24 percent in 1997 to 21 percent in the 2002 budget. In primary education, the share of non-wage expenditure was even lower—about 20 percent between 1996 and 2001—although it increased to 25 percent in the 2002 budget. This trend exemplifies the constraints to enhancing the quality of education. In addition to reduced spending on non-salary items, shortcomings in management of operation and maintenance (O&M), the investment program, and sub-sector planning and information have contributed to inefficiencies in primary education. Primary education suffers from low internal competence of financial spending. This is apparent from the presence of 4,157 male and female teachers who do not teach any teaching period, according to figures appearing in the General Report of the 2000/2001 Education Survey. In addition, there are teachers whom teaching burden is far less than the officially determined number of teaching periods per week, out of (132137 teachers) participated in teaching periods (1.2%) teach less than 6 periods, (7.4%) teach between 6-11 periods, (293%) teach 12- 17 periods, (56.7%) teach 18-23 periods, (29%) teach 24-29 periods, and (13.1%) teach more than there officially teaching between 30-36 periods.

Table 2: Distribution of Public Spending on Education by Economic Purposes (nominal, billion YR)

	1996 (actual)	1997 (actual)	1998 (actual)	1999 (actual)	2000 (actual)	2001 (prog.)	2002 (budget)
GDP (market prices)	743	897	858	1,163	1,484	1,565	1,762
Total Government Expenditure (TGE)	168	303	295	337	475	527	581
Recurrent	**118**	**244**	**232**	**267**	**382**	**406**	**462**
Salaries & Wages	74	82	94	119	141	162	186
Goods & Services	44	162	138	148	142	244	276
Investment	50	59	63	70	93	121	119
Total Education Expenditure (TEE)	37	46	57	67	91	105	117
Recurrent	**33**	**37**	**45**	**59**	**79**	**87**	**97**
Salaries & Wages	n.a.	28	34	47	61	68	77
Goods & Services (G &S)	n.a.	9	11	12	18	19	20
Investment	**4**	**9**	**12**	**8**	**12**	18	20
Primary Education Expenditure (PEE)	17	20	25	30	40	48	56
Recurrent	**15**	**18**	**23**	**27**	**36**	**42**	**48**
Salaries & Wages	12	15	18	22	29	33	36
Goods & Services (G &S)	3	3	5	5	7	9	12
Investment	2	2	2	3	4	6	8
TEE as % of GDP	**5.0%**	**5.1%**	**6.6%**	**5.8%**	**6.1%**	**6.7%**	**6.6%**
TEE as % of TGE	22.0%	15.2%	19.3%	19.9%	19.2%	19.9%	20.1%
Recurrent TEE as % of recurrent TGE	28.0%	15.2%	19.4%	22.1%	20.7%	21.4%	21.0%
G & S as % of Recurrent TEE	n.a.	24.3%	24.4%	20.3%	22.8%	21.8%	20.6%
PEE as % of GDP	**2.3%**	**2.2%**	**2.9%**	**2.6%**	**2.7%**	**3.1%**	**3.2%**
PEE as % of TEE	45.9%	43.5%	43.9%	44.8%	44.0%	45.7%	47.9%
Recurrent PEE as % of recurrent TEE	**45.5%**	**48.6%**	**51.1%**	**45.8%**	**45.6%**	**48.3%**	**49.5%**
G & S as % of Recurrent PEE	**20.0%**	**16.7%**	**21.7%**	**18.5%**	**19.4%**	**21.4%**	**25.0%**

Source: MOF, MOE,

Note: Goods and Services includes the operation and maintenance (O&M) and foreign training

II.3. Supply and Demand Side Perspectives toward EFA.

Low access, internal inefficiency, and inadequate quality of primary education may be explained by demand and/or supply side factors. Although children from better-off families tend to have greater access to school, particularly in urban areas and for secondary education, the gap between the poor and the rich is not as large for basic school-aged children. Based on the 1998 Household Budget Survey, 53 percent of children aged 6 to 11 in the poorest income decile were enrolled in schools compared to 66 percent in the richest decile (see Figure 3).

On the supply side, the following factors have contributed to the poor quality and access of primary education:

- difficulties with deployment of teachers, especially female teachers, to rural areas;[3]
- lack of in-service teacher training;
- costly provision of textbooks and shortage of instructional materials;

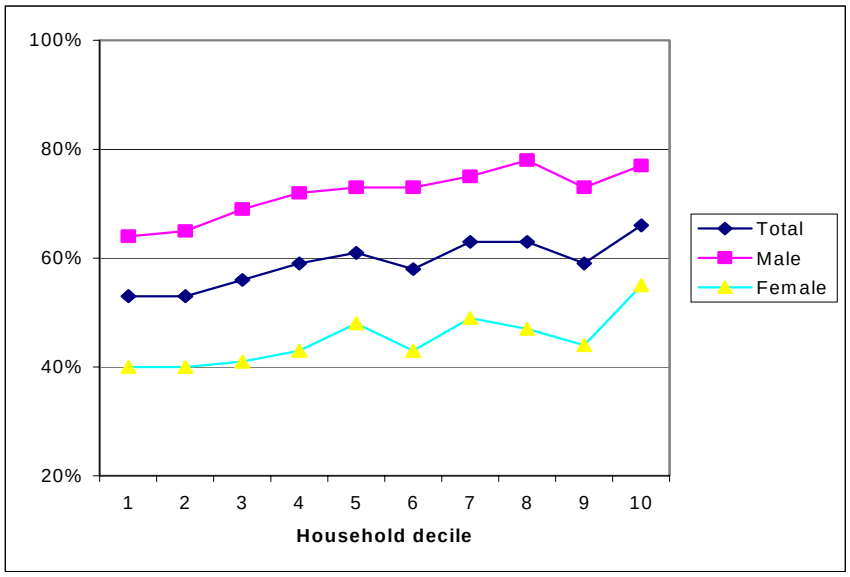
[3] Twenty-one % of teachers in Yemen are female—46% in urban areas, only 8% in rural areas.

- inadequate proportion of female teachers and administrators; and
- incomplete schools (schools do not offer grades 1 to 6)[4].
- lack of schools with latrines for girls

Studies confirm that building schools with latrines for girls and deploying female teachers to rural areas improve female students' enrollment.

On the demand side, while public primary education is free in Yemen, households are required to pay community participation and school activity fees.[5] In the 1999 National Poverty Monitoring Survey, households cited "difficulty in paying school expenses" as a main reason for either never sending children to school or withdrawing them early. Education services do not reach a large number of children, especially rural girls, regardless of family welfare. The main impediments to low enrollment for rural girls are: poverty, lack of physical access to school (particularly long walking distances to school) and family's attitudes toward girls' schooling. Even for younger girls (aged 6 to 11), the family's attitude was a constraint, especially in rural areas. Work is needed to prepare appropriate incentive schemes for poor children in rural areas to reduce education costs.

Figure 3. Enrollment Rate of Age 6 to 11 by Income Decile, 1998



[4] In 2001, 10 percent of the basic education schools (grades 1-9) are incomplete and 6 percent of the basic education students are enrolled in such schools.

[5] The community participation fee is YR150 a year. In 1998, MOE exempted poor girls from this fee but implementation of this policy varies and depends on the school administrator.

III. Basic Education Development Strategy (BEDS) 2003 – 2015:

III.1. Education reform before BEDS:

The Government of Yemen considers education to be fundamental to its development strategy, in particular to poverty reduction. Therefore, the Government has given high priority to the education sector, specifically to expanding primary education through increased school construction, improved quality of the learning process and environment, and measures aimed at increasing female participation and reducing gender and regional disparities. In 1999, the Government developed an education strategy with World Bank support. Since then, the strategy has been updated and strengthened in the Basic Education Policy Letter of Government that accompanied the World Bank's Basic Education Expansion Project (BEEP) approved in October, 2000. In addition, GTZ, RNE UNICEF, KFW, and Japan have supported the MOE in teacher training, school construction and maintenance, and female teacher deployment to rural areas in various governorates.

It was acknowledged that most previous efforts to reform and improve basic education in Yemen were not as successful as had been hoped for due to a variety of reasons. First, past efforts were not based on a *comprehensive analysis* of the education reform context but rather on a series of separate and partial attempts to plan and implement the reforms. There was a *lack of community participation* and ownership, which alienated local communities who felt as the reforms were being forced upon them. There was a lack of *scientific research and methodology,* which resulted in schools without children and children without schools. Past attempts were *centrally planned,* which led to disconnected efforts from the needs of the targeted groups. Bureaucratic centralism slowed implementation, lacked of flexibility to adapt to field developments, and increased costs.

III.2. Education reform within Basic Education Strategy:

Over the last year, the MOE, with assistance from GTZ, has completed its National Strategy for Basic Education (grades 1-9) with all stakeholders (see Annex 3), and it was reviewed and approved during the National Conference held in October 2002. The Vice President and Prime Minister of Yemen pointed out that the strategy will be the framework for the Yemeni government for the next 13 years, and more resources will be devoted for basic education. The Ministry of Education is working on formulating "task force" teams to take over the responsibility of implementing the Basic Education Strategy. Meanwhile, Yemen's PRSP, which highlights the importance of primary education in the context of poverty alleviation, was presented to the World Bank's Board in August, 2002, and it was approved during the Consultative Groups meeting held in Paris in October 2002. The Government's key elements of the education strategy are described below.

Encourage Community Participation. One important element to the Government strategy is community participation in education programs. Building on recent and ongoing project experience, the MOE is creating capacity at the Central and Governorate levels to increase community participation. Decision-making on school location, ensuring sustainability, reducing school construction costs, and improving school management are areas for increased participation and partnerships. The Government has acknowledged the importance of the role of the district offices in linking up the central level and communities and is trying to enhance capacity at the district level.

Improve Access and Equity. The Government has given high priority to increasing primary education enrollment, especially girls' enrollment in rural areas. Several measures have been introduced to increase the cost-effectiveness of school construction:

- Use low-cost, standardized designs
- Involve communities in school construction
- Use school-mapping tools in determining school location.

The implementation of these policies in the BEEP, GTZ, UNICEF, KFW, Public Works Project (PWP), and Social Fund for Development has led to a reduction in construction costs. The Government is also placing small schools closer to girls' homes; obtaining the community's commitment to enrolling girls as a prerequisite for school construction; and constructing schools with sanitary facilities and boundary walls.

Improve Quality. The central element in the Government's strategy to improve the quality of primary education is the introduction of new curricula to promote interactive learning with enhanced textbooks and teaching skills. In 2000, all primary teachers attended a one-week refresher course that introduced the new curriculum, and in 2001, about 20,000 teachers attended in-service training supported by several donors. Continuation and expansion of in-service teachers' training are planned. In addition, based on findings from the Education Survey and the O&M study, the Government has developed a strategy to improve O&M at the school level. The MOE and Educational Research Center (ERDC), with support from UNICEF, are about to finalize a study on student achievement (MLA) in four subjects: life skills, science, math, and Arabic language, as a first step towards improving the quality of education.

