

# **Third Party Monitoring and Evaluation (TPME) Report**

Supporting to create safe learning environment for IDPs and host community children in Hajjah, Yemen

December 2021



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## Acronyms

<b>Acronym</b>	<b>Definition</b>
TPME	Third Party Monitoring and Evaluation
JPF	Japan Platform
SCJ	Save The Children Japan
SC	Save the Children
TOR	Terms Of Reference
KII	Key Informant Interview
FMC	Fathers and Mothers Council
FGD	Focus Group Discussion
QLE	Quality of Learning Environment
BOQ	Bill Of Quantity
IPC	Integrated Food Security Phase Classification
IPTT	Indicator Performance Tracking Table
VF	Verification Factor
RAG	Red, Amber, Green
AD	Absolute Difference
HH	Household
KIIs	Key Informant Interviews
MOE	Ministry of Education
INEE	Inter-agency Network for Education in Emergencies
IDP	Internally Displaced Person

## Executive Summary

- 1 This is the third-party monitoring and Evaluation (TPME) report of the “Supporting to create safe learning environment for IDPs and host community children in Hajjah, Yemen”. The project objective is to improve access to education for conflict-affected girls and boys (IDPs and host community) aged 6-12 in Hajjah governorate in Yemen.
- 2 The TPME assessed project’s performance (effectiveness, relevance, efficiency, sustainability), quantitative verification, and quality of outputs.
- 3 The TPME used a combination of quantitative and qualitative methods. They include interviewing a representative sample of parents of children registered at the SC-supported schools supplemented by focus group discussions (FGDs), group meetings with registered children, key informant interviews with trained teachers and members of the father and mother councils (FMCs) and district education officials, and observation of school building and water and sanitation facilities.
- 4 **In terms of effectiveness**, the results of the TPME show that the project seems effective in realizing the planned outcomes. The project achievement exceeded the planned target for almost all indicators. Without undermining the project’s efforts, this over achievement is largely, because the project was initially planned to target three schools, that were increased to four upon demands from the local authorities and the Ministry of Education. The planned targets for all outcome indicators remained as per the initial plan. We are thus comparing the progress resulting from SC’s targeting of four schools against the initial planned target of three schools. In terms of the quality of learning, almost all (99%) of the interviewed parents of enrolled children are satisfied with the quality of learning environment, and testified that “*all eligible children have equal access to quality and relevant education opportunities*”, and that “*children feel secure and safe at school, and learning environment promote safety and wellbeing of learners*”. Most (93%) of the interviewed parents agreed that “*teachers use alternative means to discipline children other than corporal punishment*”, 94% confirmed that “*teachers are regularly present in their classrooms, and teachers’ absenteeism is very rare*”, and 96% of the respondents agreed that “*Teachers interacts with all learners in a positive and respectful manner regardless of their background*”. In a country torn apart by multiple armed conflicts it is gratifying to see these positive results of best practice demonstrated by SC, and should be scaled up nationwide.
- 5 **In terms of relevance**, the project, approach, outputs and outcomes are highly relevant to the current context in Yemen, and in line with the COVID-19: Ministry of Education Response Plan. The focus on Hajjah is relevant and will continue to be relevant for being one of the most affected areas by the war for hosting affected communities and internally displaced households (IDPs). Washhah district is an area Phase 4 “Emergency” meaning it is one step away from starvation, while Al Miftah district is considered an area Phase 3 “Crisis”, meaning it is two steps away from starvation. Thus, the project targeted districts that are in high need of support. Three percent of the randomly sampled children are from IDP households, and 97% are from the host communities affected by the armed conflict.
- 6 **In terms of efficiency**, the project built the capacity of school teachers who are civil servants, and rehabilitated 13 classrooms and built nine new classrooms in existing schools, which is highly efficient. Although there was no learning activity in three of the newly constructed classrooms during the field visit by Interaction in November, Interaction verified that the school got the classrooms ready shortly after TPME visit and the second term of school activities started as planned in January 2022.
- 7 **In terms of sustainability**, the project capacitated existing actors (school teachers) who are civil servants, provided solar energy to schools, rehabilitated the buildings, and supported 1510 students with student kits and 62 teachers with teacher kits. In doing so,

the project contributes to pillar 3 of the Yemen Education Cluster's Response Plan "*ensuring continuity and sustainability of learning*".

- 8 **Scope of works.** The project rehabilitated 13 existing classrooms and constructed nine new ones, constructed new fences and where necessary extended existing ones, rehabilitated existing latrines and where necessary constructed new ones. The project also constructed a stone water harvesting tank, installed underground water storage tank below ground level and handwashing facilities in each school, and levelled the playground in two schools.
- 9 **The quality of construction and rehabilitation** shows mixed results as outlined below:
  - In Al-Brghoshy School, the quality of construction matched the specification. Although the latrines for boys and girls are separated, they share the same entrance and hall, which is a design issue.
  - In Moa'd Bin Jabal School, the quality of construction matched the specification. The schoolyard is not levelled due to the presence of huge rocks making it unsafe for the students. The contract did not require the contractor to level the schoolyard. During the preparation of this report, the school manager sent photographic evidence showing that the community took the initiative to level the schoolyard, which is gratifying.
  - In Alnahdha School, the construction matched the specification, but the construction debris are left in front of the school building.
  - In Al-Emam Zaid school, the field visit revealed that the old floor tiles were not replaced as stipulated in the bill of quantities, and the reasons for not replacing the old tiles as noted by SC is "*because the tiles are in good condition and do not required replacement*". Moreover, the contractor did not install the rubber sealant for windows to prevent rainwater leaking, concrete roofs were not finished with a smooth screed, and there is no proper slope towards the direction of the downspouts in order to drain water off the roof.
- 10 **Quantitative verification.** There is no discrepancy between data reported by SC and data verified through the review of school records. Thus, the Red, Amber, Green (RAG) rating is **Green**.

**In view of the of above key findings, the following recommendations are made:**

- 11 It is important that the three newly constructed classrooms are used by students before the end of the school year to reduce overcrowding and enable children who are currently sitting on the floor to sit on chairs. There is also a high need for building new classrooms to reduce overcrowding in Moa'd Bin Jabal School (69 students in class) and some students are sitting on the floor.
- 12 There is a high need to separate the male and female latrines in Al-Brghoshy and Al-Emam Zaid schools to make them culturally appropriate (this is a design issue).
- 13 It is important that the remaining works are completed and defects are rectified in Al-Emam Zaid school.
- 14 We advise SC to discuss with Alnahdha school manager ways to ensure that the water taps are installed and used by students.
- 15 While noted that SC, which follows the JPF guideline, was not able to change the planned targets after the start of the project, based on lessons learned from this TPME, we advise SC to revisit the planned targets for all indicators and propose to JPF updating the planned targets to account for the fourth additional school to be able to assess achievements against the updated planned targets. It is also important to rephrase some indicators as advised under the recommendations.
- 16 In view of the volatile context and the changing needs, it is highly efficient to utilize an adaptive management approach that is flexible enough to respond to emerging

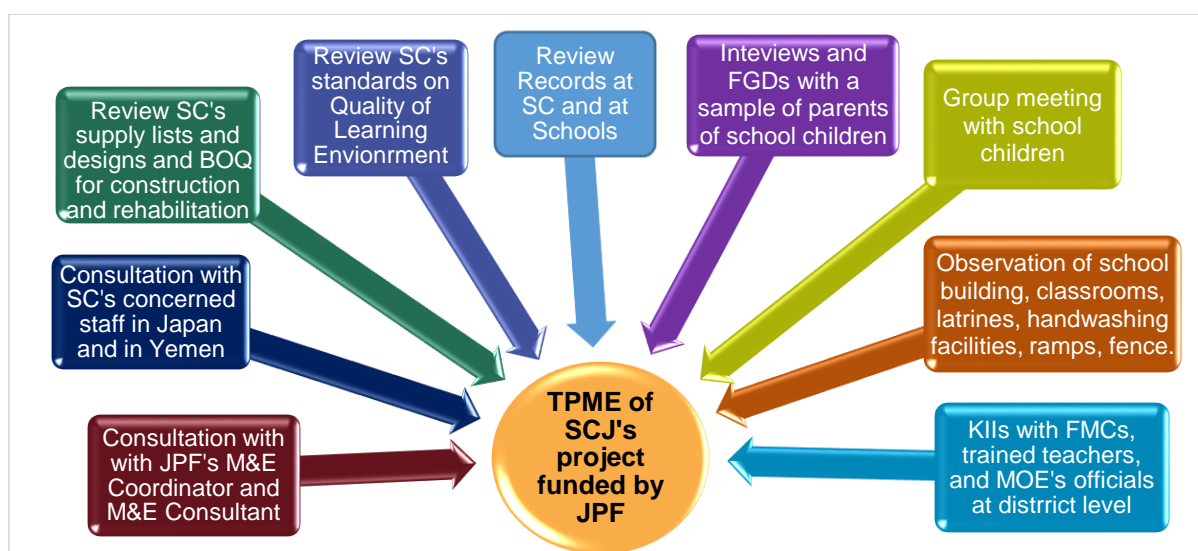
circumstances based on SC's proposition, i.e., updating the project planned targets. We understand that this may require a policy decision by JPF's management.

## 1 Methodology

### 1.1 Methods used in this Third-Party Monitoring and Evaluation (TPME)

- 17 The TPME used a combination of quantitative and qualitative methods. This included a desk review of all relevant project documents and reports, consultation with partner and with JPF. We outline below an overview of the methods targeting various stakeholders.
- 1) Comparison between number of beneficiaries in partner's database with the figures in the project summary document annexed to the TPME's terms of reference (TOR),
  - 2) Review and visual inspection of the partner's datasets to check for possible duplication of student names, and consistency between names and gender,
  - 3) Interviews with a sample of parents of students registered in SC-supported schools,
  - 4) Observation of school buildings, the compounds, latrines and handwashing facilities, safe drinking water, and complaint mechanisms,
  - 5) Key informant interviews (KIIs) with father and mother councils (FMCs), trained teachers, and officials of the education offices at district level,
  - 6) Group meetings with school children registered in SC-supported schools,
  - 7) Focus group discussions (FGDs) with parents of students from SC-supported schools.

Figure 1: Methods used in this Third-Party Monitoring and Evaluation (TPME)



### 1.2 Sample size, sampling methodology and sample selection

- 18 **Planned sample.** The TPME monitoring exercise included all the four public schools established and managed by SC in the two districts in Hajjah governorate. The planned and actual sample is shown in Table 1 below and Table 2 that follows. The sample size includes 300 face-to-face interviews with parents, 10 KIIs with FMC, eight (8) KIIs with teachers were interviewed, and eight (8) group meetings with a total of 69 children, two KIIs with the 2 Ministry of Education's officials. The gender breakdown is shown in Table 2. We also interviewed two project staff, but they are not included in the sample.
- 19 The sample size of 300 students selected to interview their parents. For the total number of 1336 students reported by SC. To enhance, the credibility of the results, we selected students through simple random sampling.

Table 1: Sampling Design and Scope of Verification

Total number in project	Total number sampled	Percentage sampled
1 governorate	1 governorate	1/1 = 100% of governorates
2 districts	2 districts	2/2 = 100% of districts
4 sites "schools"	4 sites "schools"	4/4 = 100% of sites "schools"
1336 students (832 M; 504 F)	300 students (150 M; 150 F)	300/1336 = 22% of students (18% M; 30% F)
59 FMCs members (47 M; 12 F)	10 FMCs members (5 M; 5 F)	10/59=17% (11% M; 42% F)
62 Teachers (51 M; 11 F)	8 Teacher (4 M; 4 F)	8/62=13% (8% M; 36% F)

- 20 Interaction used ten field tools in this TPME exercise. The tools are described in the table below along with the planned 345 sample size and 345 actual sample size obtained in the field.

Table 2: Summary of TPME tools used and sample size per tool

TPME Tools (9)	Planned sample size (345)	Actual sample size (345)
Field Tool E1, Interview with parents of children	300 (150 M; 150 F)	300 interviews (150 M; 150 F)
Field Tool E2, Interview with FMCs	10 (5 M; 5 F)	10 interviews (5 M; 5 F)
Field Tool E3, Interview with learning teachers	8 (4 M; 4 F)	8 interviews (5 M; 3 F)
Field Tool E4, Review of records	4 reviews	4 reviews
Field Tool E5, Group Meeting with students	8 FGDs (4 M; 4 F) [69 children]	8 FGDs (4 M; 4 F) [69 children]
Field Tool E6, Observation of school facilities	4 sites to be observed	4 sites observed
Field Tool E7, Interview with MOE's District Office	2 interviews to be conducted	2 interviews conducted
Field Tool E8, FGDs with parents of children	8 FGDs (4 M; 4 F)	8 FGDs (4 M; 4 F)
Tool F, Analysis of SC's database for quality of data	1 database of 1336 students (832 M; 504 F)	1 database of 1336 students (832 M; 504 F)

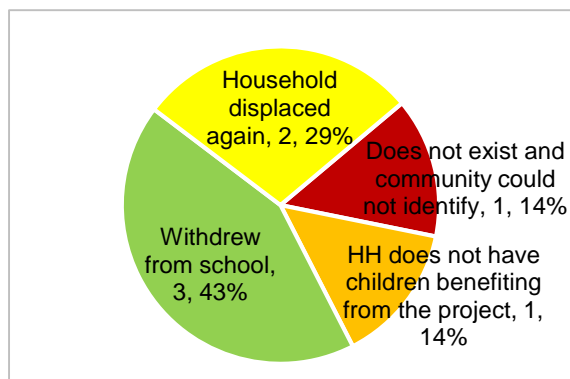
- 21 **Comparing planned and actual number of interviews with parents of children.** As outlined in the table below, we have achieved 100% completion rate by interviewing all the planned sample of interviews for parents of children achieved 100% completion rate in each school. It is Important to note that the number of male and female in the table refers to the number of students sampled to interview their parents—not the number of parents sampled.

Table 3: Overview of planned and completion rate for interviews with children's parents

Name of School	Planned Sampled			Completed Sample			Completion Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alnahdha School	38	37	75	38	37	75	100%	100%	100%
Al-Barghashi School	37	38	75	37	38	75	100%	100%	100%
Al-Emam Zaid School	37	38	75	37	38	75	100%	100%	100%
Moa'd Bin Jabal School	38	37	75	38	37	75	100%	100%	100%
<b>Total</b>	<b>150</b>	<b>150</b>	<b>300</b>	<b>150</b>	<b>150</b>	<b>300</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



22 **Reasons for substitutions.** To achieve the 100% completion rate stated in the previous paragraph, we had to make seven substitutions. Three substitutions were because the students left the school, while two children were displaced with their family to another location, one could not be identified in the community, and one household does not have children benefiting from the project. The latter signals data quality issue at project/school level that should be checked, but it is minor as rated in the quantitative verification section.



### 1.3 Sample representativeness

23 For the quantitative survey, the sample size for the students whose parents were interviewed is 300— half of the sampled children are female. This sample size constitutes 22% (300/1336) of the total number of students in the targeted schools. The sample size has 95% confidence level with 5% margin of error. This means if the study is repeated 100 times 95 times will have the same results.

24 We used probability sampling techniques (stratified simple random sampling) to ensure that the results of the household survey with parents of children registered in SC-supported schools are credibly generalized to students enrolled in SC-supported school.

25 We have numerous safeguards to prevent errors through a multi-stage validation process with rigorous monitoring put in place. Starting with desk review of beneficiary list from which we selected a representative sample of the students through probability sampling for face-to-face interviews with their parents. We validate these interviews through triangulation with other methods and sources (FGDs, KIs and observation). We also have in place data validation rules to control for the type of data or the range of values inputted. This includes inbuilt field checks that automatically detect and flag outliers, missing data and inconsistent response. Daily review of inputted data with prompt feedback to field monitors to verify or rectify. In conclusion, and considering the rigor applied in the design, field monitoring, and reporting of this TPME, we consider the findings to be credible reflecting the target population of students listed in SC’s database.

### 1.4 Limitation

26 We have achieved 100% completion rate by interviewing the total sample of 300 households of students selected from the four SC-supported schools. However, to reach this completion rate for the 300 households required making seven (7) substitutions, which constitute 2%. The number of substitutions can bias the results of field monitoring data particularly if the substitutes differed systematically, or if there is a significant difference between final respondents and non-respondents. To minimise such bias, we have been careful in making substitutions in unbiased manner in order to ensure it continues to be representative of the population whereby we substituted each non-response case with the same gender category using simple random sampling, where available, in order to ensure that the substitutes match – in characteristics– the non-response cases. Even with such precautions we cannot be assured that the responses from the replacements will mirror those of the original sample.

### 1.5 Tasks carried out by the TPME

27 **Inception Phase.** The tasks carried out during this phase included the followings:

- i. Consultation with JPF;
- ii. Consultation with SC Japan and SC Yemen;

- iii. Desk review of project documents including project summary document, SC's database; school records of registered children and attendance records of children;
  - iv. Design of data collection tools. We updated the tools that were initially developed by Interaction in the previous monitoring assignment of a similar SC's project, which was designed using the Minimum Standards for Education developed by the Inter-agency Network for Education in Emergencies (INEE). The tools were already tested, and were updated based on feedback from JPF and SCJ, and finalised during training/pretesting. The tools were signed off before fieldwork. The final tools are included as a separate appendix.
- 28 **Training of field monitors and pretesting of tools.** The training was practical and action-oriented using role play, group and plenary discussions in order to pre-test the tools and identify ambiguous questions or wording, unclear instructions, or other problems prior to training and fieldwork. The rigorous role plays reconfirmed the length, flow, ease of administration, and ease of response to the questionnaire.
- 29 **Field Monitoring.** All tools were administered through face-to-face meetings with each respondent. The household questionnaire was administered with the parents of sampled children enrolled in SC-supported school. Prior to the start of the interview, eligible households for interviews were verified before the start of the interview by asking household whether they have a child enrolled at the SC-supported schools, or has a child aged 6 to 12 years irrespective of whether the child is enrolled or not. If the household head or spouse is not available in the house, and unlikely to return during field verification, the interview is conducted with another adult household member.

## 1.6 Quality Control Measures.

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- 30 The data collection tools were designed based on the INEE's Minimum Standards for Education. Each questionnaire is structured in sections, and the sections are ordered to ensure a good flow of questions that are comfortable to the respondent. Each questionnaire includes skip commands (instructions directing field monitors to ask only the questions relevant or consistent to the response in the previous question). For security reasons, we could not use the smartphones in data collection, and instead we used paper questionnaires. The Excel datasheets are programmed with data validation rules to control the type of data or values in each cell, and include built-in field checks that automatically detect and flag outliers, missing data, and inconsistent response. Outliers are verified and reported, and where they affect the results, we reported the median besides the mean, minimum and maximum. Illogical responses, outliers and missing data are verified from the source, and field monitors are timely prompted to return to the respondent while still in the sampled village to verify and rectify. This process resulted in zero missing data.

## 2 Findings

### 2.1 Comments on Project Design

- 31 The following section discusses issues related to project design, which we clarify hereunder, and assess whether these issues have affected and/or may affect, project delivery and project performance, and possibly influence results.
- 32 **Linkages between activities and results.** The review of project components in project proposal and Annex2\_Project\_Summary2\_JPF-YMN-20-007 shows that that they logically relate the performed activities to the outputs and consequently the outcome to be achieved.
- 33 **Realistic targets.** The project was initially planned to target three schools, but increased to four upon demands from the local authorities and the Ministry of Education. The planned targets for all outcome indicators remained as per the initial plan. Comparing the progress resulting from SC's targeting of four schools against the initial planned target of three schools will result in over achievements. We advise SC to revisit the planned targets for all indicators and reach out to JPF requesting permission to change planned targets to account for the fourth additional school to be able to assess achievements based on updated targets.
- 34 Each of the two indicators 2.1 and 2.2 in the matrix below measures two different dimensions (quantitative and qualitative) with one planned target, and each dimension has a different means of verification. Indicator 2.1 seeks to capture the number of children who were supported and also the number of children who are satisfied with only planned target of 850. The phrasing of this indicator is ambiguous (double barrelled), which implies that all the 850 children who received the kits are satisfied. Setting this high target does not do justice to the project. The best practice is either to phrase the indicator as follows "2.1 Number of children supported with adapted student kits of whom at least 80% are satisfied", or splitting the indicator into two as follows: "2.1a) Number of children supported with adapted student kits", and "2.1.b) Percentage of children who are satisfied with the items". The same is true for indicator 2.2.

Original Output Indicator	Proposed Output Indicators
2.1: Number of children supported with adapted student kits and satisfied with the material (planned target = 850)	<ul style="list-style-type: none"> <li>▪ Number of children supported with adapted student kits</li> <li>▪ Percentage of children who are satisfied with the items</li> <li>▪ Number of children supported with adapted student kits of whom 80% are satisfied</li> </ul>
2.2: Number of teachers supported with adapted teacher kits and satisfied with the material (planned target = 50)	<ul style="list-style-type: none"> <li>▪ Number of teachers supported with adapted teacher kits</li> <li>▪ Number of teachers satisfied with the items</li> </ul>

- 35 The indicator "Number of FMC members regularly attending and engaged in FMC meeting" has the planned target stated in percentage, which is ambiguous. It is best to rephrase the indicator by replacing the term "Number" to "Percentage".

Outcome Indicator	Planned Target	Reported by SC	Verified by TPMEE	Progress	Variance
2.8: Number of FMC members regularly attending and engaged in FMC meeting	70%	80%	70%	100%	0%

- 36 **There seems to be an error in calculating indicator progress in the IPTT for the "Number of children attending at least 70% of the remedial education program".** Summing the number of children attending in the two months of Oct and Nov, and dividing by the planned target is not correct, because they are the same students counted twice. Although it was specifically mentioned in the remarks of the IPTT that these are the same beneficiaries, calculation of the indicator should be the average of the two months divided by the planned target to avoid unintentionally inflating the progress.

Outcome Indicator	Planned Target	Achievements			Verified by TMPE		
		Sep	Oct	Cumulative	Progress	Average Progress	
2.5: Number of children attending at least 70% of the remedial education program.	570	1,120	1,120	2,240	393%	1,120	196%

## 2.2 Project Performance

### 2.2.1 Effectiveness

- 37 In this section we assess project's progress in terms of its effects by measuring the indicators for the results at the outcome level compared with the planned targets.
- 38 For the planned target and data reported by SC for each indicator the means of verification is the review of records, and the source of information is the MEAL Matrix sheet in the Indicator Performance Tracking Table (IPTT) unless otherwise stated. For the data verified, the source of information varies for each indicator as indicated in the relevant text.
- 39 Overall, the results of the TPME show that the project was effective in realizing the planned targets. The project achievements exceeded the planned target for most indicators. This is mainly, because the project was initially planned to target three schools, but were increased to four upon demands from the local authorities and the Ministry of Education. The planned targets for all outcome indicators remained as per the initial plan.

#### Component 1: Repair and maintenance of school buildings, and water and sanitation facilities

- 40 **Outcome Indicator 1.1: Number of schools that score at least 15 in the physical environment section of the Spot Check tool.** We used SC's spot check assessment tool to verify progress for this indicator through field observation. The tool has six questions "11B to 16", and for each question, our engineer was instructed to select one of the answers (1 to 4) that best describes the situation. 1) "very poor", 2) "Good", 3) "Very good", and 4) "Excellent". The overall for four schools scored 17 (18 at Al-Brghoshy, 18 Moa'd, 15 Al-Emam Zaid and 17 Alnahdha), thus the project achieved the planned target. The detailed result for each criterion is covered in the Quality of Outputs sub-section.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
1.1 Number of schools that score at least 15 in the physical environment section of the Spot Check tool.	3	4	4	133%	33%

- 41 **Outcome Indicator 1.2: Role and responsibilities of school administration staff (in terms of Operation and maintenance of WASH facilities) are agreed and documented.** The project trained eight teachers (2 from each school)

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
1.2: Role and responsibilities of school administration staff (in terms of operation & maintenance of WASH facilities) are agreed and documented.	3	4	4	133%	33%

#### Component 2: Implementation of support activities for continued learning

- 42 **Outcome Indicator 2.1: Number of children supported with adapted student kits and satisfied with the material.** The project initially planned to provide 850 students attending the three target schools in component 1 with learning kits: which includes backpacks, pencils, erasers, sharpeners, rulers, pencil cases, notebooks, pens, coloured pencils, coloured book, colour pens, and sketchbook. However, after discussions with the respective District Education Offices the number of schools increased to four. Consequently, the number of students provided with kits increased to 1510 based on SC's records of Oct, which we verified through the review of student registration in Nov to be 1521 of whom 1516 were attending classes at the time of the TPME visit. The discrepancy between the figure verified in Nov and the Oct's figure in SC's records must be due to the time lag. It is highly likely that the difference is due to new enrolments, which is gratifying to see evidence of sustainability of SC's interventions that the schools are able to retain students and attract

new ones after the project ended. The project has exceeded the planned target by 78%. The group interview with children and the interview with parents revealed that they are satisfied with the student kits, and these positive perspectives were also echoed by parents during FGDs.

Outcome Indicators	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.1: Number of children supported with adapted student kits and satisfied with the material.	850	1510	1521	178%	78%

- 43 **Outcome Indicator 2.2: Number of teachers supported with adapted teacher kits and satisfied with the material.** According to SC's IPTT, the number of teachers supported with teacher kits is 66, but perusal of the positions in the teachers' attendance sheet and testimony of schools' principals revealed that 62 are teachers. According to SC "*Among the 66, there are four volunteer teachers who have already left the project*". Despite the difference between the reported and verified, the project has still exceeded the planned target by 24%.