Improve Capacity. The Government is aware that management capacity is crucial to improving the efficiency of education. At the macro-level, several reform programs are underway to improve public administration. For instance, the Strategic Framework for Civil Service Modernization will allow the MOE to remove ghost workers from its payroll. At the sectoral level, the Government has strengthened its capacity to develop standard designs for school construction; develop and deliver in-service teacher training programs and strengthen supervision; and gradually strengthen the capacity at the Governorate level to implement school construction programs. While the MOE's implementation capacity remains low, it has demonstrated significant improvements over the last few years.

Improve Expenditure Management. Improvements in overall budgeting and expenditure management are under preparation at the Ministry of Finance and these should have a positive effect on resource management in the education sector. Within the education sector, the Government aims to ensure an adequate share for primary education by addressing issues of growth in other sub–sectors. The Government is aware that it needs to increase the efficiency of education expenditure if the expansion and quality improvement envisaged for the primary education sub-sector are to be financially sustainable (see Financial Projections below).

III.2.1. BEDS priorities:

In addition, the Ministry of Education ensures that it will devote all of its human and financial resources to raising the level of basic education so that benefit accrues to all children of Yemen. In the forefront of its priorities, the MOE places the following priorities:

- Raise the average enrollment rate in basic education up to 95%,
- Decrease the enrollment gap between boys girls and between urban and rural areas with more attenuation to children of poor families;
- Improve the capacity of the Ministry through institutional reforms and establish competent management at the central and Governorate levels;
- Improve the internal efficiency of basic education.
- Improve the quality of education through teachers training, head teachers, school administrators modernize school curriculum, provide the appropriate educational access and environment; and have the local communities participate in the construction and management of schools.

III.3. Build on Experiences with a Participatory bottom-up- approach

Within the context of EFA, the Republic of Yemen has developed the Basic Education Development Strategy (BEDS) in the period between April and October, 2002. A rigorous dialogue and analysis, in a participatory manner, among several hundred members of the education stakeholders was undertaken. The first order of the meeting was to seek to understand the accomplishments of the past, the challenges of the present, and to look to and define the new horizons of the future. The objective of the BEDS is to reform and develop basic education in Yemen so as to provide equivalent basic education of high quality to each child. The result of the strategy is to raise the general enrollment rate in basic education in Yemen to 95% for the 6 to 14 years age category by the year 2015.

As for the preparation of the BEDS and its relied upon collective work, including the effective participation of the civil society and organizations, a series of consultative meetings and workshops between the government and these civil stakeholders were held. In addition, there were MOE experts in the field of education and experts from the GTZ. The same mechanism (i.e., participatory approach) that was adopted in the preparation of the Poverty Reduction Strategy was also adopted here.

More specifically, more than 400 male and female citizens from more than ten Governorates participated in crystallizing the strategic perception of basic education development. They represent the educational stakeholders (i.e., Women's Committee, Teacher's Union, and Parents' and Students' Councils) at the central and local levels as well as in various civil society organizations. A team made up of 109 selected individuals selected from among cadres working in education at the Governorate, district and school levels in the ten Governorate prepared the field strategy. This bottoms-up approach aims at creating ownership among civil society and increases the probability of the BEDS implementation.

III.4. BEDS Financial Requirements and Gaps between 2003 and 2015

This section presents the financing requirements for achieving EFA by 2015 by implementing the policy reforms set out in the Government's BEDS.

Projection Model. The resource gap for external financing to support EFA by 2015 is estimated using a country-specific simulation model. The model includes: i) estimates of the Government's resource envelope for grades 1 to 6 linked with the macroeconomic framework as well as estimates of donor funding (it is assumed that current levels of donor funding for basic education will continue); ii) recurrent financial requirements for EFA based on assumptions including student-teacher ratio, teacher remuneration as a percentage of GDP per capita and number of students enrolled in publicly financed primary schools; and iii) capital financial requirements for EFA based on the unit cost of furnishing classrooms to accommodate more students and teachers (see Annex 1). The unit cost of classroom construction is based on actual costs attained in the BEEP, in which a low-cost standard design for schools and community participation for school construction was introduced.[6]

Simulation Results of Reform Scenario. If the Government were to fully implement the BEDS efficiency measures, such as increasing student-teacher ratios from 25 in 2000 to 35 in 2015 and decrease the proportion of repeaters from 7 to 3 percent by 2015 (see Annex 1), 32 percent fewer teachers and classrooms would be required compared to the status quo of grades 1 to 6 of the basic education system. The reform scenario projects requirements of an additional 79,000 primary teachers and 88,000 primary classrooms while it assumes 20 percent of classes operating double shifts in the next 13 years. The policy changes presented in this reform are due to large efficiency gains brought on by improvements in student/teacher ratios and by introducing automatic promotion to reduce the number and the cost of repeaters. At the same time, non-teacher items—quality improvement—are factored in, combined with improved resource mobilization based on the following assumptions: i) an increased share of education spending on primary education; ii) an increased amount for promoting female education and operation/maintenance; and iii) an increased share of public recurrent spending on education as a percent of public spending. If the reform were to be fully implemented, the financial requirement for EFA are estimated at US$7.1 billion over the 13 years from 2003 to 2015, or US$549 million per year (see Table 3). The Government's financial envelope for primary education is estimated at US$5.8 billion over the next 13 years or an average of US$442 million per year. Thus, the financing gap would be estimated at US$1.4 billion over the next 13 years or US$107 million per year—an annual US$76 million for recurrent and US$31 million for capital expenditures.[7] This reform scenario is a very indicative financing gap estimate; thus, the financing gap could be wider depending on the pace of reform implementation.

[6] Based on the BEEP, the average cost per furnished classroom, including latrines and fences, is estimated at US$12,956. The cost per classroom ranges from US$5,000 to US$30,000 among projects being implemented in Yemen in the past three years. The cost difference is explained by school design, type of construction, and administrative procedures. When compared to other developing countries, the unit cost in Yemen is high—US$3,100 in India, US$3,900 in Bangladesh; US$4,700 in Mauritania; US$7,500 in Guinea; US$8,200 in Brazil; and US$10,000 in Mexico.

[7] Based on the assumption of the improvement of resource mobilization by 2015, the recurrent resource envelop for primary education is feasible since the share of the recurrent envelop as a percentage of GDP in 2015 is lower than in 1998.

Table 3: Financing Gap Estimates for Grade 1-6 of Basic Education (US$ Millions)

	EFA Requirement			Resource Envelop *			Financing Gap		
	Recurrent	Capital	Total	Recurrent	Capital	Total	Recurrent	Capital	Total
SCENARIO 1: Status quo									
Cumulative 2003-15	7,328	2,309	9,637	3,827	675	4,502	3,501	1,634	5,135
Annual	564	178	742	294	50	344	**270**	**128**	**398**
SCENARIO 2: * Realistic Reform Scenario									
Cumulative 2003-15	6,081	1,052	7,133	5,095	675	5,770	986	377	1,363
Annual	468	81	549	392	50	442	**76**	**31**	**107**
SCENARIO 3: * Cautionary Scenario									
Cumulative 2003-15	6,945	1,430	8,375	5,095	675	5,770	1,850	755	2,605
Annual	534	110	644	392	50	442	**142**	**60**	**202**

Note: * Projected donor financing of US$ 27.5 million per year is factored in the resource envelop.

IV. Reform Strategy during the First Phase of BEDS between 2003 and 2005 (FTI)

IV.1. Contents and Priorities of the First Phase (2003 – 2005)

The action proposed below to achieve the EFA-FTI targets are firmly based on the objectives and strategies put forward in BEDS (2003- 2015), along with the Poverty Reduction Strategy Paper (PRSP). It is on this basis that the EFA- FTI proposal gives its priority to the aggressive expansion of existing programs that promote the equity of education and support mechanisms to steadily improve the efficiency and quality of education.

In order to achieve the Yemen EFA – FTI objective, the support mechanism will be structured into five programs that will, as a whole, include key and complementary education strategies to reduce current gaps that allow the completion of grade 6 by all boys and girls. These programs will focus on access, internal efficiency, equity, quality, and capacity building.

The key principle of the three year plan gives top priority to the aggressive expansion of existing programs that not only promote the equity of schooling opportunities but also improve the quality and internal efficiency of education. The Priorities of the First Phase (2003 – 2005) consist of five dimensions and each dimension consist of number of programs:.

Access:

The objective of this program is to increase the gross enrollment rate up to 70% percent by 2005 through:

- Adding the required needed facilities to new pupil enrollment in grades 1-6 with given priority to the Governorate and districts where access is very limited and the rate of poverty is very high (e.g., building 14,235 additional classrooms; adding 25,223 additional teachers, most of whom should be female teachers; and providing 700,000 double desks)
- Providing a pedagogical and administrative model for multi-grade schools in remote rural areas (1-3 grades, 4-6 grades, 7-9 grades or other combinations) so that all children regardless of the level of isolation or dispersion of population of their community can have access to primary education and continuation to at least the end of basic education (grade 9). These schools will have a board of directors consisting of teachers and parents, which will be accountable for the quality and efficiency of school training, such as teaching methods of multi-grade schooling, and instructing parents in school management.
- Implementing school mapping as a basic system to selecting the right location for new schools using the current experience in school mapping project in MOE, PEEP, and SDF.
- Training the planning department staff in the PEO and DEO in the projection of enrollment growth for each grade and school, and in the calculation of needs for new classrooms, teachers, educational materials.

Internal efficiency:

The objective of this program is to ensure that 65% of pupils will be able to complete grade 6 by age 11 by 2005 through the following five components:

1. Implement an internal efficiency monitoring and evaluation: A monitoring system will be designed and implemented to track pupils and education indicators:
   - Enrollment of school age children;
   - Repetition rate;
   - Dropout rate; and
   - Completion rate by grade six.

2. Increase official intake rate into the first grade (6 years): The MOE will receive support in institutionalization, promotion and legalization strategies to enroll the six year old population into the first grade of basic education. Specific activities include:

   - Building one or two classes in villages, which are situated far away from the main school, to teach small pupils who cannot walk the long distance to attend grades 1 and 2. These classes, which cannot be considered as independent schools, will be supervised by the main school in the areas to which they belong.
   - Increasing the awareness among parents of the importance of enrolling their children in first grade at the legal age of 6 years;
   - Making arrangement to make it easier and safer for small children enrolled in first grade to attend school, such as having older pupils to walk them to school and home; and
   - Supplying some communities with bus transportation for young pupils.

   Periodic reports will be distributed to schools and aggregated at the DEO and PEO regarding their progress. Schools and districts will be accredited and monitored in terms of their education efficiency and quality indicators.

3. Support under-achieved pupils: Implement project aim to support under-achieved pupils as a pre-condition for the implementation of the promotion system from first to third grades. This should be done in a continuous and systematic process that will allow teachers to track pupils' progress and detect learning problems so that the required support can be given. From the fourth to sixth grades, the promotion will be based on written examinations.

4. Provide education leveling of overaged pupils: Alternate programs will be established for leveling learning and promotion of overaged pupils, including a special evaluation and promotion system to accomplish on-time graduation from the sixth grade.

5. Use education human resources more effectively by redistributing teachers who do not participate in teaching and by decreasing the unit cost of classrooms.