Outcome Indicators	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.2: Number of teachers supported with adapted teacher kits and satisfied with the material.	50	66	62	124%	24%

- 44 **Outcome Indicator 2.3: Number of teachers trained.** The project planned to target 50 teachers for training, and reported to have trained 66 teachers as indicated in the IPTT file, which we verified to be 62 based on the attendance sheet of training. According to SC "*Among the 66, there are four volunteer teachers who have already left the project*". Despite the difference between the reported and verified, the project has still exceeded the planned target by 24%.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.3: Number of teachers trained.	50	66	62	124%	24%

- 45 **Outcome Indicator 2.4: % of teachers who applies the techniques learnt during the training.** During the TPME field mission, we interviewed eight teachers (5 male and 3 female). All eight interviewed teachers stated that the training was highly relevant to their work, they gained valuable knowledge they did not have before, and the training equipped them with skills they did not have before. After training they were able to apply what they learnt, and the training improved their work (i.e., enabled them to teach effectively). In terms of the knowledge and skills gained in the training, 88% (7/8) reported to have gained teaching skills in improving the students' skills in reading, writing and arithmetic, while 75% (6/8) attested to have gained skills in applying the daily tasks of a class teacher of whom 3 male and 3 female, and all the eight testified to have gained skills in managing the class effectively. The testimonies of trained teachers underscore that the project achieved the planned target.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.4: % of teachers who applies the techniques learnt during the training.	80%	80%	80%	100%	0%

- 46 **Outcome Indicator 2.5: Number of children attending at least 70% of the remedial education program.** The project planned to reach an overall attendance rate of 70% at an equal rate. According to the SC's IPTT and the children's registration list for remedial education program, the number of children attending classes is 1120 in September and similarly in October compared with 1164 verified by the TPME in November. Comparing the number of students attending school in Nov (1164) with the planned target (570), the project has thus exceeded the planned target by 104%.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.5: Number of children attending at least 70% of the remedial education program.	570	1120	1164	204%	104%

- 47 **Outcome Indicator 2.6: Number of FMC members trained.** The project planned to target 30 FMC members for training, and reported in the IPTT to have trained 44 FMC members (30 male and 14 female), which we verified in communication with the school managers to be 46 (34 male and 12 female) reported by school managers. The project has exceeded the planned target by 53%.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.6: Number of FMC members trained.	30	44	46	153%	53%

- 48 **Outcome Indicator 2.7: % of FMC members who shows increased understanding on topics such as identification of skills for community engagement, child safeguarding, gender equality.** The project met the planned target of 80% as reported in the IPTT. Field verification during the interview with ten FMC members (5 male and 5 female) they all testified that the training and work experience have increased their skills and made them more aware on community engagement, child safeguarding and gender equality.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.7: % of FMC members who shows increased understanding on topics such as identification of skills for community engagement, child safeguarding, gender equality.	80%	80%	100%	100%	0%

- 49 **Outcome Indicator 2.8: Number of FMC members regularly attending and engaged in FMC meeting.** The project planned to reach an overall attendance rate of 70% at an equal rate. According to the partner's IPTT, the number of FMC members attending and engaged in FMC meeting is 80% compared with 70% verified by the TPME (source: verbal communication with school managers). The project has thus met the planned target.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.8: Number of FMC members regularly attending and engaged in FMC meeting.	70%	80%	70%	100%	0%

- 50 **Outcome Indicator 2.9: Number of children engaged in Student Council activities.** The project planned to reach an overall attendance of 30 students to engage in council activities. According to the partner's IPTT, the number of students attending and engaged in student council activities is 28 students compared with 28 students verified by the TPME (source: testimony of schools' principals and children focus group discussion). The project has thus achieved 93% (less by 7%) of the planned target.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.9: Number of children engaged in Student Council activities	30	28	28	93%	-7%

- 51 **Outcome Indicator 2.10: Number of community members participated in awareness raising activities.** The project planned to reach an overall 5600 community members participated in awareness raising activities. According to the partner's IPTT, the number of community members who participated in awareness raising activities is 7184 members. The project has thus exceeded the planned target by 28%.

Outcome Indicator	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
2.10: Number of community members participated in awareness raising activities	5600	7184	Unable to verify	128%	28%

### Component 3: Implementation of training to improve the hygienic environment of the school and the provision of hygiene products

52 **Outcome Indicator 3.1: Number of teachers and FMCs members trained on COVID risk and key preventive measures.** The project reported to have trained 110 persons from all the four schools of whom 44 FMCs members (30 male and 14 female) and 66 teachers (55 male and 11 female). Field verification through the interview with school managers revealed that 85 were trained from three schools, while the teachers and FMCs members in Alnahdha school didn't get such training. This means the project exceeded the very modest planned target by 424%. SC confirmed that all four schools were provided the training, therefore, it is assumed that the school manager of Alnahdha school did not recognize the training provided by SC or mixed up with other activities. More active involvement of school managers in the project may reduce the possibility of misconception, meanwhile, verification from other resources should have done to avoid any conflict.

Outcome Indicators	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
3.1: Number of teachers and FMCs members trained on COVID risk and key preventive measures	21	110	85	524%	424%

53 **Outcome Indicator 3.2: Number of schools supported with essential WASH supplies to minimize COVID transmission in schools.** All four schools received essential WASH supplies to protect from COVID-19, thus the project met the planned target, which is good.

Outcome Indicators	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
3.2: Number of schools supported with essential WASH supplies to minimize COVID transmission in schools	4	4	4	100%	0%

54 The WASH supplies to minimize COVID-19 transmission in schools are listed in the table below. The list comprised 24 items.

Table 4: List of WASH supplies to minimize COVID-19 transmission in schools

1. Powder Soap of 2 Kg.	9. Plastic bags.	17. Plastic container for liquid soap 500 ml.
2. Plastic toilet bowl brush with holders and base.	10. Plastic bags small for baskets.	18. Plastic Shovel for cleaning with stick vertical type.
3. Chlore liquid.	11. Dustbin for classrooms/corridors/office).	19. Cleaning Trolley.
4. Bleach for Bowl (Flash).	12. Solid waste basket (observed in school yard).	20. Tissue papers.
5. Cleaning brush for toilet handle	13. Broom (regular) with stick.	21. Spray sterilization tool.
6. Plastic jug (1 Litre).	14. Flat dream with stick mop – for wet or dry floor cleaning and scrubbing with one fabric	22. Face masks.
7. Water plastic container.	15. Cleaning Gloves.	23. Examination gloves.
8. Water floor swapping tool.	16. Hand Cleaner Liquid Soap 5 litter bottle.	24. Infrared Thermometer.

55 **Outcome Indicator 3.3: Number of HHs received disinfection kits.** According to project records (IPTT), 800 households received disinfection kits, and our interview with the 300 households all confirm that they have received the kits.

Outcome Indicators	Planned Target	Reported by SC	Verified by TPME	Progress	Variance
3.3: Number of HHs received disinfection kits	800	800	800	100%	0%



## 2.2.2 Relevance, Coherence and Targeting

56 **Relevance of the objective to sector policies and local priorities.** The project, approach, outputs and outcomes are highly relevant to the current context in Yemen. The project is in line with the “COVID-19: Ministry of Education’s National Response Plan” prepared by the Yemeni Education Cluster and the Ministry of Education, which encompasses the three pillars in the box below. The project contributes to pillar number 3.

- 1) Provision of home study (initial response);
- 2) Efforts to start a new school year (short- and medium-term response); and
- 3) Ensuring continuity and sustainability of learning (medium- and long-term response).

57 SC is a co-leader of the Education Cluster along with UNICEF, and this enables SC to share information, collaborate and coordinate with UN agencies and other international and local NGOs on issued related to the education sector. So, the formation and implementation of the project was shared withing the Education Cluster to ensure synergies and avoid duplication.

58 The training of teachers in remote planning methods in case of COVID-19, teaching methods, positive discipline, the roles of a teacher including psychosocial support is highly relevant to the context.

59 The training of school teachers in the maintenance of WASH facilities seems to be acceptable to the trained teachers.

60 **Geographical Targeting.** The focus on Hajjah is relevant and will continue to be relevant for being one of the most affected areas by the war for hosting affected communities and internally displaced households. Al Miftah district is considered an area Phase 4 “Crisis” with 61% (29500/48560) of the population in Phase 3 “Crisis” or higher, while Washhah district is considered an area Phase 4 “Emergency” with 80% (78500/97948) in Phase 3 or higher (source: Integrated Food Security Phase Classification). That says, Washhah district is an area Phase 4 “Emergency” meaning that it is one step away from starvation, while Al Miftah district is considered an area Phase 3 “Crisis”, meaning it is two steps away from starvation. Households in Crisis and Emergency areas tend to employ depleting essential livelihood assets to meet minimum food needs by dropped children from school and sending them to work, selling household assets. Children’s right to education in these households is contested by these other pressing priorities. According to these definitions, the project targeted districts are in high need of support.

Table 5: Acute Food Insecurity Phase name and description

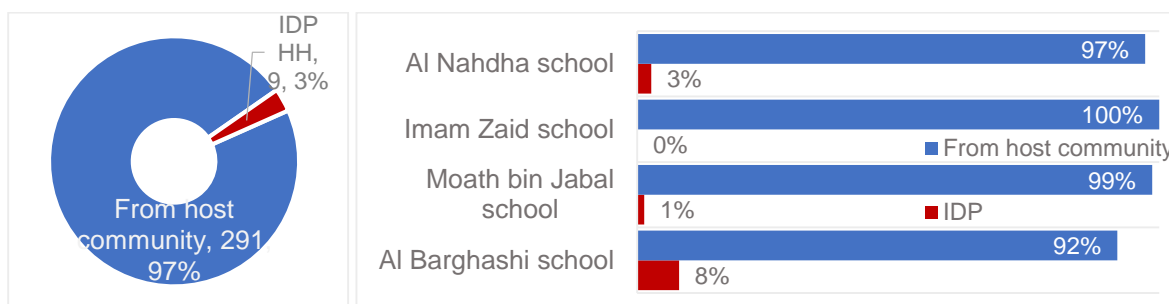
<p><b>Households in Crisis Phase 3</b> <u>either</u> have food consumption gaps that are reflected by high or above-usual acute malnutrition; <u>or</u> are marginally able to meet minimum food needs but only by depleting essential livelihood assets or through crisis-coping strategies.</p>
<p><b>Households in Emergency Phase 4</b> <u>either</u> have large food consumption gaps that are reflected in very high acute malnutrition and excess mortality; <u>or</u> are able to mitigate large food consumption gaps but only by employing emergency livelihood strategies and asset liquidation.</p>

Source: Integrated Food Security Phase Classification (IPC)

61 **Household residence type and social status.** The interview with the parents of a sample of 300 children registered in the four SC-supported schools revealed that the residence status of 97% of the children in the sample belong to the host community, while 3% are IDP households. Our sample was selected through simple random sampling from each targeted school, which means these finding reflect the total number of children registered.

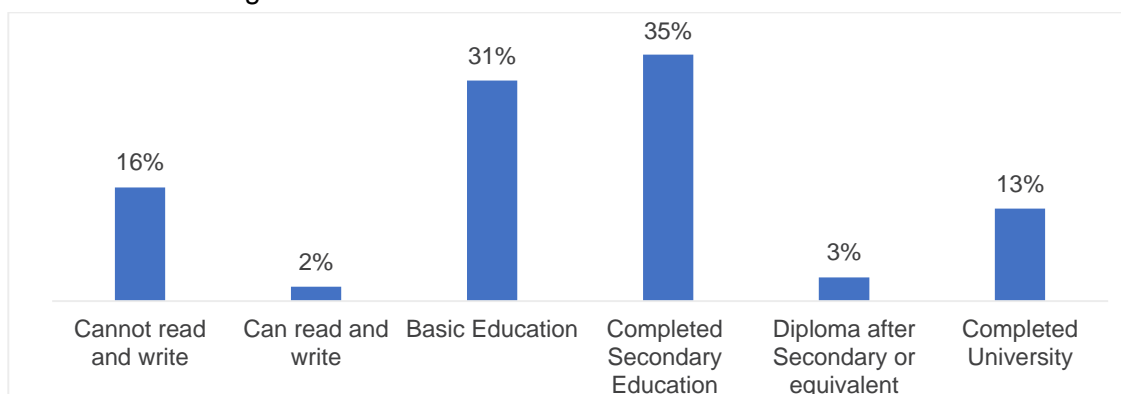


Figure 2: Distribution of households by residence type and social status in the four schools



- 62 **Gender of the household head.** Female headed households constitute 1% of the total sample. These households are considered more vulnerable than male headed-household.
- 63 **Education level of the household head.** Eighteen percent of the household heads have not completed basic education of whom 16% cannot read and write. Only 35% completed secondary education and 13% completed university. It would be good if the 16% of the parents who cannot read and write are linked or directed to literacy classes, or with the support of philanthropic businesses they could be assisted to run community-based literacy classes or afternoon classes in the public school attached to these SC school.