As a result of the internal link among the different education programs, the quality of education will be enhanced since the programs will motivate pupils to attend school on a daily basis, provide pupils and teachers with adequate levels of textbooks and other instructional materials, stimulate teachers to improve instructional and monitoring of pupils' progress, and offer pupils substantially better opportunities to learn and acquire skills.

The Yemeni experience points to these factors as key determinants of pupil performance. By raising the learning conditions and involving the stakeholders in the process of continuous improvement,

schools will be better able to advance more pupils each year to higher grade levels with increased levels of learning achievement, and help ensure that these pupils will be able to graduate from the sixth grade at the appropriate age.

Equity:

The objective of this program is to increase the gross enrollment rate of girls up to 65 percent by 2005 through the following:

1. Increase the awareness of the importance of girls' education among local communities by changing the general negative attitude towards girls' education, e.g., launching a number of campaigns on television and radio, and allowing religious leaders to assume the important role of campaigning for girls' education among rural area families.

2. Supply rural areas with female teachers through the construction of female teachers' houses in isolated rural areas. According to the BEDS implementation plan, the goal is to provide housing, either by constructing or renting them, for female teachers in isolated rural areas, and supply these houses with equipment and furniture so as to encourage female teachers to work in these areas. Additionally, the local community must ensure a high level of safety for teachers living in these houses.

3. Make schools more attractive for girls and their families: MOE and donors should coordinate among themselves to make certain that programs which target girl's education, such as the World Food Program, also focus on providing and improving school buildings (e.g., walls, female toilets, water service and classroom furniture) in isolated rural areas.

4. Increase the opportunity for poor boys and girls: Help families in extreme poverty defray the direct and indirect costs of educating their children through exempting children from poor families from paying tuition and any other financial requirements within the school. Additionally, MOE should coordinate with local communities, donors and other organizations to provide children from poor families with food and school materials (e.g., clothes, notebooks, pens, and bags).

5. Develop EMIS as a gender sensitive tool for planning and monitoring equity indicators so as to ensure that girls' enrollment rate increases according to plan.

Quality:

The objective of this program is to improve the quality of learning in basic education, with a focus on the systematic and equitable enhancement of school quality. In particular, the plan will pay attention to all of the quality aspects of education, including establishing higher standards of schooling, in order to promote well recognized and measured learning levels, especially in the three "Rs". Quality improvement includes teacher training, school administration training, and supplying schools with the education resources that are necessary to promote a higher level of learning. During the first three years, the following components will be implemented:

1. Establishing basic education competency: Education performance will be monitored through pupil achievement test, which will assess the performance of pupils in grades four and six according to planned competencies every three years to assess their level of achievement.

2. Developing teacher performance in class through:
   - Revising the admission and qualification of teachers. The regulations and criteria for admission to the teaching position and the mechanisms of the distribution of teachers need to be revised to ensure that only qualified teachers are selected and that isolated rural areas get higher priority.
   - Reviewing the training concept. The MOE will review the previous training concept and content of training courses as a first step to building a new training concept, teacher training programs and a systematic system to monitor teacher training and its impact on classroom teaching.
   - Providing in-service training for 24,250 teachers according to their needs, focusing on active learning methodologies such as multi-grade teaching techniques in isolated areas.
   - Elaborating teacher performance evaluation. The revision and preparation of the regulation and criteria for teacher performance evaluation include: Knowledge and application of academic standards; application of methodologies and achievement evaluation; and management school records. These criteria will be used to develop a reward system that will provide compensation and incentives for the teachers.

3. Providing ongoing support for teacher performance through:
   - Training school administration staff: The administrative staff in primary schools will receive training in different subjects (e.g., management, administrative procedures, planning and monitoring as well as evaluation) .
   - Providing systematic teacher support and follow-up: Supervision and technical support for teachers need to be provided.

4. Developing a basic education curricula (grades 1-6) according to the competency in each grade and subject.

Institutional capacity Building:

Institutional capacity building is considered to be the most important priority for several reasons:

1. Construction of infrastructure works alone does not lead to improvement in service delivery. Many instances where the building could not be used because of inadequate teachers, administrators and/or weak management have been known. Building needs to go hand in hand with strengthening the capacity of the administrative units to operate and manage the service delivery aspects so as to ensure that the quality of teaching increases and that more girls are attend school.

2. The decentralization process in Yemen started with the revolution of power which became effective with the election of the Local Councils in 2001 without much of a transition period. Neither the central ministries nor the local executive branches and local councils were properly prepared for this change. In the early days of the decentralization policy, it is of great importance to strengthen the system by ensuring that the right instruments and procedures are in place, that all

who have a role to play knew their mandate well, that they acquire the necessary skills to perform their function and that they carry out their mandate to the best of their abilities.

3. Many of the reform target and activities implementation need to strengthen their institution capacity specially in planning, implementing monitoring programs, coordinating, and modern management; otherwise performance will either be inefficient or a nucleus for corruption may emerge. As such, one may say that the issue of human capacities and their development shall persist to form the most significant challenge that faces the implementation of BEDS and FTI plan. Strengthening institution capacity needs to include training, qualification, development and other factors, such as attracting the human cadre to the remote areas.

The objectives of the Institutional Capacity Building are:

1. Enhancing the professional and managerial competence of all education staff at different levels, in order to empower them to plan, implement, follow-up and evaluate the educational process effectively.
2. Improving the professional capacities of teachers through decentralization of the teacher training approach, which has proven to be more effective than the traditional (centralized) training approach.
3. Supporting MOE to build up the legal framework required to develop the decentralization process.
4. Supporting MOE to implement the basic education strategy at the local levels.
5. Supporting school administration through training courses and workshops.

To fulfill these objectives, the MOE planning will implement the following three programs:

1**. Training Administration Staff Program**:

- Define clearly the tasks and responsibilities of MOE's offices at the Governorate and district level in accordance with the local administration law.
- Training needs assessment will be undertaken to identify the specific skills, knowledge and competencies that are required for administrative education staff at the national, Governorate, and district levels. The MOE, with the assistance of GTZ, conducted three workshops: one at the central level, and two at the Governorate levels.
- Develop and implement a training plan for qualifying education management of leaders in MOE and PEO in modern educational management and communication skills.
- Institutional building requirements will be designed specifically to meet the needs of staff at each level according to their tasks under the decentralization process.
- Based on the three training needs assessment workshops, a number of problems and priority issues have been identified: Methods of planning, monitoring and evaluation of programs, project analysis, test analysis, the impact of teaching and learning materials, planning, implement, monitoring and evaluating teacher training programs, monitoring and reporting the teaching and learning process, and professional development of teachers.

2. **Teacher and School Administration Training Program**:

- Expand a teacher training plan based on a decentralization training approach that takes into account teacher qualifications and needs.
- Train teachers of grades 1-6 according to this well-developed plan.
- Implement a systematic monitoring system for teacher training and its impact on classroom teaching.

- Develop and implement plans to train school administration on modern school management, supporting teachers and classroom teaching, coordination and cooperation with the local community, and monitoring and reporting system.
- Train school administrators in PEO and DEO on the mechanisms of cooperation and building a common understanding between them and the Local Council, since the Local Councils at the Governorate and district levels will play an important role with the governmental administration in future regional planning processes.

3. **Education Management Information System (EMIS)**

As the Education Management Information System is one of the most important elements to improving the capacity of MOE, there is a serious need for new information to be exchanged and communicative links to be established bidirectionally: schools – districts – Governorate and the Center. Through the introduction of EMIS, statistical data on the educational system can be accessed promptly and this will facilitate policy makers to implement efficient control and pursue a targeted policy. The objectives of EMIS are as follow:

A. Improve the process of data collection, storage, analysis, and processing.
B. Ensure access of users at all levels to information, in order to increase the efficiency of education planning, implementation and management.
C. Provide targeted information mobility by reducing excessive information, with the aim to inform decision makers.
D. Ensure transparency and accountability.

To develop EMIS, MOE plans to:

- Develop methodology, procedures and questionnaires for implementing EMIS.
- Develop questionnaires to collect education information according to indicators required to monitor the educational system.
- Supply all education planning departments in MOE, PEO and DEO with the required hardware and software programs.
- Train planning and statistic personnel in different levels on accessing and processing the system.
- Create an electronic communication network link between DEO/PEO and MOE to consolidate data on all schools in Yemen for the 2004-2005 school year.

It is important to ensure that institution capacity building programs are integrated with other current capacity building programs and processes such as: teachers' training programs, and co-operatives such as GTZ, PEEP, UNICEF.

IV.2. The Implementation plan for the first phase of BEDS 2003- 2005:

The implementation plan for the strategy of development the access for grade (1 – 6)
Objective: To assure that (80%) pupils can enrolled in grade 1-6.

Program	Objective	Activities	Duration			Respon	Indicators	Financial $ (000)
			003	004	**005**			
Primary education expansion	Increase the gross enrollment rate in grade (1-6) up to80% by the end of 2005.	Building new classroom.				Project Sector (PS)	MOE statistics show that (25694) new classrooms were built.	270.000
		Building new classrooms for girls only.				**PS**	MOE statistics show that (11137) new classrooms for girls were built.	For memory see cost in equity.
		Building multi-grade classrooms in isolated rural areas.				**PS**	By the end of 2005 MOE statistics show that (1938) new classrooms multi-grades were built.	For memory see cost in internal efficiency
		Supply schools with new teachers.				General Edu. Sector (GES)	By the end of 2005 MOE statistics show that there are (19500) new teachers.	For memory already financed under Gov. Budget
		Supply schools with (544500) double desks.				**PS**	PS reports shows that Schools supply with (181500) double desks each year.	For memory already financed under Gov. Budget
Total								**270.000**

The implementation plan for the strategy of development the level of Internal Efficiency for grade (1 – 6)
Objective: To assure that (60%) pupils can effectively complete six grades by their 11th years old by 2005.

Program	Objective	Activities	Duration			Respon.	Indicators	Financial $ (000)
			003	004	**005**			
Internal efficiency monitoring and evaluation system	Develop Internal efficiency monitoring and evaluation system to track pupils follow	Building Internal efficiency monitoring and evaluation system on school level				Curricula & guidance Sect. (CGS) & ERDC	Monitoring program approved	6
		Built a mechanism, to implement the system				CGS & ERDC	The mechanism approved	8
		Train school administration for 5 days on the system				CGS & ERDC	(12000) school administration got trained	522
official intake into the first grade.	Increase official intake rate into the first grade up to 40%	multi grade classes in isolated areas				PC	Statistics show that the (646) built each year.	20.349
		Train teachers for 25 days on teaching and manage these schools				CGS	(1938) teachers got trained on teaching and manage multi grade classes.	511
		Encourage the roles of local councils to provide transportation to and from schools				PEO & DEO	Reports of PEO show that some rural areas provide transportation to and from schools	10
Using education resources.	Optimum utilization of available resources	Redistribute (5021) teachers.				GES	Statistics show all teachers participating in teaching	6
		Ensure that all teachers teach the official rate of teaching per-week.				DEO & schools	By the end of 2005 MOE statistics show all teachers teach at list 20 periods per-week.	6
		Decrease the unit cost of building for classrooms				**PS**	The average unit cost of building classroom decrease from ($13.000) to less than $10000	18

Program	Objective	Activities	Duration			Respon.	Indicators	Financial $ (000)
			003	004	**005**			
Education leveling of overage pupils	Support overage pupils to accomplish six grade on time	Establishing a system for leveling learning and promotion of overage pupils.				CGS	A system for leveling learning and promotion of overage pupils	12
		Train guidance for 2 days in PEO and DEO on monitoring and evaluating the system.				PEO & DEO	Lists of training courses show that (1408) guidance got trained on monitoring and evaluating the system.	25
Under- achieve pupil	Ensure that at least 95% of pupils in each class promote to next grade	Train national and local teams for 5 days on methods of supporting under risk pupils.				CGS	Lists of training courses show that (7240) personnel got trained on methods of supporting under risk pupils.	63
		Link the evaluation of teacher performance to the level of pupils.				PEO & DEO	Teacher evaluation reports show that the pupils' achievement become an important element in teacher evaluation.	6
		Train father and mother councils to Encourage family to follow and support their children.				DEO & Scool	Schools' report shows increasing in parents in monitoring and supports their children.	11
total								21553

The implementation plan for the strategy of development the level of equity of education for grade (1 – 6)
Objective: To assure that (60%) of girls in age 6-11 enrolled in grade 1-6 by 2005.

Program	Objective	Activities	Duration			Respon	Indicators	Financial $ (000)
			003	004	**005**			
The a wariness of girls education.	Changing the stance towards girls education.	Determining the social and cultural reasons that form obstacles against girls education.				ERDC	Copy of the study.	18
		Prepare and adopt a wide scale awareness campaign on central and local level to change trends towards girl's education.				MOE & MI	Reports show that a wide scale awareness campaign On TV, Radio, Mosques and public places.	360
Rural female teachers	Provide rural areas with (10400) female teachers and guarantee their stay there.	Attracting and recruiting females of high school diplomas holders in rural areas				MOE & Local Councils (LS)	Salary list show that (11000) females got recruited as teachers in rural areas.	20 + (recurren)
		Building five teachers' institutes for training female teachers in rural areas.				PS	five teachers' institutes in rural areas built by the end 2005.	600
		Build new classrooms for girls only in rural areas.				PS	Statistic show that new (11137) classrooms for girls only were built.	116.939
		Provide housing with equipment and furniture to encoring female to work in rural areas.				DEO & LC	Reports show that (664) rural areas female teachers Provide housing with equipment and furniture	1.018

Program	Objective	*Activities*	Duration			Respon.	Indicators	Financial $ (000)
			003	004	**005**			
School attractive for girls	Ensure that school become more attractive for girls.	Coordination among all donors and organization to work in areas which girls enrollment very law.				MEO & Donors	An agreement among donors and MEO on criteria to gave priority for areas where girls enrollment very law.	5
		Placing a plan on local level for operating existing schools in two shifts, one fore female.				DEO, schools, & Local Community	DEO reports show that some Existing schools in two shifts, one fore female	20
		Adding the facilities that effected girls education (toilets, walls furniture).				PS	facilities effected girls education had added to (6000) schools.	372
Education poor family's boys and girls.	Increase the enrollment rate of boys and girls from poor families, and children with special needs.	Exempting boys and girls from poor families, and children with special needs from any school financial requirement.				MOE	Ministerial Degree Exempting these pupils from any school financial requirement.	--
		Coordinate with local Councils and communities and other organization to provide boys and girls from poor families, and children with special needs with school material needed (school bag project).				LC & Local Community (L Com.)	DEO reports show that boys and girls from poor families, and children with special needs provided with school material needed.	166
Total								118.918

The implementation plan for the strategy of development the level of quality of education for grade (1 – 6)
Objective: To improve the quality of learning in grade 1-6.

Program	Objective	Activities	Duration			Respon.	Indicators	Financial $ (000)
			003	004	**005**			
Teachers' performance in class	To Improve teachers performance in class.	Establish a criteria and regulation for admission new teachers.				CGS & ERED	Report of PEOs show that the admission of new teachers follow criteria and regulation	3
		Building new teachers' training concept with systematic monitoring and its impact on class.				CGS & ERED	A final copy of training concept with systematic monitoring for teacher training.	15
		Train the trainers on central and Governorate levels				CGS	Reports show (840) trainers on central and local levels got trained.	209
		Provide in-service training for an average 25 days teachers according to their training needs.				PEO & DEO	MOE statistic show that (45.000) teachers got trained according to their training needs.	9.783
		Elaborate teacher performance evaluation. And train (10.000) guidance for 7 days on it.				CGS & ERED	(10.000) guidance trained on teacher performance evaluation	870
On going support for the teachers	Ensure systematic ongoing support and follow-up	Training school administrations on modern methods of management, planning, support and follow-teachers' performance.				PEO & DEO	By the end of 2005, (10.000) MOE statistic show that school administrations got trained according to the program.	1.242
		Plan for a project of supervision and technical support for teacher according to pedagogical indicators, and train guidance on implementing the projects.				**CGS**	(3000) guidance trained on supervision and technical support for teacher according to pedagogical indicators	560
		Maintain (450)schools need core maintenance by LC and help of DEO.				LC & DEO	Report of PEO show that (150) Schools got maintain each year.	188

Program	Objective	Activities	Duration			Respon.	Indicators	Financial $ (000)
			003	00	**005**			
Development of basic education curricula (grade 1-6)	Enhance the practical and basic learning	Develop learning competency for each grade and subject of basic education.				CGS & ERED	A copy of learning competency for each grade and subject got approved.	76
		Building new curricula for grade 1-6 according to each class and subject competence				PEO & DEO	New textbooks in schools for grade 1-6 by Sep. 2005.	3.240
		. Train teacher on new curricula.				CGS & ERDC	(104500) all primary teachers trained	7.802
		Supply school with audio-visual material link to the new curricula.				**PS**	By the end of 2005 audio-visual material link to the new curricula find in schools	72
		Building LAM test according to the competency to monitor pupils achievement in grade 4 & 6.				CGS & ERED	LAM test for grade 4 & 6 got approved.	45
		Provide pupils with (42.149.00) textbooks				**PS**	pupil textbook Ratio 1/1	For memory already financed under Gov. Budget
		Provide teachers with (752667) teacher guide				**PS**	Teacher guide Ratio 1/1	For memory already financed under Gov. Budget
TOTAL								24.105

The implementation plan for the strategy of development the level of Institution capacity building
Objective: To improve the professional and managerial competences and potentials of all education stuff.

Program	Objective	Activities	Duration			Respon.	**Indicators**	**Financial $ (000)**
			03	04	05			
Education management stuff competences	Enhancing the professional and managerial competences and potentials of all education stuff.	Define clearly the tasks and responsibilities of MEO personnel at Governorate and districts level				MOE	A documents tasks and responsibilities of MEO personnel at all level,	7
		Undertaken training needs assessment in 5 Gov. and 15 districts				CGS & PEO	A list of training needs 5 Gov. and 15 districts	63
		Develop training plan for different level.				CGS & PEO	A copy of training plan by the end 2003.	23
		Train MOE leaders and cadres on planning, monitoring and evaluation, modern methods on coordination and communication. management and organizing, training national trainers, and using computer in administration. (15 WS*10 days* 30 participants)				CGS	Reports show that the performance of MOE personnel on improved.	70
		Train PEO leaders and cadres on planning, monitoring and evaluation, management and organizing, training trainers, using computer in administration, modern methods on coordination and communication. (7WS* 20 Gov.*10 days*20 participants)				CGS & PEO	Reports show that the performance of PEO personnel on improved.	244
		Train DEO on planning, monitoring and evaluation, coordination with Local council, and communities. (4WS*332 districts* 10 days* 20 participants)				PEO	By the end of 2004 reports show that the performance of DEO personnel on improved.	2.310

Program	Objective	Activities	Duration			Respon.	**Indicators**	**Financial $ (000)**
professional capacity of Teachers' and school administration	Improving the professional capacity of teachers and school administrators.	Undertaken training needs assessment for school administrators on planning, monitoring and reporting the teaching and learning process and professional development. (20WS*5days * 30perticipents)				PEO & DEO	A list of training needs for school administrators	26
		Elaborate training plan according to their needs and qualification.				**PEO**	A copy of the plan got approved.	15
		Train school administrators on planning, monitoring and reporting the teaching and learning process and professional development.				PEO & DEO	(12000) administrators according to their needs.	2.922
EMIS program	Increase the efficiency of educational planning, implementation , monitoring and evaluation of education system	Develop indicators, and mechanism for collecting data for monitoring education system.				Planning and Statistic Depart.	A copy of indicators, and mechanism approved	25
		Develop methodology and procedures for implementing EMIS				P&SD	A copy of methodology	42
		Supply all planning department in PEO with hardware, network, and software needed.				PS	The equipments in PEO.	240
		Supply all planning department in DEO with hardware, network, and software needed.				**PS**	The equipments in DEO	9.312
		Train (7680) from planning departments in all levels for 15 days on entering, processing and analyzing data.				**PEO**	Reports show planning staff can entering, processing and analyzing data	100
		Create an electronic communication network link DEO with PEO and MEO.				**PS**	Processing EMIS In different levels.	25
Total								15424

IV.3.Additional Financial Requirements during the First Phase

The implementation plan shows that the total financial requirements for the first phase 2003-2005 In each dimension is as it showed in the following table:

Number	Dimensions	Total $ (000)
1	**Access**	**270.000**
2	**Internal Efficiency**	**21.553**
3	**Equity**	**118.918**
4	**Quality**	**24.105**
5	**Institution Building Capacity**	**15.424**
Total		**450.000**

The first three years (2003-2005) of the BEDS is a reform phase which aims to improve the access, quality, equity, efficiency and Institutional capacity building by strengthening capacity building at the central, Governorate, and district levels. Financial requirements for the three year period are US$1.2 billion or US$414 million per year. Wages and salaries of existing teachers and new teachers, which are US$792 million (or US$264 million per year) will be financed by Government. The Government will focus on capacity building and teacher deployment without rapid expansion. The financing requirement for goods and services (quality improvement measures including capacity building) and investment (school construction) is US$450 million or US$150 million per year. The financial envelop for goods and services, and investment is estimated at US$354 million or US$118 million per year. Thus the additional funding required during the first phase of BEDS is **US$96 million** (or **US$32 million per year—US$19 million for quality, equity, and efficiency improvements and US$13 million for school construction)—** equivalent to 27 percent of the budget allocated to goods and services, and investment in 2002. This amount needs to be financed by the FTI funding.