Figure 3: Level of education of the household head



- 64 The interview with the 300 households who are the parents of 300 school children selected randomly from the school records revealed that they have a total of 961 children aged 6-12 years (on average 3 children per household). Of the total 961 children, 927 are registered at SC-supported schools, and this figure constitutes 96% of the total with no gender difference in enrolment. Those who never enrolled in any school constitute 3% (3% male and 3% female), while the dropouts constitute 1% with no gender difference. What does this finding tell us? It tells us that almost all the sampled households have more than one child of the same cohort (the same age group), who are registered at SC-supported schools. That says, some households seem to have registered more than one child. The multiple number of children of the same household registered at SC-supported schools is more prevalent in all four schools. Al-Brghoshy has 253 children in 75 households (3 children per household) followed by Moa'd Bin Jabal having 241 children in 75 households being almost 3 children per household. Moreover, among the households whose children are registered at SC-supported schools there are 26 children who never went to school, and there are eight dropouts. Details are in the next paragraphs.

Table 6: Distribution of children aged 6-12 years by education status

Education Status	Gender	Al-Brghoshy	Mo'a'd Bin Jabal	Al-Emam Zaid	Alnahdha	Total					
Currently enrolled in SC-supported school	Male	117	95%	124	95%	96	100%	116	97%	453	97%
	Female	136	96%	117	90%	109	100%	112	100%	474	96%
	<b>Total</b>	<b>253</b>	<b>96%</b>	<b>241</b>	<b>93%</b>	<b>205</b>	<b>100%</b>	<b>228</b>	<b>98%</b>	<b>927</b>	<b>96%</b>
	Male	0	0%	0	0%	0	0%	0	0%	0	0%

Currently enrolled in other than SC's school	Female	0	0%	0	0%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
Previously enrolled, but dropped out	Male	0	0%	3	2%	0	0%	0	0%	3	1%
	Female	1	1%	4	4%	0	0%	0	0%	5	1%
	<b>Total</b>	<b>1</b>	<b>0%</b>	<b>7</b>	<b>3%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>1%</b>
Never enrolled	Male	6	5%	3	2%	0	0%	4	3%	13	3%
	Female	4	3%	9	7%	0	0%	0	0%	13	3%
	<b>Total</b>	<b>10</b>	<b>4%</b>	<b>12</b>	<b>5%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>2%</b>	<b>26</b>	<b>3%</b>
Total # of children (6-12 years)	Male	123	47%	130	50%	96	47%	120	52%	469	49%
	Female	141	53%	130	50%	109	53%	112	48%	492	51%
	<b>Total</b>	<b>264</b>	<b>100%</b>	<b>260</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>232</b>	<b>100%</b>	<b>961</b>	<b>100%</b>

Source: TPME's Household Survey, November 2021

- 65 **Reasons for students' dropout of school.** As noted earlier, the number of children who dropped out of school was eight in total and all of them are females, and were found in five households. The main reason for dropout reported by all the five households was said to be "the child had to work to help the family". (Multiple responses were allowed). For female children, the type of work is household chores.

Table 7: Reasons for 6-12 years child dropout from school

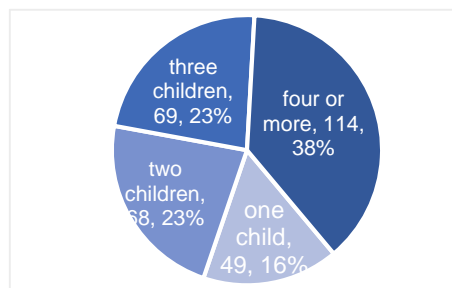
Reasons for dropout from school	Male Children	Female Children	Total Children	Total HHs
Child had to work	0	8	8	5
Helping the family	0	5	5	3
<b>Total</b>	<b>0</b>	<b>8</b>	<b>8</b>	<b>5</b>

- 66 **Reasons for children who never-enrolled in school.** The 26 children who never went to school were found in 18 households. "The child is too young" was the most common reason for not never enrolled reported by nine households, followed by "helping the family" stated by eight households, while eight households stated that the "child had to work". (Multiple responses were allowed).

Table 8: Reasons why children 6-12 years never enrolled in school

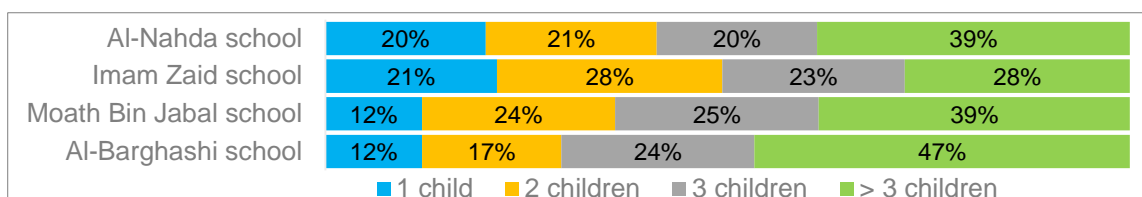
Reasons for never enrolled in school	Male Children	Female Children	Total Children	Total HHs
The child is too young	8	3	11	9
Helping the family	5	10	15	8
Had to work	6	7	13	8
<b>Total</b>	<b>12</b>	<b>14</b>	<b>26</b>	<b>18</b>

- 67 We have converted the continuous variable of the number of children enrolled in SC-supported school into categorical variable of four cut-offs (HHs has 1 child; 2; 3 or 4 or more) to make it more meaningful for interpretation. The results in the pie chart to the right depict the distribution of households by the number of students registered at SC-supported public schools with the majority (38% having four or more child registered, 23% (n=68) with two children registered, while 23% (n=69) with three children, and 16% (n=49) having one child registered.



- 68 The column chart below depicts the percentage of households by the number of students registered at SC-supported public school, and shows that percentage of households with more than one child in the school constitutes 80% of the sample for Alnahdha School, 21% of the households (n=16) has two children registered from the same household, and 59% (n=44) has three or more children registered from the same household. The same situation applies to Al-Emam Zaid school.

Figure 4: % of HHs by the number of students registered at SC-supported public school



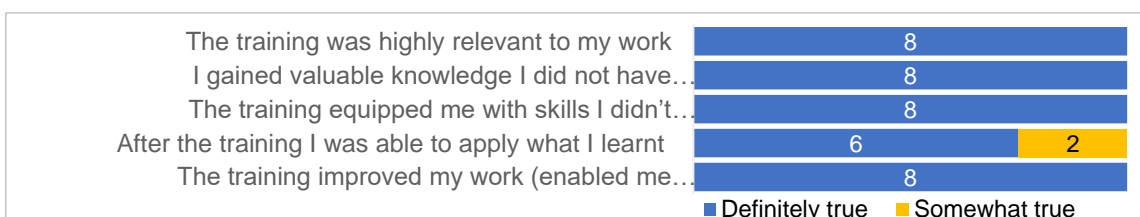
69 **Reasons (motives) for sending children to learn at SC-supported school.** The most common reason (motive) for parents to enrol their children in SC-supported school is “*the provision of back bag with books, pens and other items*” reported by 92%, followed by “*school has better education and quality of learning*” (77%), and the “*school provide tutoring for students*” (76%). The “*school is close to home*” came into fourth place with 75%, and “*There is no fee imposed by school*” (28%) came last. It is important to note here that the response categories were not read to the interviewed parents. “*The provision of books, pens and other items*” came in first place, although in the data collection tool it was in second place indicating that this is the top priority of parents, and reflecting their needs and the difficulty in providing these items for their children to go to school.

Table 9: Why did you send your child/children to this school?

Reasons for send children to school	Al-Brghoshiy	Moa'd Bin Jabal	Al-Emam Zaid	Alnahdha	Overall
They provide books, pens, etc.	96%	95%	91%	88%	92%
School has better education, quality of learning	79%	69%	89%	72%	77%
The school provides tutoring for students	64%	89%	67%	83%	76%
The school is close to our home	77%	80%	72%	72%	75%
There is no fee imposed by school	33%	25%	23%	29%	28%
No other school will accept our child	1%	1%	1%	0%	1%
School accepts children without documentation	1%	1%	0%	0%	1%
<b>Total number of households sampled</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>300</b>

70 **Relevance of training.** To assess the perceived relevance of training among teachers and the extent to which the training capacitated them, we interviewed eight teachers (2 from each school). The interviewer read five statements, and for each statement the teacher was asked to indicate whether the statement was true, true to some extent, neither true nor untrue, somewhat untrue, or totally untrue. The results depicted in the column chart below show that the training was perceived positively for being highly relevant to their work. They attested to have gained valuable knowledge, and were equipped with the skills they did not have before, and after training they were able to apply what they learnt in their workplace leading to improvement in work performance (enabled them to teach effectively).

Figure 5: Teachers’ perceptions of and experience with the training they received



### 2.2.3 Efficiency

71 The project built the capacity of existing institutions to assume their responsibilities (school teachers). Teachers are civil servants who are on payroll. The staff of the institutions are on the government payroll, while members of the father and mother councils (FMCs) are parents who are volunteers. This is highly efficient.

- 72 The project helped the four schools in establishing the FMCs in coordination with the Ministry of Education, and were capacitated to assume responsibility for awareness raising, encourage children to enrol in schools, and to resolve problems facing school or between school and parents. This approach is highly efficient. The interview with parents of students revealed that the FMC's role is highly appreciated.
- 73 The flexibility adapted by the project team and the way in which the project was designed is an important factor in maintaining efficiency.
- 74 Since the project rehabilitated existing school buildings, and where necessary extended existing buildings to cope with the overcrowding, this is highly efficient. The supply of solar system enables the schools to efficiently photocopy students' transcripts and exams inhouse rather than in printshops. Students do not have to contribute costs of printing notes, which are usually asked in other public schools.
- 75 We did not have the project expenditures available to assess efficiency. If we get such data, we will include the analysis of project delivery of its outputs in the next draft of this report. This will be tested through the verification of project expenditure for the cost of major activities/outputs to check the cost per unit: i) the cost of training per person; ii) the trainer's fee per day; and iii) the trainee's daily allowance during training. We can confirm that we did not come across any inefficiencies in the use of project resources.
- 76 SC team used the local market and selected qualified suppliers from the same area to ensure the sustainability of the project and this option was more effective and efficient.
- 77 SC purchased WASH supplies for personal protective equipment, hygiene equipment, and cleaning materials locally, and capacitated two teachers from each school in repair of sanitary appliances, which is highly efficient.

#### **2.2.4 Sustainability**

- 78 The project is not directly involved in the implementation of school routine activities and teaching, but capacitated existing teachers in each of the four schools, helped establish FMCs around each school, and supported existing mandated institutions (Schools and Governorate and District Education Offices) to assume their roles and responsibilities. The project focused on building the capacity of local institutions (schools) to ensure that they effectively deliver the outputs and achieve the expected results during the project cycle and to continue when the project cease to exist in order to ensure sustainability. The project engagement of the District Education Offices fosters a sense of ownership, which will enhance sustainability. The capacity built at local level will continue after the project ended.
- 79 The project did not pay salaries to teachers, but provided incentives for extra tutoring in the afternoons for the first three months, and this was important to ensure sustainability. However, the results of focus group discussions with fathers revealed concerns that if the support of SC did not return to schools after the mid-term exams, teachers may not continue teaching in the absence of civil service salaries. This testimony has a bias influenced by a conflict of interest of parents who are also teachers in school.
- 80 SC supplied and installed a solar system to each school to ensure continuity of school activities enabling schools to photocopy students' transcripts and exams in the absence of electricity, and to pump water to the rooftop water tank ensuring that water is available for anal cleaning and handwashing at all times. This system is the most sustainable option requiring low maintenance and almost no cost to operate in view of the scarcity of fuel.
- 81 SC ensured the sustainability of physical work (e.g., renovation of existing classrooms and/or construction of new ones), establishing operations and maintenance (O&M) staff in each school and equipping them with O&M kits for WASH facilities to enable them to effectively address operational issues related to WASH facilities after the project ended.

### **2.2.5 Gender**

82 The project used a gender sensitive strategy in planning and implementation of all project activities, and gave an equal opportunity for boys and girls and men and women. All project data are gender disaggregated.

## 2.3 Verification of Quantitative Data

- 83 This section of the report covers the TPME results on the **quantitative** aspects of SC's indicators. The monitoring and verification include the following listed in chronological order:
- Comparison between the number of beneficiaries in partner's database with the figures in the project summary document annexed to the TPME's terms of reference (TOR),
  - Review and visual inspection of the partner's database to check for possible duplication of student names, and consistency between names and gender,
  - Observation of school buildings, the compounds, latrines and handwashing facilities, and complaint mechanisms,
  - Interviews with a sample of households of parents of students registered in SC-supported school,
  - Interview key informants, FMC members, trained teachers, and officials of the education offices at district level,
  - Group meetings with school children registered in SC-supported schools.
- 84 To assess the accuracy of quantitative data, a verification factor (VF) was used; this is the ratio of the figure verified by Interaction in the field to the corresponding value reported by JPF's partner for each of the selected output indicators. The VF in turn is used to calculate an absolute difference (AD) between the two data sets, which is  $100 - VF$ . The assessment was guided by an Excel quantitative data verification template in which the verification factor and absolute difference are generated automatically at each level studied when comparing the verified figures with the data reported by SC. The final AD at each level verified is derived by summing up all ADs and dividing by the number of rows to obtain the mean. A VF ratio of 100 per cent means that the data reported by the partner exactly matches the figure verified by Interaction, while a ratio under 100 per cent suggests "over-reporting"; and a ratio over 100 per cent suggests "under-reporting". ADs are direction neutral. The overall AD is then used to generate a RAG (red, amber, green) rating for each indicator based on the decision rules outlined in the following table. These ratings can also be considered data quality ratings.

If the overall absolute difference is between 96 and 100%	<b>No/minor Data Quality Issues</b>
If the overall absolute difference is between 80 and 95%	<b>Moderate Data Quality Issues</b>
If the overall absolute difference is below 80%	<b>Major Data Quality Issues</b>
Data could not be verified due to lack of data	<b>Unable to Verify (NA)</b>

### 2.3.1 Number of children supported with adapted student kits

- 85 Comparing the number of children supported with adapted student kits reported by partner and in Indicator Performance Tracking Table (IPTT) with field verified data. As mentioned above, the number of children reported by partner is 1510. Thus, a RAG rating of **green**. In IPTT the number of children registered is 1510. If we compared verified data (school records) with the summary sheet the rating will be also **green**.

Table 10: Comparing # of children with adapted kit in SC's database list of records

Aggregated Data	Data			Based on Word report		Based on IPTT Excel	
	Partner's report (R) Children's Excel List	In IPTT	Verified in school records (V)	Verification Factor (VF) = $V \div R$	Absolute Difference (AD) = $100 - VF$	Verification Factor (VF) = $V \div R$	Absolute Difference (AD) = $100 - VF$
<b># of children with kit</b>	<b>1,510</b>	<b>1,510</b>	<b>1,521</b>	<b>101%</b>	<b>1%</b>	<b>101%</b>	<b>1%</b>
Al Miftah	756	756	734	97%	-3%	97%	-3%
Washhah	754	754	787	104%	4%	104%	4%
Average AD at aggregate level=summing up all ADs and dividing by # of rows					<b>1%</b>		<b>1%</b>
<b>Al Miftah</b>	<b>756</b>	<b>756</b>	<b>734</b>	<b>97%</b>	<b>-3%</b>	<b>97%</b>	<b>-3%</b>
Boys	433	417	399	92%	-8%	96%	-4%

Girls	323	339	335	104%	4%	99%	-1%
Average AD at aggregate level = summing up all ADs and dividing by # of rows					-2%		-3%
<b>Washhah</b>	<b>754</b>	<b>754</b>	<b>787</b>	<b>104%</b>	<b>4%</b>	<b>104%</b>	<b>4%</b>
Boys	439	455	452	103%	3%	99%	-1%
Girls	315	299	335	106%	6%	112%	12%
Average AD at aggregate level = summing up all ADs and dividing by # of rows					5%		6%
Average AD at sub-aggregate level= (AD in Al-Miftah + AD in Washhah) / 2					1%		1%
Overall AD = (average sub-aggregate level + AD for total)/2					1%		1%
Overall VF = 100 – Overall AD					99%		99%
<b>Overall Verification Rating for Indicator 1.1</b>					<b>GREEN</b>		<b>GREEN</b>

- 86 **Field verification of the number of children registered in SC-supported school.** Of the total 300 (150 from Miftah and 150 from Washhah districts in Hajjah) sampled households (parents) of children registered in SC-supported school selected from the partner's database for field verification, seven households in Washhah district confirmed they have left the school. Three substitutions were made because the students left the school, while two children were displaced with their family to another location, one could not be identified in the community, and one household does not have children benefiting from the project. These reasons flag data quality issue at project/school level that should be checked, although this is minor as rated by our quantitative verification. The discrepancy for this parameter is indicated in the table below, resulting in RAG rating of **green**.

Table 11: Quantitative field verification of a sample of 300 students for parents' interview

Aggregated Data	Data		Verification Factor (VF) = V÷R	Absolute Difference (AD) =100 - VF
	SC's Database (R)	Verified by TPME (V)		
<b>Total sample in Hajjah</b>	<b>300</b>	<b>293</b>	<b>98%</b>	<b>2%</b>
Miftah	150	150	100%	0%
Washhah	150	143	95%	5%
Average AD at aggregate level = summing up all ADs and dividing by the number of rows				<b>0%</b>
<b>Miftah</b>	<b>150</b>	<b>150</b>	<b>100%</b>	<b>0%</b>
Al-Brghoshy School	75	75	100%	0%
Moa'd Bin Jabal School	75	75	100%	0%
Average AD at aggregate level = summing up all ADs and dividing by the number of rows				<b>5%</b>
<b>Washhah</b>	<b>150</b>	<b>143</b>	<b>95%</b>	<b>5%</b>
Al-Emam Zaid School	75	74	99%	1%
Alnahdha School	75	69	92%	8%
Average AD at aggregate level = summing up all ADs and dividing by the number of rows				<b>2%</b>
Overall VF for indicator 2.1: 100 - (average AD at aggregate level + at district level) /2				<b>98%</b>
<b>Overall Verification Rating for Indicator 2.1 in the sample</b>				<b>GREEN</b>



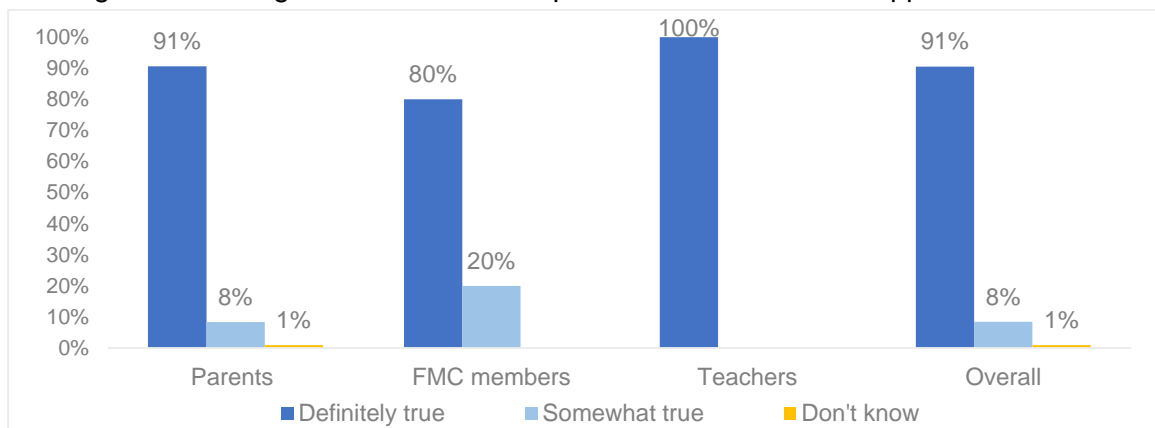
## 2.4 Quality of Outputs

87 This section of the report examines quality of learning environment, access, satisfaction, existence of knowledge of complaints mechanisms, and quality of the rehabilitation/ construction works

### 2.4.1 Assessing Access to Quality Education

88 **Equal Access:** There is a unanimous agreement (99%) among parents of enrolled children, FMC members and teachers that “*all eligible children have equal access to quality and relevant education opportunities*”. The project has thus met the standard for Equal Access based on its planned target. It is important to note that the column chart below combines quantitative (household survey with 300 parents of school children) and qualitative methods (KII with 10 members of the FMCs as well as KIIs with eight (8) teachers. The interviews were validated using FGDs, and through observation. The results from the interviews with beneficiaries and key informants are consistent with the result from the FGD. One participant stated “*SC’s bag motivated our children to run to school from early morning, and teachers do not even have a chance to leave*”. Male participant from Moa’d Bin Jabal School.

Figure 6: “All eligible children have equal access to education opportunities”



89 **Access to school by persons with disability.** The findings from the field observation by Interaction’s engineer on access revealed that there are ramps to facilitate access by persons with disability. Therefore, there are no physical barriers at the school’s front gate (except in Moa’d Bin Jabal where the path is unlevelled). There are no barriers at the corridors that may impede students with disability to access school and classrooms, or to get into schoolyard/ playground, which is good. However, the playground is made of gravel of relatively larger size (Al-Emam Zaid), and can pose barrier for a person on a wheelchair from ambulating through the playground.

90 **Distance to school** is around one kilometre (km) walk (on foot), which is within the two kilometres standard, although fewer students from Moa’d bin Jabal and Al-Emam Zaid walk around three kilometres.

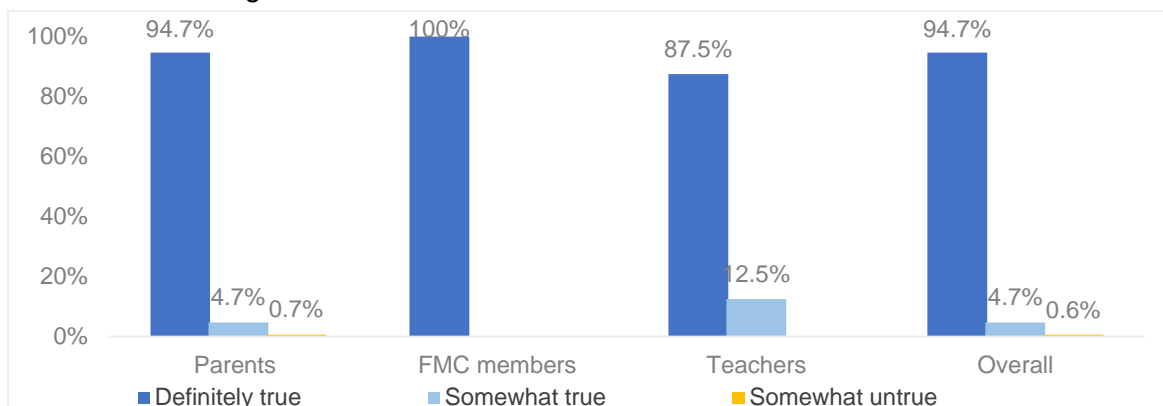
91 **Context-specific barriers for persons with disability.** Field observation also noted that there is only one person with disability in one of the four schools. The person aged 15 years attested that he is brought to school by relatives every Saturday. He then stays and sleeps in school from Saturday to Wednesday, and is brought back home every Thursday, because it takes too much of an effort to bring him every day reflecting the socio-economic conditions and the difficult context (topography) on the way to school in which the persons with disability live in and their coping mechanisms.

92 **Protection and Wellbeing.** Overall, 99% of the interviewed parents, FMC members, and teachers attested that “*children feel secure and safe at school, and learning environment promote safety and wellbeing of learners*”. This positive response was also echoed



unanimously by students during group meetings. 1% (n=2) of the parents of enrolled children stated this was somewhat untrue. These two parents who are based in Alnahdha school in Miftah district stated the reason is the absence of a fence and a gate of the school, and the passage of a street from the middle of the school causes fear for children.

Figure 7: “Children feel secure and safe at school ....”

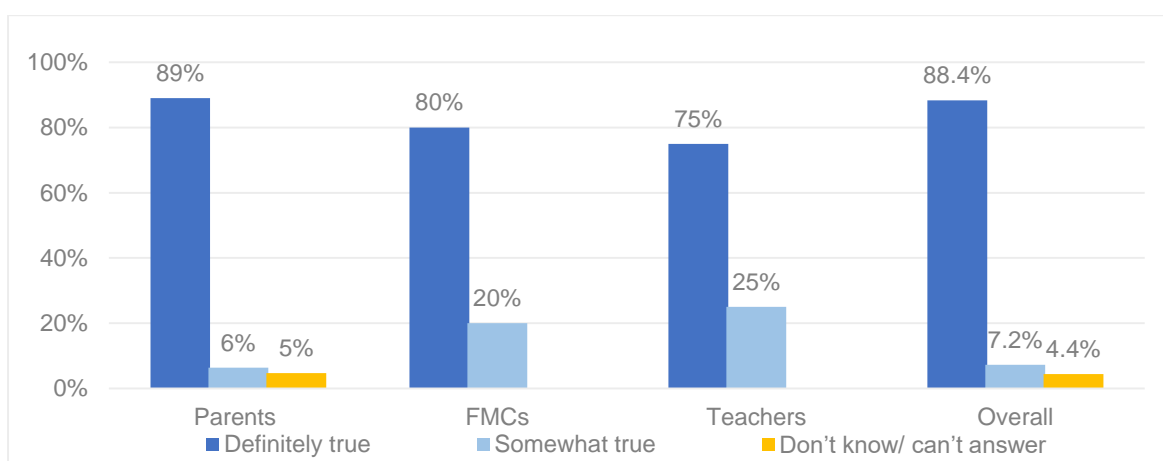


93 **Protective Measures.** Three of the four schools, have **fencing** around the compound, which is high enough to stop intruders, while one school (Alnahdha), there is no fencing. **Fire extinguishers** are available in each of the four schools. **First aids kits** are available in two schools, but not available in Alnahdha and Al-Emam Zaid schools at the time of the TPM visit. **Latrines** are available in all schools, and are all clean. The use of latrines is covered under paragraph 118 under the Quality of Output Section.

94 **Handwashing facilities and soap & water** are available in all schools except in Al-Emam Zaid and Alnahdha schools. In these two schools, soaps are kept in the storerooms.