Table 4: Request for FTI Funding between 2003 and 2005 (US$ Millions)

	2003	2004	2005	Total (2003-05)
Total Estimated EFA Requirement	414	414	414	1,242
Total Available Resources	382	382	382	1146
Salaries (gov't)	264	264	264	792
Goods/Services & investment	118	118	118	354
Financing Gap	32	32	32	96
Request for FTI funding	**32**	**32**	**32**	**96**

IV.4. Educational Achievement "With and Without" FTI Funding

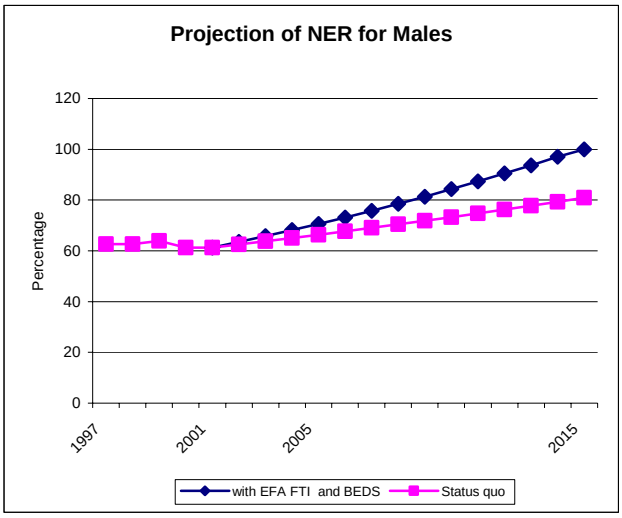
The government has been spending a large share of national expenditure on basic education sub-sector and the local donor partners' contributions have significantly increased in the past five years. However, additional financial resources will be needed to achieve EFA with adequate quality level of education by 2015. As a result of the high increase in population, all government resources will be directed to meet the social requirements for education by building additional classrooms with more attention paid to improving the quality of basic education or decreasing the gap between girls and boys and between urban and rural areas. Considering the social and cultural situation in Yemen concerning female education, the elimination of gender disparity by 2005—one of the MDG targets—is unrealistic.

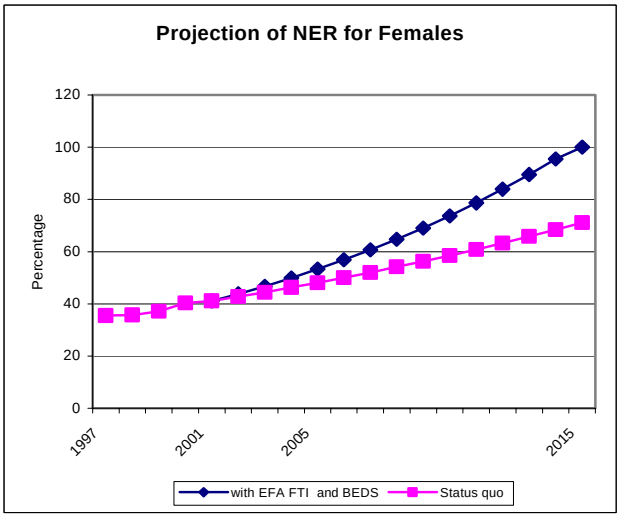
Currently donor partners are providing financial and technical support in school construction and maintenance, in-service teacher training, capacity building by encouraging community participation, and promotion of girls' education. The additional financial resources from the EFA FTI will be used for the improvement of girls' enrollment rate, particularly in under-served areas, strengthening of the capacity of MOE's monitoring system, the improvement of the quality of education, such as textbooks production and distribution, and school construction.

The EFA FTI program is expected to provide benefits to approximately 3,047,000, 3,291,000, and 3,547,000 children in 2003, 2004, and 2005, respectively. The unit cost will increase to about US$136, $143, and $151, in 2003, 2004, and 2005, respectively, compared to the previous years: $98 in 2000, $109 in 2001 and $118 in 2002. The increase in the unit cost indicates that additional FTI funding will impact each student positively.

It is not easy to achieve EFA (100 percent of net enrollment) by 2015 without the FTI funding (including additional donor contribution at the local level) and the full implementation of the main educational reform (BEDS). As seen in Figures 4.A and 4.B below, as progress continues, the net enrollment rate at the primary cycle (grades 1 to 6) is expected to increase to only 81 percent for male students and 71 percent for female students by 2015. With current financial resources, not only the coverage (access) of education but also the improvements on the quality and equity are limited.

Figures 4.A. and 4.B: Projection of Net Enrollment by Gender

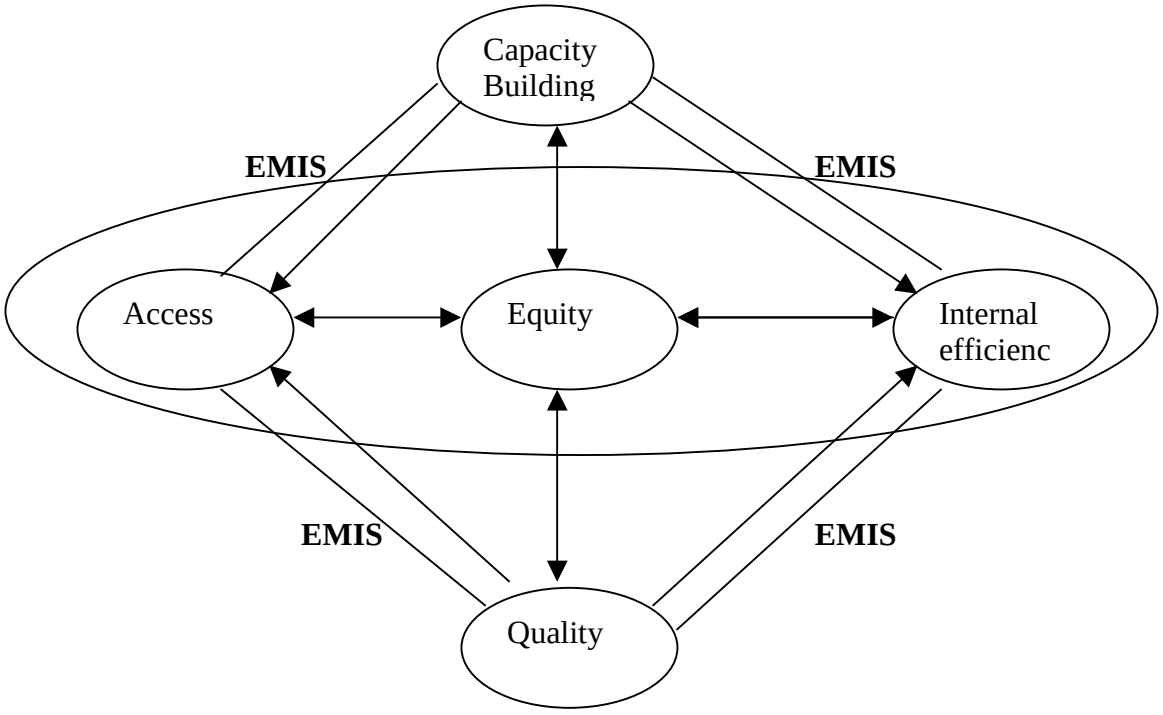




The outcomes of reform with and without FTI scenarios

Because of the high increase in population growth and others the challenge face education in Yemen, in addition to the limitation of resources it difficult for Yemen to implement the reform without help of international communities, This facts was admitted from the international community in Dakar Conference 2000, when they agreed on helping poor countries in implementing their strategies or educational reform. As a result of the high population growth most government efforts will emphasis on meeting the social demand for education more than other issues. So that, if Yemen do not get to FTI programs many programs and projects within the strategy will face difficulties in its implementation, and most of these programs will be those programs dealing with Equity, Quality, and Institution capacity building.

Any education reform should be implemented as a whole block, because the nature of internal effect among education input or elements. So any lacking or filling in implement some activities will effective negatively on the success of other activities and decrease their outcomes. While outcomes of quantity side as access and equity to education can be measured, the measurement of outcomes of qualities side such as quality and internal efficiency of education is so difficult, but in general the most issues will be effected negatively are the issues of quality of education and internal efficiency and equity, because these issues have many interfere among them as shown in next figure.



So the qualities outcome for the reform scenario with FTI and without FTI

Expected Results for Outputs and Outcomes – With and Without EFA*

	2001 (Baseline)	2005	2015 (Target)
Increase Primary School Age Children & Net Enrollment Rate			
Male			
With EFA (includes BEDS)	1,244,000 (61%)	1,657,000 (71%)	3,374,000 (100%)
Without EFA (status quo)	1,244,000 (61%)	1,557,000 (66%)	2,729,000 (81%)
Difference	--	100,000 (5%)	645,000 (19%)
Female			
With EFA (includes BEDS)	791,000 (41%)	1,185,000 (53%)	3,200,000 (100%)
Without EFA (status quo)	791,000 (41%)	1,070,000 (48%)	2,278,000 (71%)
Difference	--	115,000 (5%)	923,000 (29%)
Increase Primary Completion Rate			
Male			
With EFA (includes BEDS)	208,000 (68%)	274,000 (76%)	512,000 (100%)
Without EFA (status quo)	208,000 (68%)	268,000 (75%)	487,000 (95%)
Difference	--	6,000 (1%)	25,000 (5%)
Female			
With EFA (includes BEDS)	97,000 (33%)	145,000 (45%)	484,000 (100%)
Without EFA (status quo)	97,000 (33%)	125,000 (39%)	281,000 (58%)
Difference	--	20,000 (6%)	203,000 (42%)

Notes: * Without EFA means status quo, while with EFA FTI means reform strategy with BEDS and additional external supports.

IV.5. Implementation Mechanism

The implementation phase will depend mainly on the delegation of responsibilities from the central to Governorate level represented by the Province Education Office (PEO). To fulfill these tasks it is necessary to guide and supervise the PEOs as well as to provide qualifies stuff capable for taking over responsibilities in term of planning, managing and monitoring the implementation at Governorate level and below.

On the other hand BEDS should considered as an umbrella for any basic education investment projects of MOE itself, or which are going to be supported by donors or other institutions. Furthermore, BEDS will have to contribute to and shall be a part of over all objectives of such fundamental strategies for the economic and social development of the country like the Vision 2025 and PRSP. MOE is responsible body for any internal and external coordination of all efforts being made in this sector, will be increased considerably.

For these reasons two committee formed in the MOE in January 2003:

The first: The Implementation Straning Committee (ISC), which consists of Minister and Vies-Minister of MOE, the dubieties of MOE, the directors of centers and organizations follow Moe. The ISC will be accountable to the Minister and Vice-Minister of Education in all the affairs of the implementation. The tasks of ISC are:

1. Monitoring the BEDS implementation in both national and local levels to detect the bottleneck early and apply as appropriate swift remedial action.
2. Insure BEDS implementation and continues.
3. Insure the availability of coordination and cooperation between:
   - MOE sectors.
   - MOE and other Ministries related to BEDS implementation (Ministry of Finance, Ministry of Civil Service, Ministry of Planning and Development, Ministry of Higher education, and Ministry of Local authority).
   - Among donors to insure coordination and effective use of available resources.
4. Prepare six months reports for the Cabinet and Parliament.
5. Insure the participation of several instantiations from the central and local levels of communities, non-government organizations, private sector.

The MOE will add to ISC members from other related Ministries, civil society, and Public Works Projects (PWP) and Social Fund for Development (SFD) since BEDS implementation will require the participation of several institution, civil society private sector, donors.

The second: Technical team (TT), which consists of professional and qualified staff. The tasks of TT are:

1. provide technical guide for implementation process of BEDS>
2. Prepare training needs assessment for education planning processes.
3. Design and implement capacity building programs for central as well as local levels in the fields like planning, management, administration, communication and coordination mechanism.
4. Elaborate and training a local team to support educational departments as well as local councils at local levels.
5. Provide technical support for building up a pilot Basic Education development plan and Monitoring at local level (school – district – Governorate levels).