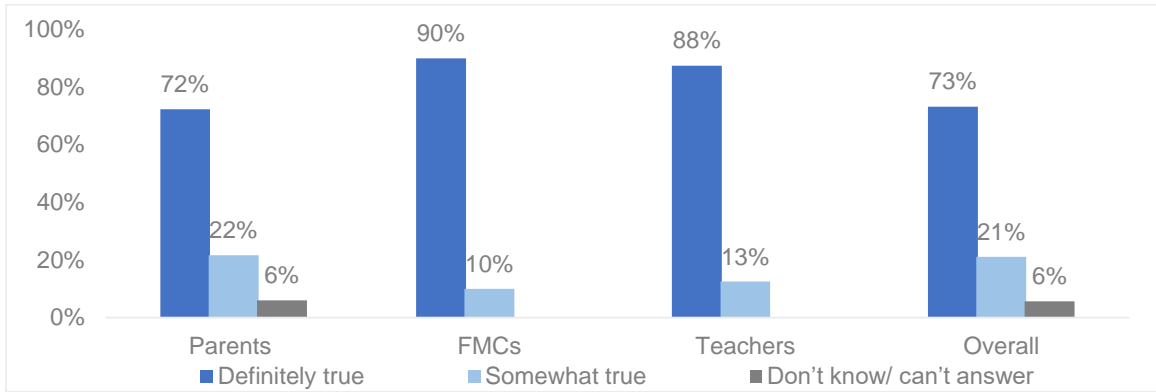
95 On the extent to which the following statement is true or not true “*Teachers interacts with all learners in a positive and respectful manner regardless of their background*”, 96% of the respondents stated it is true (88.4% definitely true and 7.2% somewhat true), while 4.4% among the parents did not know.

Figure 8: “Teachers interact with all learners in a positive and respectful manner regardless of their background”



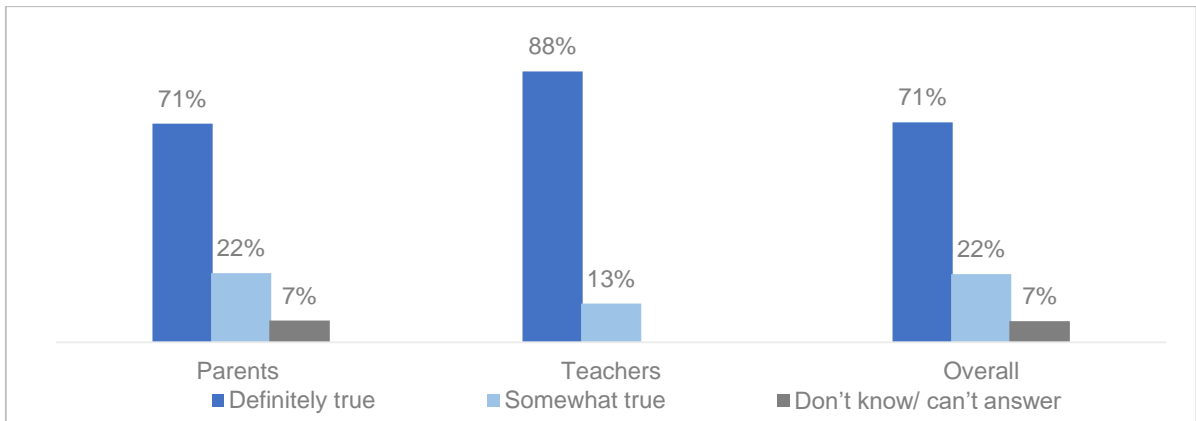
96 **Teachers’ absenteeism.** Full 94% of the respondents agreed that “*teachers are regularly present in their classrooms, and teachers’ absenteeism is very rare*”. This high response corresponds with the students’ response during the separate meetings with boys and girls.

Figure 9: “Teachers are regularly present in classrooms, and absenteeism is very rare”



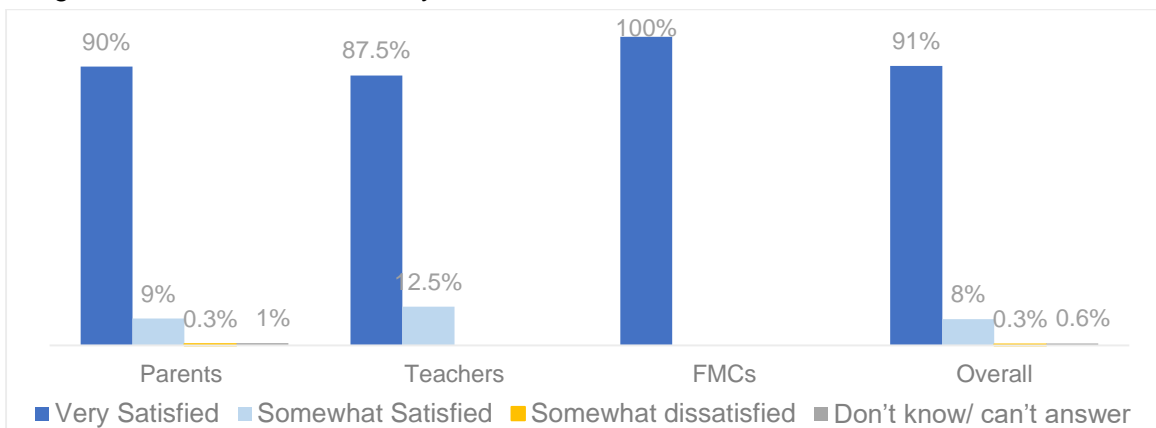
97 On whether “*teachers use alternative means to discipline children, other than corporal punishment*”, 93% consider this true (71% definitely true and 22% true to some extent). Only 71% of the parents consider this to be definitely true compared to 88% among teachers. Seven household did not want to answer this, and we can only assume they do not agree with the statement. Students during the group meetings have all confirmed that teachers do not use corporal punishment.

Figure 10: “Teachers use alternative means to discipline children than corporal punishment”



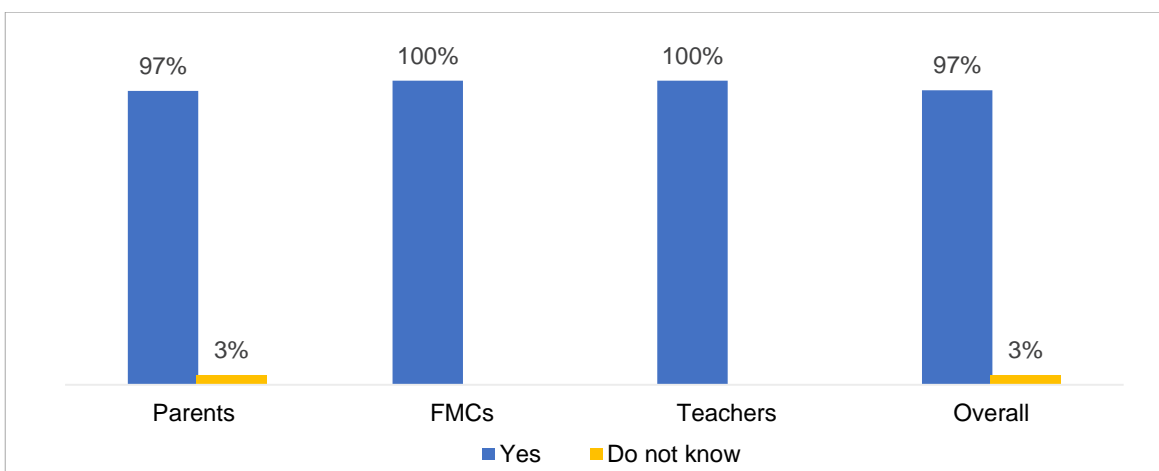
98 **Satisfaction with the Quality of Learning Environment (QLE):** Full ninety nine percent of the respondents (parents of school children, teachers, and FMCs) attested to be satisfied of the quality of learning environment (QLE) in these learning centres. By category of key informant, parents have all expressed satisfaction (90% very satisfied and 9% somewhat satisfied, 0.3% somewhat dissatisfied, and 1% don't know), while all the FMCs are very satisfied, and the teachers have all expressed satisfaction.

Figure 11: To what extent are you satisfied or dissatisfied with the QLE in school?



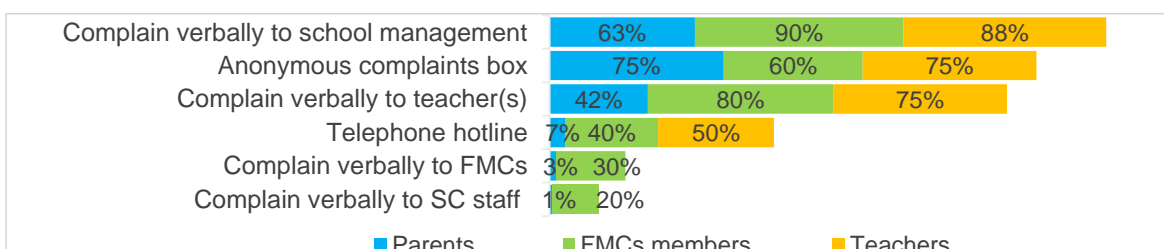
- 99 **Complaints Mechanisms.** Field observation revealed that all four schools have complaints/ grievances mechanism using anonymous complaint box and a telephone hotline. The hotline line was observed by the printed text on complain box. The anonymous complaint box is appropriately located: either located in classroom or on school walls for being used for making complaints by students in the morning shift –a public-school run by the MOE. In Moa'd Bin Jabal school the complaint box is fixed on the fence from outside. In Al-Emam Zaid school the complaint box is fixed on the school wall from inside. In Alnahdha school the complaint box is fixed on the wall of one of the old classrooms. In Al-Brghoshy school the complaint box is fixed on the wall near the staircase. The complaints boxes in all the schools are locked, and the key was said to be kept with SC's staff.
- 100 Overall, 97% of the respondents attested that the school has a mechanism in place for receiving complaints. The 97% is influenced by the high score of teachers and FMCs who unanimously said there is a mechanism.

Figure 12: Does the school have a mechanism in place for receiving complaints?



- 101 **For parents,** the most common complaint mechanism reported is the anonymous complaints box reported by 75% (218/290), followed by 63% (182/290) who mentioned complaining to school management, 42% (123/290) used a complain verbally to teachers, and only 7% (20/290) of the parents recalled the telephone hotline. but only 19% (54/290) filed complaints of whom 93% (50/54) reported getting a response from school for their complaint. Of the 50 parents who received a response to their complaints 90% (45/50) are satisfied with the response.
- 102 **For teachers,** the most common complaint mechanism reported is “*complaining verbally to school management*” stated by 88% of the teachers, the telephone hotline and the complaint box as complaint mechanisms are equally mentioned by 75%, and only 50% of the teachers mentioned telephone hotline.
- 103 **For the interviewed FMC members** who are the focal point between school and parents, 90% are aware of the availability of the hotline, 80% stated “*complaining verbally to teachers*”, and 40% mentioned the anonymous complaint box.

Figure 13: Complaint mechanisms reported by respondents



## 2.4.2 Assessing Teaching and Learning

- 104 **Curriculum.** Teachers in the SC-supported public schools use the national curriculum approved by the Ministry of Education, although adapted to accommodate the needs of targeted children, challenges they faced and the context in which they live. The curriculum is culturally and socially appropriate, which was important to get acceptance, and it is also relevant to enable continuation of students from the non-formal setting to continue education in public schools. Subject taught include science, mathematics, Arabic, Qur'an and Islamic teaching and recreational activities.
- 105 **Training of teachers.** The review of project records shows that the project trained 62 teachers (51 male and 11 female), who are civil servants and are already working in schools before SC's intervention. The targeted teachers were trained in remote planning active learning, curriculum adaptation, and psychosocial support, which are highly relevant to the context and the needs of students.
- 106 We conducted key informant interviews (KIIs) with a sample of eight teachers (2 from each of the 4 schools) who all confirmed to have been trained by the project in August 2021. The interviewed teachers revealed that the training was perceived positively stating that the training was relevant to their work. They attested to have gained valuable knowledge, and were equipped with the skills to improve their performance in effective teaching. Teaching Methods include remote planning methods, planning with compensatory education, and teaching methods with teacher's roles.
- 107 **Knowledge and skills gained as a result of training.** To validate the teachers' positive response, we asked them to indicate the knowledge and skills they gained as a result of training. The results outlined in the table below show that 7 of the 8 teachers recalled gaining knowledge and skills in teaching and raising the level of students in reading, writing and arithmetic, while 6 gained skills in applying the daily tasks of a class teacher, and 3 stated they Identify and refer any children with special needs among those children affected by the conflict and COVID-19 to appropriate support.