6. Establish communication lines and reporting system between the local (PEO – DEO) level and between PEO and MOE.

To ensure the successful and sustainable implementation of BEDS, the MOE will conceder institutional capacity building the most important priority during the coming tree years. Also MOE will emphasis on building awareness and communication, commitment and dedication required from the relevant Governorate ministries civil and local communities to ensure their support to the implementation of plan through their participation in steering committee and direct coordination and communication.

The two committee will serves as a forum for sharing experiences and applying a collective approach to problem solving with donor coordination, which has become increasingly important to achieve synergy among MOE various projects and avoid duplication. The steering committee will ensure to keep donors inform about the implementation programs, to solicit comments, advice, etc.

IV.6. Monitoring, Evaluation and Assessment of Plan

The basic education strategy includes plans to build information systems from the level of the ministry down to that of the school. The objective is to provide an adequate and modern information system characterized by transparency so as to enhance monitoring, follow-up, and assessment. At the same time, it will also eliminate the risk factor through the analysis of data and information, and formulation of policies and solutions. One of the most important means of monitoring and evaluation for the topic of expansion in basic education is reflected in the educational statistics which are prepared annually by the general directorate of planning and statistics. Information for such statistics should be collected with credible means and in accordance with preset indicators that are designed before defining the tools of data and information collection in the field. All these should be reflected in the MOE's objectives related to basic education so as to enable the ministry to actively follow-up on progress of these objectives and to monitor the qualitative progress in basic education.

The projects that have been implemented, in particular the BEEP, over recent years, have had elements of monitoring and evaluation imbedded in their design. For coherent monitoring of progress towards the EFA targets, it will be important for the APL and projects funded by other donors to have one consistent set of monitorable indicators that the Government is committed to following. The country's statistical capacity will be strengthened and supported as part of any future design of education projects.

The Education Management Information System will be developed with the assistance of donor partners. Central Ministry and local educational offices will have their equipment and upgraded the existing equipment, which should allow them to keep and retrieve information on pupils, teachers, finance, and examination result, material resources.

The implementation task force will monitor the different programs/projects of the strategy. Based on the monitoring periodic visits to various programs/projects, the reports of these programs/projects are prepared once every three months (quarterly reports). Each educational office at the Governorate and district levels will also prepare the Annual Report of Activities, which will reflect progress on each activity.

A semi-annual report will be presented in a meeting to be held every six months in June and December. The meeting will be chaired by the Minister and Vice-Minister of Education and attended by top level officials in education (deputy officers and general directors of the MOE, and education offices in the governorate). The MOE and the donor agencies will carry out a mid-term evaluation jointly. A

representative from each donor agency will be invited to participate in this evaluation. A plan for EFA FTI is presented in Annex 4 and a detailed results framework with timeframes for the evaluation of EFA FTI objectives is presented in Annex 6.

Monitoring education performance at district and school level:

In the school level education performance will be monitored through pupil achievement test, which test the performance of pupils in grade four and six according to planned competencies every tree years to assess their level of achievement. Formative and summative assessments of pupils in schools are based on schoolwork during the term as well as on annual examinations.

Focuses on the institution building capacity, which will includes the capacity for formative evaluation collection analysis and utilization of the data at the local levels will help on strengthened education management information data to facilitate the local's capacity to monitor the program.

The general objective of FTI plan will be broken down into measurable performance objective. These will be further broken down into smaller measurable targets at the level of regions, department and units and even at the level of the classroom teacher. Person at every level must be made accountable for the achievement of the targets at their particular level. In addition, bottlenecks and pending failures will be identified early for remedial action to be taken.

In keeping with the strategy of community involvement in the operations of the school, education performance of schools will be manage at the local level by an education management committee. In addition, school administrators and teachers will be trained in the participatory process on a skill necessary to engage the public and community in dialogue about education quality and change base on data.

In addition to above the delivery of education is monitoring by DEO and guiding stuff. Beside paying scheduled an un scheduled visits to the schools and school administration reports.

IV.7. Risks Facing BEDS Strategy Implementation

The implementation of the strategy faces two types of risk: one is outside the educational system and the other is within. The risks outside the educational system include the fact that Yemen's economic foundation is weak, despite reforms instituted since 1995. This could result in an inability to control emergency circumstances that may arise during the implementation phase. These risks are in the form of the following:

- ***Decline in oil prices:*** For the period 1995-2000, the performance of the national economy reflected an increasing dependence on oil and gas which contributed 36% of the GDP. Revenues of oil and gas formed around 60-70% of general revenues during this period when non-oil sector revenues such as agriculture, transformative industries, and fishing were declining. This increasing dependence on oil renders the economy subject to instability due to the fluctuation of oil prices. The decline in oil prices reduces economic growth as well as other consequences such as high inflation, budget deficits, an increase in commodities and services prices, and finally, the inability to meet financial obligations required for the implementation of the strategy.

- **Increase in unemployment rates**: since the country is located in a dry semitropical region with irregular rainfall, Yemen is subject to lengthy draught periods as well as destructive floods. Because agriculture, which totally dependent on rainwater, is the second main source of income in Yemen after oil. It contributes 15.3% of the GDP and employs 53% of manpower; this could result in a decline in agricultural production, a decrease in this sector's contribution to GDP, and an increase in unemployment rates.

- ***Decline in external support:*** According to the Dakar statement, part of the national strategy will be funded by donor countries and organizations. Several activities and programs of the strategy are based on external support. Any regional or international crisis may affect the size of support to Yemen and may negatively reflect the implementation process of achieving EFA objectives.

Secondly, there are internal risks within the Ministry of Education:

- Decline in the ministry's leadership in implementing the strategy. Commitment of the State, represented by MOE leadership, is essential for the strategy to succeed. Any decline of such enthusiasm will affect the implementation of the strategy on all levels.
- There are some parties who benefit from the status quo and they may feel threatened in their positions or interests, in which case the implementation of the strategy may be obstructed.

- Weak implementation potential, especially at certain school, district, and governorate levels. The low level of communication and coordination may cause duality of efforts during implementation, causing resources to be used inefficiently.

To avoid the aforementioned risks, the strategy will be pursued in a participatory manner, soliciting different points of view within the educational system and at various societal levels, to reduce the risk of declining enthusiasm or potential opposition. Implementation programs will include meetings and workshops aimed at raising awareness of the importance of the strategy and building institutional capacity on all levels according to the requirements of each level. This will increase the opportunities of implementation while reducing the aforementioned risks.

Strengthening the institutional capacity of the Ministry of Education on all levels, specially planning information, follow-up and monitoring systems, would increase the possibilities of success of the monitoring and follow-up system related to basic education strategy implementation.

Annex 1

The Simulation Model

Table A.1: Simulation Model in Yemen and the 2015 Target Parameters: Three Scenarios

Yemen	Base year data	Target for 2015 under alternative simulation scenarios		
		Scenario 1 Status Quo	**Scenario 2** Realistic Reform Scenario	**Scenario 3** Cautionary Scenario
	2001	**2015**	**2015**	**2015**
GDP (millions of YR), 2000 & annual growth rate, 2001-2015	1,564,690	3.3%	4.7%	4.7%
GDP per capita (YR)	86,976			
Exchange rate (YR/US$)	168.7			
Total population (thousands), 2000 and annual growth rate, 2001-2015	17,990	3.0%	3.0%	3.0%
School age population (in thousands), 2001 and annual growth rate, 2001-2015	3,953	3.7%	3.7%	3.7%
Total public domestic revenue, excl. grants (millions of YR)	550,771			
Public domestic revenue (excl. grants) as % of GDP	35.2%	30% *	30% *	30% *
Recurrent spending on education as share of government revenue	15.8%	15.8%	20.0%	20.0%
Public spending on primary education as % of total public spending on education	48.0%	48.0%	50.0%	50.0%
Total public recurrent spending on education (millions of YR)	87,000			
Total recurrent spending on education as % of GDP	5.6%			
Total domestic public resources for primary education (millions of YR)	41,720			
Number of pupils enrolled in primary education (6 years)	2,643,512			
Repeaters as a % of total primary school enrollments	7%	7%	3%	7%
Target year for intake rate				
Completion rate (%)	51%	100%	100%	100%
Intake rate (%)	73%	100%	100%	100%
Target year for intake rate to reach 100%	2010			
Gross enrollment ratio (%) (memo item)	67%	107%	103%	107%
Share of pupils in private schools (%)	1.4%	1.4%	5.3%	5.3%
Number of pupils in public primary education	2,606,503			
Number of pupils in private primary schools	37,009			
Number of teachers in public primary schools (grade 1 to 6)	104,335			
Attrition rate of teachers (% per annum)	1.6%	1.6%	1.6%	1.6%
Number of certified teachers	41,734			
Number of uncertified teachers	62,601			

(Table continues on the following page.)

Yemen	Base year data	Target for 2015 under alternative simulation scenarios: Scenario 1 Status Quo	Scenario 3 Realistic Reform Scenario	Scenario 5 Cautionary Scenario
	2000	**2015**	**2015**	**2015**
Pupil-teacher ratio in public primary education (average grade 1 to 6)	25	25	35	30
Section-teacher ratio in public primary education (average grade 1 to 6)	0.9	0.9	1.0	1.0
Average annual teacher remuneration as a multiple of per capita GDP	3.2	3.2	3.5	3.5
Total teacher remuneration (million YR)	29,204			
HIV/AIDS (% increase to the teacher remuneration bill)	0.0%	0.0%	0.0%	0.0%
Spending on inputs other than teacher salaries (% of teacher salary bill)	30%	30%	36%	36%
Public subsidy for private schools (million of YR)	0			
Public subsidy per pupil in private schools (YR)	0			
Maternal and double orphans as % of population				
Subsidies per maternal and double orphan (US$)	0			
Cost per furnished classroom, incl. Latrines (thousands of YR)	2,186	2,186	2,186	2,186
Number of teachers per classroom *	1.45	1.2	1.2	1.2

Note: * Public domestic revenue (excl. grants) as % of GDP in 2000 is very high compared to other years. Thus, the target indicator of 30 percent is set.

Target indicator of 1.2 is used because we assume 20 percent of classes would consist of double shifts in the next 15 years.

Annex 2

Enrollment Projection in Primary Education

Enrollment Projection. Achieving the EFA target was projected with two different scenarios: i) status quo—proportion of repeaters remains at 7 percent; and ii) reform scenario—the implementation of automatic promotion by 2005 and proportion of repeaters gradually decline to 3 percent by 1015. The baseline indicators use 2001 data and the following assumptions:

- 100 percent primary completion rate by 2015;
- the percentage of age-group entering grade 1 would reach 100 percent by 2010 which is the latest targeted year for students to complete the 6 years of primary education; and
- 3.7 percent annual growth of primary school population.

In the first scenario, primary school enrollment will increase to 7.1 million by 2015 and the gross enrollment rate is projected at 107 percent in 2015 due to repeating students. In the second scenario, if automatic promotion were implemented by 2005, primary school enrollment would be approximately 292,000 fewer than in the status quo scenario and gross and net enrollment will reach 103 percent by 2015 (see Table A2).