Table 12: Knowledge and skills gained as a result of training\*

	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Identify and refer children with special needs affected by the conflict and COVID-19 to appropriate support	1	20%	2	38%	3	38%
Gained knowledge and skills in teaching and raising the level of students in reading, writing and arithmetic	5	100%	2	67%	7	88%
Gained skills in the preparation of schedules (lesson plan)	5	100%	3	100%	8	100%
Gained skills in applying the daily tasks of a class teacher	3	60%	3	100%	6	75%
Gained skills in managing the class effectively	5	100%	3	100%	8	100%

Note \*: Totals do not add to 100%, because multiple responses were allowed

- 108 **School bag content** include backpacks, pencils, erasers, sharpeners, rulers, pencil cases, notebooks, pens, coloured pencils, coloured book, coloured pens, and sketchbook. The review of SC's report shows that the project distributed student kits in the four targeted schools, and was also verified through the review of the signed lists of items and quantities received in each school. The number of children who received the student kits is 1510.
- 109 **Sufficiency of qualified teachers (Class size and student to teacher ratio).** According to SC's records, the number of teachers trained is 66 teachers, but field verification revealed that the actual number of teachers are 62. The discrepancy of the four was clarified by the SC that they are volunteer teachers who have already left the project. The classroom size, we calculated in the table below is on average 59 students with a range of 45 to 69, and student to teacher ratio is on average 26 (median=25) with a range of 20 to 34. The overcrowding is in Moa'd Bin Jabal School (69 students in class) and some students are

sitting on the floor. The INEE Minimum Standards for Education does not set classroom size, but advise on “*locally defined, realistic limits on class size*”.

Table 13: Classroom size and student-teacher ratio

Name of school	# of students registered	# of teachers	# of classrooms	Ratio of student to teacher	Classroom size
Al-Emam Zaid School	271	11	6	25	45
Alnahdha School (6 x 4)	463	23	7	20	66
Al-Barghashi School (6.7 x 4.5)	307	9	6	34	51
Moa'd Bin Jabal School (6.7 x 4.5)	480	19	7	25	69
<b>Total</b>	<b>1,521</b>	<b>62</b>	<b>26</b>	<b>25</b>	<b>59</b>

- 110 **Support and supervision visit.** The project assigned a coordinator based in Hajjah for the four schools. Each school manager is managing the education process in the school. The District Education Officials conduct monthly monitoring visits to schools.
- 111 **Coordination with the Ministry of Education.** The project is implemented in close coordination with and involvement of the MOE in Hajjah governorate and the two districts (Al Miftah and Washhah). The interview with District Education Office revealed that they were involved during needs assessment to identify priority schools, and play a role in facilitating between schools and SC. Besides the monthly monitoring visits to school, the district officials also have direct role in the supervision of exams, and resolve issues that may impede project implementation.
- 112 **Continuation “Transition”.** The interviewed District Education Office managers confirmed that students who complete grade six in basic education transit to other public schools in upper grades (seven grade onwards). One of the managers expressed noted that they are interested in continuing SC’s activities, but they do not have the available resources to support these schools except for supervision, awareness and control.

### 2.4.3 Quality of the rehabilitation and construction works

- 113 The TPME field teams were accompanied by a civil engineer –certified in Occupational Safety and Health by IASP and Nebosh– who conducted observation of each school building, classrooms, schoolyard, latrines and handwashing facilities, among others to assess the quality of construction and rehabilitation as well as compliance with safeguards. The result of the observation is outlined below.
- 114 **Safe Access.** We used SC’s observation checklist form to assess progress on indicator 1.2 related to “physical access”. The checklist has six questions “11B-16”, and for each question, the engineer has to select one of the answers (1 to 4) that best describes the situation. 1 very “poor”, 2 “Good”, 3 “Very good”, and 4 “Excellent”. The results outlined in the table below show that overall, the score is 17 (18 Al-Brghoshy, 18 Moa’d, 15 Al-Emam Zaid and 17 Alnahdha). The reason why adequate furniture scored low is because some children are sitting on the floor. Nevertheless, the project achieved the planned target.

Table 14: Assessment of Physical Access

Checklist Criteria and Questions	Al-Brghoshy	Moa’d	Al-Emam Zaid	Alnahdha
Is the building child-friendly and structure of building safe? (No sharp objects, easy entry and exit, no unbarred windows, stairs/corridor are safe)	4	4	4	4
Are there functioning latrines that are accessible to students?	4	4	1	3
Is there adequate furniture (tables & chairs) for all students and teachers?	2	2	2	2
Are there adequate learning materials and supplies for children?	2	2	2	2
Are there adequate materials and supplies for teachers in the classrooms?	3	3	3	3
Are classrooms adequately heated in the winter or ventilated in summer?	3	3	3	3
<b>Total</b>	<b>18</b>	<b>18</b>	<b>15</b>	<b>17</b>

115 We noticed that the criteria for the assessment of physical access varies between the English and the Arabic tool and also different from the Project Proposal as outlined in the table below. It is Important to ensure consistency in order to maintain quality data to inform decision.

Arabic Tool	0) Very poor	1) Poor	2) Good	3) Very good	4) Excellent
English Tool	0) Terrible	1) Very Poor	2) Good	3) Very good	4) Excellent/perfect
Project Proposal	0) Very bad	1) Bad	2) Good	3) Very good	4) Perfect

116 **The scope of rehabilitation and construction of school buildings.** The rehabilitation covered 11 classrooms in three schools (2 in Al-Brghoshy, 6 in Al-Emam Zaid, and 3 in Moa'd Bin Jabal). New construction covered nine (9) classrooms in three schools (2 in Al-Brghoshy, 4 in Moa'd Bin Jabal, and 3 in Alnahdha).

117 **The quality of the rehabilitation.** Overall, the quality of rehabilitation largely matched the specifications in two of the three rehabilitated schools (Al-Brghoshy and Moa'd Bin Jabal) with some minor issues, while Al-Emam Zaid has major issues. In Al-Emam Zaid school, the contractor did not replace the old floor tiles, which according to SC *“the tiles are in good condition and do not required replacement (not prioritized among other needs)”*. In addition, the contractor did not install rubber sealant for windows to prevent rainwater leaking through the windows, concrete roofs were not finished with a smooth screed, and there is no proper slope towards the direction of the downspouts in order to drain water off the roof.

118 **The quality of construction.** Overall, the quality of construction largely matched the specifications in the three schools (Al-Brghoshy, Moa'd Bin Jabal and Alnahdha) with some minor issues. In Al-Brghoshy School, although the latrines for boys and girls are separated, they share the same entrance and hall as stipulated in the design (design issue). In Moa'd Bin Jabal School, the schoolyard was not levelled due to the presence of huge rocks making it unsafe for children to play. The contract did not require the contractor to level the school yard. After the preparation of this report, the school manager sent us photographic evidence showing that the community took the initiative and started levelling the schoolyard from their own contribution. In Alnahdha School, there are debris left in front of the school building after the construction.

119 **Availability and use of latrines.** Field verification revealed that there are 13 latrines available in the four schools (8 designated for male and 5 for female), and this figure is consistent with the number reported by SC. The number of latrines found clean is 12 (8 for male and 4 for female). Ten latrines (92%) were found functioning (6 for male and 4 for female). The number of latrines that were lockable from inside is 13 (100%). Of the 13 available latrines, only six (4 male and 2 female) are used by students, and this figure constitutes less than half (46%) of the total latrines. The latrines are not used by students in Alnahdha school, because they are locked by the school management because of the unavailability of water (unavailability of water at the rainwater harvesting tank because the rainy season ended after completing the construction work for the rainwater harvesting tank). In Al-Emam Zaid school, one latrine (for girls) is not used, because it is locked and used as a storeroom, and the other two latrines are not used, because the syphon is damaged. The Bill of Quantities oblige the contractor to replace old syphons that are damaged. Field observation in November revealed that all syphons are damaged at the time of the TPME visit, and it is likely that the syphons were damaged after the project ended. Taking the results of TPME visit, SC is following up the issue to ensure access of school children to these facilities.

Table 15: Number of latrines verified during the field visits


School Name	Available			Clean			Functioning			Lockable from inside			Used by students		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T

Al-Brghoshy	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2
Moa'd Bin Jabal	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4
Al-Emam Zaid	2	1	3	2	0	2	0	0	0	2	1	3	0	0	0
Alnahdha	2	2	4	2	2	4	2	2	4	2	2	4	0	0	0
<b>Total</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>8</b>	<b>4</b>	<b>12</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>4</b>	<b>2</b>	<b>6</b>

- 120 **Availability of water taps in hand-washing area next to latrines.** According to SC's report, each school has 20 water taps (10 for male and 10 for female). Field verification, there are 20 handwashing taps in each school (total 80). The table below indicates the number of taps available, functioning and used by students in each school. In Al-Emam Zaid school, the 10 handwashing taps for the females are bent to the inside as shown in the photograph to the right. The reason being is the contractor's unskilled plumber who installed the group of handwashing. The bent pipes should be replaced from the joint. According to the school manager, the contractor has already handed over the works. SC should check if the works are still under the maintenance period, then ask the contractor to redress the defects and replace items which are not conforming to the specifications. In Alnahdha school, we observed the hand-washing facilities without the water taps, which were removed by school management out of concern that they may be stolen due to lack of a school fence. According to SC "due to the constraint in the size of the land provided by MOE, we weren't able to construct a school fence".

Table 16: Number of taps in handwashing area near the latrine

School Name	Available			Functioning			Used by students		
	M	F	T	M	F	T	M	F	T
Al-Brghoshy	10	10	20	10	10	20	10	10	20
Moa'd Bin Jabal	10	10	20	10	10	20	10	10	20
Al-Emam Zaid	10	10	20	10	0	10	10	0	10
Al-Nahda	10	10	20	10	10	20	0	0	0
<b>Total</b>	<b>40</b>	<b>40</b>	<b>80</b>	<b>40</b>	<b>30</b>	<b>70</b>	<b>30</b>	<b>20</b>	<b>50</b>



- 121 **Availability of soap.** Soap is available near the hand washing facility in Al-Brghoshy and Moa'd Bin Jabal schools, while in Al-Emam Zaid and Alnahdha schools the soap is kept in the school's storeroom. In Alnahdha school, the taps were removed by the school manager out of concern that they may be used or taken by trespassers in the absence of school fence. In Al-Emam Zaid school, the school manager kept the soap away out of concern that they may be misused by boys, while girls' handwashing taps are not functioning, thus the rationale for having the soap diminishes.
- 122 **Toolkits for the maintenance and repair of water and sanitation facilities.** Field observation revealed that each of the four schools has a toolkit. The contents of the toolkit are list in the table below.

Table 17: Did you receive toolkit for repairing water and sanitation facilities

Items	Available	Functioning	Number of items
1) Toolbox	Yes	Yes	1
2) Plastic pipe cutter	Yes	Yes	1
3) Wrench	Yes	Yes	2
4) Adjustable wrench	Yes	Yes	2
5) Tape measure	Yes	Yes	1
6) Hammer	Yes	Yes	1
7) Hacksaw	Yes	Yes	1 hacksaw with 12 spare parts
8) Cotton gloves	Yes	Yes	1
9) Screwdriver	Yes	Yes	11

- 123 **WASH training to teachers.** Two teachers from each school (total= 8 teachers) received training on the maintenance and management of water and sanitation facilities in the targeted SC-supported schools. All the eight trained teachers are male. Female teachers were not trained for culture reasons. The monitors were informed that this is men’s work— not for women as it is physically demanding work requiring strenuous physical exertion.
- 124 **Availability of first aid kit at the schools.** According to SC’s report all schools received a first aid kit. Field verification revealed that the first aid kit is still available in two schools namely Al-Brghoshy and Moa’d Bin Jabal schools, but some supplies are missing (i.e., scissors and adhesives) compared to the standard as indicated in the table below, while Alnahdha and Al-Emam Zaid schools only the first aid box is installed on the wall. We were told that in Alnahdha school, the contractor has still to supply the items. According to SC “*The delay was caused as the items provided by the supplier did not match the contract specifications*”. In Al-Emam Zaid schools, we found the gloves and face masks inside the first aid kit that do not belong to this kit, and a few expired pills for pain relief. These items are consumables, and it is likely they have run out as our TPM visit took place in November, which is one month after the project ended.

Table 18: Availability of first aid kit at the school

#	Description of items	Standard		Alnahdha		Al-Emam Zaid		Al-Brghoshy		Moa’d Bin Jabal		Total
		Unit	Quantity	Unit	Quantity	Unit	Quantity	Unit	Quantity	Unit	Quantity	
1	First aid kit/box	number	1	1	1	1	1	1	1	1	1	2
2	Cotton size 100 grams	number	1	0	0	0	0	1	5	1	5	10
3	Gauze roll (medium size)	number	1	0	0	0	0	1	12	1	15	27
4	Sterile gauze pad (size 10*10)	packet	1	0	0	0	0	1	50	1	50	100
5	Scissors (medium size)	number	1	0	0	0	0	0	0	0	0	0
6	Adhesive bandages	number	1	0	0	0	0	1	2	1	2	4
7	Vaseline gauze 10*10	packet	1	0	0	0	0	1	2	1	2	4
8	Spirit sprayer	number	1	0	0	0	0	1	2	1	2	4
10	Antiseptic to clean wound	number	1	0	0	0	0	1	2	1	2	4
11	Hydrogen to dry wounds	number	1	0	0	0	0	0	0	1	1	1
12	Adhesive for fingers	packet	3	0	0	0	0	0	0	0	0	0

- 125 **Supply and installation of solar energy system.** The review of the specifications for the solar system in the four schools revealed that all match except the solar panel in Al-Brghoshy and Moa’d Bin Jabal as outlined in the two tables below and the details in the paragraphs that follow. Although the number of panels verified are different in the two schools, this is due to the availability of panels in the local market and SC made effort to provide the equivalent solar capacity of what was specified in the BOQ, according to SC.

Table 19: Comparison of mono crystalline solar panels in BOQ and field verified

	Al-Brghoshy			Moa’d Bin Jabal			Al-Emam Zaid			Alnahdha		
	Watt per panel	# of panel	Total Watt	Watt per panel	# of panel	Total Watt	Watt per panel	# of panel	Total Watt	Watt per panel	# of panel	Total Watt
Stipulated in BOQ	360	4	1440	360	4	1440	300	4	1200	300	2	600
Verified in the field	400	3	1200	670	2	1340	300	4	1200	300	2	600

Table 20: Field verification of the energy system in each of the four schools

School Name	Mono crystalline panel			Dry deep cycle battery			Regulator and Inverter		
	Reported by SC	Verified by Interaction	Variance	Reported by SC	Verified by Interaction	Variance	Reported by SC	Verified by TPME	Variance
Al-Brghoshy	4	3	-1	4	4	0	1	1	0
Moa’d Bin Jabal	4	2	-2	2	2	0	1	1	0
Al-Emam Zaid	4	4	0	4	2	-2	1	1	0
Alnahdha	2	2	0	2	2	0	1	1	0



- **Al-Brghoshy School.** Based on the specification, there are four mono crystalline solar panels of 360-Watt, four dry deep cycle batteries 200 Amp, and an 80 Amp regulator and inverter with a capacity of 2000 Watt. Field verification revealed that there are three solar panels of 400-Watt each, one regulator, one inverter and four dry batteries of 150 Amp.
- **Moa'd Bin Jabal School.** According to the specification, there should be four mono crystalline solar panels of 360-Watt, two dry deep cycle battery 200 Amp and an 80 Amp regulator and inverter with capacity of 2000 Watt. But what we find in the field two solar panels of 535-Watt each, regulator and inverter and two dry batteries of 200 Amp.
- **Al-Emam Zaid School.** According to the specification, there should be four mono crystalline solar panels of 300-Watt, four dry deep cycle battery 150 Amp and an 80 Amp regulator and inverter with capacity of 3000 Watt. Field verification revealed there are four solar panels, one regulator and one inverter and two dry batteries of 150 Amp. Field verified data matched the BOQ data.
- **Alnahdha School.** The installed solar system matched the specifications provided by SC, which includes two mono crystalline solar panels of 300-Watt, two dry deep cycle battery 150 Amp and an 80 Amp regulator and one inverter with capacity of 2000 Watt. Field verified data matched the BOQ data.

▪ **Water and sanitation facilities in four schools**

- 126 **The construction of the rainwater harvesting tanks.** This activity took place in all four schools. In Al-Brghoshy and Moa'd Bin Jabal schools, the tanks are meeting the specifications. The stone-made water tank in Al-Emam Zaid school is leaking from the wall and at the floor level, and we understand from SC that this can be rectified by the contractor during the warranty period. In Alnahdha school, due to the limited land for construction, the rainwater harvesting tank was constructed under the floor of one of the classrooms and the hatch of the tank is inside the classroom, while the pump is placed on the windowsill. Overall, the installed rainwater harvesting tanks require a continuous source of water due to lack of rain in the targeted areas. In Moa'd Bin Jabal, the community took the initiative to connect the water harvesting tank to a spring through pipeline. This is a good community initiative stimulated by the SC's support to their school.
- 127 **Supply and installation of group handwashing facility.** In the four schools, handwashing facilities (handwashing basins and tapes) were installed in the schoolyard and connected through PVC pipes to the rooftop water tank. Under the hand wash basins, the contractors were supposed to plant green plantation and flowers. However, a common issue is that the green area is not green as the contractors in all the four schools has not made any plantation. As a matter of fact, the waste water gathers in the green area in Al-Brghoshy and Al-Emam Zaid schools. Also, in Al-Emam Zaid one of the group handwashing taps was not installed correctly, and Alnahdha water taps were removed by the management of the school to not be stolen as there is no fence in the school.

### 3 Conclusion and Recommendations

#### 3.1 Conclusion

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- 1 **In terms of effectiveness**, the results of the TPME show that the project seems effective in realizing the planned outcomes. The project achievement exceeded the planned target for almost all indicators. Without undermining the project's efforts, this over achievement is largely, because the project was initially planned to target three schools, but were increased to four upon demands from the local authorities and the Ministry of Education. The planned targets for all outcome indicators remained as per the initial plan. We are thus comparing the progress resulting from SC's targeting of four schools against the initial planned target of three schools. In terms of the quality of learning, almost all (99%) of the interviewed parents of enrolled children are satisfied with the quality of learning environment, and testified that "*all eligible children have equal access to quality and relevant education opportunities*", and that "*children feel secure and safe at school, and learning environment promote safety and wellbeing of learners*". Most (93%) of the interviewed parents agreed that "*teachers use alternative means to discipline children other than corporal punishment*", 94% confirmed that "*teachers are regularly present in their classrooms, and teachers' absenteeism is very rare*", and 96% of the respondents agreed that "*Teachers interacts with all learners in a positive and respectful manner regardless of their background*". In a country torn apart by multiple armed conflicts it is gratifying to see these positive results of best practice demonstrated by SC that should be documents and scaled up nationwide.
- 2 **In terms of relevance**, the project, approach, outputs and outcomes are highly relevant to the current context in Yemen, and in line with the COVID-19's Yemen Education Cluster's Response Plan. The focus on Hajjah is highly relevant and will continue to be relevant for being one of the most affected areas by the war for hosting affected communities and IDPs. Washhah district is an area Phase 4 "Emergency" meaning it is one step away from starvation, while Al Miftah district is considered an area Phase 3 "Crisis", meaning it is two steps away from starvation. Thus, the project targeted districts that are in high need of support. Three percent of the randomly sampled children happened to be from IDP households, and 97% are from host communities affected by the armed conflict.
- 3 **In terms of efficiency**, the project built the capacity of school teachers, who are civil servants, and rehabilitated and –where needed– extended existing school building. This is highly efficient. Although there was no learning activity in three of the newly constructed classrooms during the field visit by Interaction in November, Interaction verified that the school got the classrooms ready shortly after TPME visit, and the second term of school activities started as planned in January 2022.
- 4 **In terms of sustainability**, the project capacitated existing actors (school teachers) who are civil servants, installed solar energy to schools, rehabilitated the school buildings, and supported 1510 students with student kits and 62 teachers with teacher kits. In doing so, the project contributes to pillar 3 of the Yemen Education Cluster's Response Plan "*ensuring continuity and sustainability of learning*".
- 5 **Of the 80 taps** installed by SC, only 50 are used, because the 20 taps in Alnahdha are removed by school manager out of concern that they may be stolen by intruders due to lack of a school fence. The other ten taps are for female students in Al-Emam Zaid, which are installed, but the taps are bent towards the wall. They are thus not accessible.
- 6 **Soap is available** near the hand washing facility in three of the four schools. The exception is Al-Emam Zaid school, where the school manager kept the soap away out of concern that they may be misused by students, while in Alnahdha school the soap is still in the storeroom, because the taps were removed by the school manager out of concern that they may be taken by trespassers, due to lack of a school fence.

- 7 **Quantitative verification.** There is no discrepancy between data reported in the Meal-Matrix and data verified in school records. Thus, the RAG rating is **Green**.
- 8 **Realistic targets.** The project was initially planned to target three schools, but increased to four upon demands from the local authorities and the Ministry of Education. The planned targets for all outcome indicators remained as per the initial plan. Comparing the progress resulting from SC's targeting of four schools against the initial planned target of three schools will result in over achievements.
- 9 **Student to teacher ratio** is on average 26 (median=25) with a range of 20 to 34, which is good. **The class size** is on average 59 students with a range of 45 to 69, and the overcrowding is in Moa'd Bin Jabal School (69 students in class) and some students are sitting on the floor. In Alnahdha school, there are 66 students in class, some of whom are sitting on the floor awaiting the three new classrooms to be equipped at the time of the TPME visit during the first term in November 2021. This must have been resolved in the second term of school activities, because Interaction verified through a follow up call with the school head master who confirmed that the three new classrooms are now used for the purpose to which they were intended. The INEE Minimum Standards for Education does not set classroom size, but advise on "locally defined, realistic limits on class size".
- 10 The criteria for the assessment of physical access varies between the English and the Arabic tool and also different from the Project Proposal, which can result in misleading information.

## 3.2 Recommendations and lessons learnt

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### 3.2.1 Recommendations to SC

- 11 While noted that SC, which follows the JPF guideline, was not able to change the planned targets after the start of the project, based on lessons learned from this TPME, we advise SC to revisit the planned targets for all indicators and propose to JPF updating the planned targets to account for the fourth additional school to be able to assess achievements against the updated planned targets.
- 12 Each of the two output indicators (*2.1 Number of children supported with adapted student kits and satisfied with the material* and *2.2 Number of teachers supported with adapted teacher kits and satisfied with the material*) captures three key parameters: quantity, quality and adequacy of targeting, which is commendable. However, each indicator has one planned target, implying that the recipients are all satisfied with the kits. Setting this high target does not do justice to the project. It is best practice to add to the indicator the percentage value expected as follows "*2.1 Number of children supported with adapted student kits of whom 80% are satisfied*". The same is true for indicator 2.2.
- 13 The indicator "*Number of FMC members regularly attending and engaged in FMC meeting*" has the planned target stated in percentage, which is ambiguous. It is best to rephrase the indicator by replacing the term "*Number*" to "*Percentage*".
- 14 It is important that the three newly constructed classrooms are used by students before the end of the school year to reduce overcrowding and enable children who are currently sitting on the floor to sit on chairs. There is also a high need for building new classrooms to reduce overcrowding in Moa'd Bin Jabal School (69 students in class) and some students are sitting on the floor.
- 15 It is Important that SC unifies the criteria for the assessment of physical access across various documents to ensure consistency in order to maintain quality data to inform decision.
- 16 The need to separate the male and female latrines in Al-Brghoshy and Al-Emam Zaid schools could not be over emphasized to enable male and female students to use the

latrines and to avoid any inefficiencies. In annex one attached to this report, we have provided a sketch of the current latrines' arrangement that are not culturally appropriate and made proposed design for improvement of existing latrines by separating the latrines for male and female using a block partition wall. The path leading to the female latrines should also be separated from that of the male latrines.

- 17 We advise SC to instruct the contractor to properly reinstall the 10 water taps that are not currently being used by female students in Al-Emam Zaid school. Other items that should also be done by the contractor as part of the contract include: 1) replacing the old syphons with new ones, 2) properly repairing and sealing off the crack on the wall and the basement of the water harvesting tank where water is currently leaking, 3) replacing the broken floor tiles with new ones as per the contract specification, 4) properly apply the concrete screed to the roof to end up with smooth finishing with sufficient slope to drain water towards the direction of the downspouts and into the underground water harvesting tank, and 5) upgrading of the sidewalk. Taking the results of TPME visit, SC is following up the issue to ensure safe access of school children to these facilities.
- 18 We advise SC to discuss with Alnahdha school manager ways to ensure that the water taps are installed and used by students.
- 19 In view of the continued war and lack of salaries for teachers, there is a high need to continue supporting the four targeted schools. This is not necessarily through JPF, but SC can equip the schools' FMC members or the District Education Officials in proposal writing to enable them to apply for support from philanthropic businesses to get financial contribution towards teacher's incentives for running adult afternoon literacy classes. This may be in return for placing the business banner in the school front side, which is acceptable as long as the advertisement does not breach (violate) the International Code of Breastfeeding Protection and other International Codes. Members of Parliaments from the three districts could also play a role in mediating between philanthropic businesses and FMCs, because each parliamentarian has a motive to support his constituency.

### **3.2.2 Recommendations to JPF**

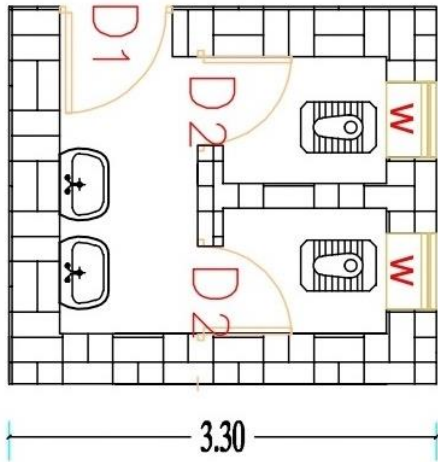
- 20 In view of the volatile context and the changing needs, it is highly efficient to utilize an adaptive management approach that is flexible enough to respond to emerging circumstances based on SC's proposition, i.e., updating the project planned targets. We understand that this may require a policy decision by JPF's management.

## Annexes

### Annex 1- Sketch of current latrines' arrangement and proposed improvement

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Current latrines' arrangement ✘



Proposed latrines' arrangement ✔