Table A2: Enrollment Projection in Primary Education – Reform Scenario

	Target	2001 (base)	2003	2005	2007	2009	2011	2013	2015
School-age population ages 6-11 ('000)		3 953	4 251	4 571	4 916	5 286	5 685	6 113	6 574
Population age 6 ('000)		757	814	875	941	1 012	1 089	1 171	1 259
Population age 11 ('000)		599	644	693	745	801	861	926	996
New entrants in grade 1 ('000)		552	642	743	856	982	1 089	1 171	1 259
Non-repeaters in grade 6 ('000)		305	373	450	536	633	741	861	996
Total primary enrollment ('000)		2 644	3 108	3 639	4 228	4 881	5 515	6 117	6 777
% of age-group entering grade 1		73%	79%	85%	91%	97%	100%	100%	100%
% of age-group reaching grade 6 *	100%	51%	58%	65%	72%	79%	86%	93%	100%
Target year	2015								
Repeaters as % of total enrollments	3%	7%	6%	6%	5%	5%	4%	4%	3%
Target year	2015								
Gross enrollment rate		67%	73%	80%	86%	92%	97%	100%	103%

Note: Annual growth rate of primary school age population is 3.7 percent;
* The percentage of age-group reaching grade 6 is used for completion rate.

Annex 3

Work method and mechanism of BEDS

The introduction and philosophy upon which the fundamentals of formulating the strategy were reflected in the major directive for the stages of building and implementing the strategy, as well as the selection of the work method and mechanism. Hereunder, we present a brief review:

Work method

This is a set of successive stages that were completed according to the following:

The Preparation Stage: This contains the following steps:

1. ***Crystallization of the idea of the project:*** The idea of the basic education development strategy project was crystallized through numerous meetings held with the Ministry leadership at various levels. The Ministry asked the German Technical Cooperation in Yemen to present technical assistance for the preparation of the project.
2. ***Determination of the project objective:*** The previous step resulted in the determination of the objective of the project, i.e., "Formulation of the national strategy for the development of basic education" in the long-term (extending to 2015).
3. ***Composition of the project management team:***
   - ***The project leading committee was established by the Ministerial Resolution No. (144) issued on 9/4/2001 and composed of:***

1. Minister of Education	Chairman
2.Vice-Minister of Education	Member
3.Deputy Minister for the Education Sector	Member
4.Deputy Minister for Curriculum and Guidance Sector	Member
5. Deputy Minister for Projects Sector	Member
6.Chairman, Technical Bureau at the Ministry	Member
7.Director, Education Research and Development Center	Member
8.Chairman, Illiteracy Eradication & Adult Education Organ	Member
9 Advisor of the Ministry for Planning	Member
10. General Director of Planning & Statistics	Member and Secretary

   - The major technical team for the management of the strategy formulation project is composed of the following:

<u>Core technical team:</u>

Formulation of the strategic vision stage includes the following steps:

1. Using a scientific model to "formulate" the future perception of basic education by 2015. The model encompasses the following major dimensions:

   - Description of the current conditions of basic education in Yemen.

- Description and determination of the gap analysis between the current condition and the desired one in the future.
- Determination of priorities to fill in the gap to arrive at an aspired future condition of basic education in Yemen by 2015.

2. Carry out a stakeholders' analysis survey to determine the main partners in the education process. This should be an introduction to formulate the common strategic vision of the future of basic education.

3. Formulate a strategic vision of the future of basic education by 2015. This was carried out in four workshops in which 400 persons representing various categories concerned with education issues at the official and popular levels participated.

   First Workshop: It included the higher leadership of the Ministry of Education and aimed at formulating a future perception of basic education as seen and determined by the Ministry leadership.

   Second Workshop: It included the education leadership at various levels in the governorates and districts.

   Third workshop: It included the representatives of various social, vocational and political segments.

   Fourth workshop: It included representatives of those participating in the four workshops. It aimed at formulating a common vision of the education leadership at the central and local levels and that of the representatives of civil society.

Within the framework of the previously mentioned workshops, the aspired purpose of the future of basic education in Yemen was determined within the context of the strategy, and it was made up of four major components as follows:

1. Shared Strategic Vision (What is the future condition that we wish basic education in Yemen by 2015 to be?).
2. Strategic Mission: (Commitment and determination of the education establishment to realize the vision).
3. Strategic Objective: (What is the result(s) that must be accomplished by 2015 to realize the task and arrive at the vision?).
4. Strategic dimension for reform: (What are the priorities of reforming the basic education system so that it is prepared and able to effect the desired change?).

Field work stage:

This is the stage of creating the appropriate frameworks and mechanisms to search for the most important and best priorities and programs necessary for realizing the aspired vision as determined by the education field work near to the education process. This would enable the government to diagnose and study the

education reality and then propose realistic – not imaginary – solutions within an inherent practical context of ambitious hope and desire for development. The fieldwork stage comprised the following steps:

1. Selection of governorates participating in field work

As the participation of all governorates was impossible for practical, methodological and financial reasons, it was decided that 10 governorates (50 percent of the governorates of the Republic) participate in the field work stage. These were selected according to the following criteria:

- Geographic distinction: coastal, mountainous, hot, cold governorates.
- Degree of urbanization: urban, close to urban and rural governorates.
- Educational reality: Governorates with advanced experience in one or more axes.
- Educational process: Governorates with beginning experience in one or more axes of the educational process.
- Level of zeal and readiness to participate in formulating the strategy.
- Based on these criteria the following governorates were selected: Shabwa, Saada, Aden, Abyan, Al-Hodeida, Lahej, Hadhramout, Ibb

2. Selection of members of fieldwork groups from the governorates

The members of the field work groups were selected from among the best education cadres working in the education field as well as representatives of the civil and local society in the selected governorates according to the following criteria: -

- Each governorate should be represented by a selected group from: the school, the education center, the Governorate Education Office, the Local Council, Parents Councils, and representatives of civil society.
- Women should have 50% representation in the composition of the groups wherever possible.
- The qualification of any member should not be less than the first university certificate.
- The experience of the nominated member should not be less than five years' work in the education field.
- In each group there should be at least one representative from civil society and the local council.

Based on the previous criteria (109) members were selected from ten governorates of the Republic. Among these, fieldwork groups were formed and they will be discussed in more detail later (see Appendix no. 5).

3. Selection and formation of the assisting educational technical team

The streamlining and support of education experience in the field points towards an educational methodological course. On this basis, high expertise and specialization teams were composed from the local cadres working at the universities, the Education Research and Development Center, the Ministry of Education and its Offices in the governorates. They were to assist and direct the field groups in formulating the subsidiary and pivotal field strategies. They were also to undertake the preparation of a comprehensive field strategy at the national level in each of the axes determined for the reform of the basic education system.

4. Formation of the field work groups

Three to four field groups were formed at the level of each of the ten selected governorates to prepare field strategy papers on the determined axes as shown in the following table: -

Governorate/Axis	Aden	Sana'a	Hodaida	Abyan	Saada	Hadhramo	Ibb	Lahej	Hajja	Shabwa	National groups	No. of strategies in each axis
The teacher		X		X							X	3
The curriculum	X							X			X	3
Education funding		X						X			X	3
School administration	X							X			X	3
Decentralization						X	X		X		X	4
School buildings				X	X				X		X	4
Girls education			X		X					X	X	4
Community participation			X				X			X	X	4
Number of groups in each Governorate	2	2	2	2	2	2	2	2	2	2	8	27

From the preceding rows it is clear that in each axis, 32-33 groups work in different governorates. There is, in addition to that, a technical group that deals with a specific axis subject from a comprehensive perspective. The local groups deal with the axis subject from the angle of the governorate. The purpose of that is to provide comprehensive and complemented perception of the axis subject. Based on this mechanism, 28 field work papers were prepared dealing with the eight axes for the reform of basic education.

5. Formation of field work teams

The field work groups working in each axis formed work teams which were assigned the task of developing unified strategies for the axis through merging the field strategies of each axis. This resulted in the creation of eight axis strategies on the basis of 28 field strategies.

Field work mechanism

The pivotal field strategies were developed in accordance with the following mechanisms:

1. Formulation of general model for preparation of the strategy

An integrated scientific model was developed to guide the formulation of the pivotal field strategies made up of a set of steps as shown hereunder: -

Pivotal field strategies' preparation steps

1. Analysis of the current situation:
    - Diagnosis of basic education's current situation.
    - Analysis of the spheres of strength.
    - Analysis of the spheres of weakness.
    - Analysis of factors conducive to the process of change.
    - Analysis of factors obstructing the process of change.

2. Determine desired targeted future situation:
    - What do we desire the situation of basic education to be by 2015 and why? Who is concerned? Who benefits from the aspired situation? What are their aspirations and hopes?

3. Analyze the development gap between situation (1) and (2).
    - Description of the gap:
    - Manifestations and indicators of the gap.
    - Its reflections upon the education process.
    - To what extent this can be overcome?

4. Determine spheres of development necessary to overcome the gap without taking constraints into account.
5. Formulate an executive action plan according to Step (4).
6. Determine spheres of development necessary to overcome the gap taking the constraints into account.
7. Formulate an action plan according to Step (6).

2. Training and follow-up

The major technical team and the assisting educational team undertook implementation of eight workshops. Each workshop consists of three successive steps to train, follow-up and direct the work groups and teams to formulate and prepare the strategies, overcome the difficulties faced and submit advice during all stages of the preparation of the pivotal field strategies.

3. Review and handing over of field strategies and formulation of pivotal strategy for each axis.

After the fieldwork groups had completed formulation of the field strategies, they held two workshops each of which continued for three days. During this period, each team submitted a review of the field strategies to the strategy team as a whole. The field strategy papers amounting to 28 papers were handed over.

Each team within its own axis formulated the pivotal strategy related to its axis by integrating the field strategies in an integrated strategy of the axis.

4. Presentation of the pivotal strategies to the education partners.

A workshop was convened and continued for three successive days. During this time, the education partners at the central and local levels of the Ministry as well as representatives from civil society reviewed the pivotal strategies. The representatives of the donor organizations concerned with education issues were also invited to review the strategies. In the light of the fruitful discussions of the participants in those workshops, each team undertook the integration of the excellent proposals and views within the final context of each strategy. After that eight (8) pivotal strategies were submitted. These were:

The teacher and guidance axis development strategy.
The curriculum and evaluation axis development strategy.
The education funding axis development strategy.
The school administration axis development strategy.
The school building axis development strategy.
The girls' education axis development strategy.

The community participation axis development strategy.
The education management and education decentralization axis development strategy.

These strategies were submitted to the major technical team and with it the field work stage ended.

5. Submission of the pivotal strategies to the higher leadership of the Ministry of Education and the Strategy Project Steering Committee.

In November 2001, the pivotal strategies were handed over to the members of the higher leadership of the Ministry of Education and the Strategy Project Steering Committee. The aim was to have them peruse the final draft of the pivotal strategies. They were asked to submit any opinions thereon in their capacity as the persons who will undertake and be committed to the process under their care and implementation. During the period November 23 – 27, 2002 a two-day workshop was convened during which the pivotal strategies were reviewed by the higher leadership of the Ministry of Education. The workshop was attended by the Minister of education, Dr. Fadhle Abu Ghanem, the Vice-Minister of education, Prof. Dr. Abdul Aziz Saleh bin Habtoor, the Vice-Minister of Education, the Deputy Ministers at the Ministry, the Chairman of the Technical Bureau, the Ministry General Directors, the Chairman of the Education Committee at the House of Representatives, the General Secretary of the Supreme Council for Education Planning, the President of the Education Professions Trade Union, the Chairman of the Illiteracy Eradication Organ and other leaders from civil society. The major objective of the workshop was to get a better understanding of the views, proposals and priorities of those concerned so as to incorporate them in the pivotal strategies. These will form the basis for the formulation of the National Strategy for Basic Education in Yemen.

6. Formulation of the National Basic Education Strategy

The pivotal strategies formed the basis for the formulation of the National Basic Education Strategy, which was prepared by the Yemeni Technical Team. Prof. Dr. Ahmad Muhammad Al-Hadhrami, the Chairman of the Major Technical Team, chaired a workshop in which Dr. Hamood Muhammad Ghaleb Al-Sayyani and Dr. Insaf Abdo Kassem were also present. The present paper presents the strategic vision for the preparation of the basic education development strategy. Another specialist technical team will prepare the detailed implementation plan as well as the Funding Plan and the Strategy Budget. The following diagram clarifies the work mechanism:

Annex 4:
Credible Plan for EFA in Yemen

Table A3: Assessing EFA/Sector Development Plans Relative to the "Indicative Framework" in Yemen

INDICATOR	Value in	Indicative benchmark by 2015	Targets, Rationale and Implementation		
	2001		Targets		Rationale/Plan to get there
			Value	Date	
1. RESOURCE MOBILIZATION					
Public domestically-generated revenues as % of GDP	35.2	30	34	2005	
Public recurrent spending on education as % of public recurrent discretionary spending [a]	15.8	20	17	2005	
Public recurrent spending on primary education as % of total recurrent spending on education [b]	48	50	48	2005	
2. STUDENT FLOW INDICATORS					
% of age-group entering first grade in primary cycle [c]	73	100	85	2005	
% of age-group reaching grade 6 in primary cycle [d]	51	100	65	2005	
% repeaters among primary school pupils	3	0	6	2005	
Survival rate in primary cycle	70	100	76	2005	
Service delivery indicators					
Pupil–teacher ratio in publicly-financed primary schools[e]	25:1	35:1	28:1	2005	
Average annual remuneration of primary school teachers:[f]:					
Existing teachers	3.2	3.5	3.4	2005	
New teachers					
Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education [g]	30	36	32	2005	
Annual instructional hours for pupils in publicly-financed primary schools					
% of pupils enrolled in privately-financed primary schools	1.4	5.3	2.5	2005	

a/ Discretionary spending is defined as public spending from all sources less debt service (interest payment only).

b/ Includes spending through ministries providing primary and secondary schooling, vocational/technical education and higher education; the target "indicative" benchmark by 2015 should be calibrated to the length of the first cycle of schooling, i.e. 5 years, 42% if it is 5 years, 50%, if 6 years, 58% if 7 years, and 64% if 8 years).

c/ Defined as non-repeaters in grade 1 as a percentage of the population cohort at the official age of entry to first grade.

d/ Defined as non-repeaters in grade 6 as a percentage of the population cohort whose age is the official age at entry + 5.

e/ Denominator includes only teachers with teaching duties; publicly-financed schools refer to those whose teachers are fully paid by the government, either directly or indirectly.

f/ Refers to teacher remuneration at mid-career; remuneration includes salary and cash value benefits (i.e. pension, health services, transport, housing and other items paid for by the state).

g/ Spending on items other than teacher remuneration include: (i) the remuneration of non-teaching staff in schools, as well as staff at the district, regional or central levels; (ii) spending on pedagogical materials, maintenance and other running costs, (iii) in-service teacher training; (iv) running costs of student assessments and examinations; and (v) student subsidies, school feeding and other services included under demand-side financing.

Annex 5
External Financing for Primary Education

Table A.4: External Financing for Education (million US$)

	1998	1999	2000	2001	2002	2003	2004
Education							
Multilateral							
UNICEF (*)	--	--	--	--	2.1	2.8	2.6
World Bank	15.7	20.4	17.8	18.3	11.6	23.2	24.7
World Food Program	--	4.8	4.8	4.8	6.3	6.3	6.3
Bilateral							
France	--	--	--	--			
Germany (**)	0.8	1.4	1.7	2.1	2.7	1.9	1.2
Holland	--	3.7	5.4	5.7	17.6	17.6	18.6
Japan	6.1	2.0	1.5	3.0			
USA						1.5	1.5
TOTAL	**22.6**	**32.3**	**31.2**	**33.9**	**40.3**	**53.3**	**54.9**
Primary education							
Multilateral							
UNICEF	--	--	--	--	2.1	2.8	2.6
World Bank	8.6	14.0	12.0	16.3	8.1	14.9	16.9
World Food Program	--	4.8	4.8	4.8	4.8	4.8	4.8
Bilateral							
France	--	--	--	--			
Germany	0.8	0.6	0.6	0.7	1.5	1.2	1.2
Holland	--	3.7	5.4	5.7	17.6	17.6	18.6
Japan	0.1	0.1	0.5	0.0	-	-	-
USA						1.5	1.5
TOTAL	**9.5**	**23.2**	**23.3**	**27.5**	**34.1**	**42.8**	**45.6**

Notes: The information on donor funding was collected from each donor partner.
(*) 2 million Eurros incloud in RNE fund.
(**) This For Technical Assistance only There is another amount within CRSS III starting mid 2003 6.135 M Eurose) and New commitment in2002 (8 M Eurose).

Annex 6.
Results Framework for the Evaluation of EFA-FTI

Hierarchy of Results	Performance Indicators (PI)	Means of Verification or Basis for Data Collection	Conditions for Success
Key Outcomes			
1. Gender parity in first grade intake in primary school attained by 2010.	1. Girls as 50% of first grade gross intake by 2010	1. School census or household survey	Schools with latrine built near girls home;
2. 100% primary school completion rate (PCR) by 2015.	2. 2001 2005 2015 Total PCR 51% 65% 100% Girls 33% -- 100% Rural Girls -- -- --	2. School census or household survey	teacher deployment; community awareness
3. Increased learning outcomes in primary school.	3. . 2001 2005 2015 Life skills -- -- -- Science -- -- -- Math -- -- -- Arabic -- -- -- (Students achievement in the four subjects are about to be finalized. Targets will be determined later)	3. Sample-based national assessment (EMIS) of educational progress in grades 4 and 6	Strengthen the M&E capacity
Outputs and Service Delivery			
1. Improved coverage, especially of rural girls	1. 2001 2005 2015 Total NER 51% 65% 100% Girls 41% 53% 100% Rural Girls 30% -- 100% *Total number of pupils in thousands* 2001 2005 2015 2,644 3,639 6,777	1. School census or survey, population projection	Schools with latrine built near girls home; teacher deployment; community awareness
2. Increased internal efficiency	2. 2001 2005 2015 Repetition rate 7% -- -- Drop out rate -- -- -- Teacher/student ratio 25 28 35	2. School census or survey	Strengthen the M&E capacity
3. Improved quality of learning inputs or activities	3. 2001 2005 2015 Teacher qualification Instructional materials Instructional time	3. Ministry statistics; Sample-based survey done in conjunction with student assessment; unannounced school visit, etc.	

FTI Strategy 1. Critical country-specific interventions or strategies necessary for accelerating progress via FTI are operationalized and implemented successfully 2. A comprehensive monitoring and evaluation system developed or upgraded for accountability, improvement and lessons, and capacity for operation assessed and enhanced	• Policies (*for financing, repetition, promotion, user fees, ECD, at-risk populations)* refined or established. • Plans and measures for implementation developed and carried out. • Country capacity for monitoring and evaluation (of participation, outcomes, financial management) assessed and plans for capacity building (including training) established. • Country strategy and plans for M&E implemented	1. Annual progress report and supporting documents 2. Assessment documentation And country plans Progress reports on M&E and key results	The overall EFA plan is implemented in tandem with FTI
Inputs: 1. Domestic resource mobilized for EFA and FTI 2. Donor commitment to EFA-FTI concretized and maintained on a long-term basis 3. Country commitment to quality education and service delivery maintained .	**2001 2005 2015** 1.1. Public domestically-generated revenues as % of GDP: 35.2% 33.7% 30.0% 1.2. Public recurrent spending on education (as % of public recurrent expenditure): 22.1% -- -- 1.3. Total public recurrent spending on primary education (US $ millions): 247 310 528 1.4 Public recurrent spending on primary education (as % of total recurrent spending on education) 48% 48% 50% 2.1 Total grants/donor support (Bilateral and Multilateral) provided to in US $ millions and human resources: *(See Annex 5)* 2.2 FTI Grants provided to fill financing gap in $ terms, as % of total resources available, and as an increment over the previous year **2001 2005 2015** 3.1. Average teacher salary as a % of GDP per capita : 3.2 3.3 3.4 Recurrent spending on recurrent items other than teacher remuneration as % of total recurrent spending on primary	1. National Financing Plans for EFA-FTI 2. Outcomes of November 2002 Donors meeting and country level dialogue	Macro-economic conditions and issues associated with additional funding are addressed Donors' priority remain unchanged National institutions and capacity enhanced for fiduciary practices, transparent budgetary and public management systems Sector capacity for management and service delivery enhanced

. The financing of FTI is sustainable	education: 30% 31% 36% 3.3 Government current spending per pupil as percentage of per capita GDP 4. Changes over time in the source of financing from Government, donors and FTI will show increasing financing from the government.		

References

Al-Seyani, hamoud (2002). *The Executive plan and investment program of the Basic education Strategy*. The First National Conferince for basic education, Sana'a, October 2002.

BEDS-Working Groups, (2001). Paper and strategies concerning BEDS backgraund.

Braun, Gerald (2001). A basic education development strategy for the republic of Yemen: Interim reports I and I, final report vo1+2, Rostock-Sana'a, June 2001.

Government of Yemen, (2001). Second national development Pan; 2001-2005.

Government of Yemen, (2002). Poverty reduction strategy; 2003-2005.

Mingat, A., R. Rakotomalala, and J. Tan (2002). *Financing Education for All by 2015: Simulations for 33 African Country*. Africa Region Hu
man Development Working Papers Series. World Bank: Washington, D.C.

Ministry of Education, (2002). Basic education development strategy for the republic of Yemen, The First National Conferince for basic education, Sana'a, October 2002.

Ministry of Planning and Development and Central Statistical Organization (2000). *Statistical Year Book.* Republic of Yemen.

World Bank (2002). *Republic of Yemen: Poverty Update*. MNSHD. Report No. 24422-YA.

_____. (2000). *Project Appraisal Document: Basic Education Expansion Report*. MNSHD Report No. 20898-YEM

_____. (1999). *Republic of Yemen: Education Sector Assistance Strategy.* MNSHD Discussion Paper Series No. 3.

_____. (1999). *Republic of Yemen: Education Sector Public Expenditure Review*. Draft.