PROJECT PROPOSAL

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sector of intervention** | | | |  | | | | | | | | | |
| **PARTNER’S GENERAL INFORMATION** | | | | | | | | | | | | | |
| Name of the organization / implementer | | | |  | | | | | | | | | |
| Location of the office(s) | | | |  | | | | | | | | | |
| Year of foundation and registration number | | | | Established Year:  Registration number: | | | | | | | | | |
| Contact person of the partner organization | | | | Name:  Position:  Cell phone:  Landline of the NGO:  Email:  Address: | | | | | | | | | |
| Profile of implementing organization | | | |  | | | | | | | | | |
| **PROJECT DETAILS** | | | | | | | | | | | | | |
| Project title | | | | - Providing the child with the skills of developing a non-systematic educational environment to decrease the percentage of dropout from schools in Taiz Governorate, Al taeziea district (3school, 200 families ) AND , Sanaa Governorate ,amanh alasemah district (3 school ,200 families ) | | | | | | | | | |
| Brief summary of the project | | | | Summary of identified gaps:    Taiz Governorate, Al taeziea district (3school, 200 families ) AND , Sanaa Governorate ,amanh alasemah district (3 school ,200 families ) there are IDPs and host communities are located in this area . At present, there is no programs supported of dropout of children from schools which does not sufficiently provide for all children needs in Taiz, Al taeziea district ,Sanaa ,amanh alasemah district .  Indeed, Yemen suffers a big economic problems and is one of the least developed countries in the world. However, this has not affected its generosity in maintaining an open door policy towards IDPs and host community yet it is in dire need for international assistance to be able to provide basic services for population.  The child-friendly areas and the psychosocial support for them are very effective programs that represent an urgent need in children and adolescents in crises and emergencies due to the damage they affect on all aspects of their physical, educational , psychological, mental and social and lead to the emergence of negative results and dropout now or in future for children.  Children are considered to be the most vulnerable in crises and disasters because they are the most affected and less adapted to crises and disasters. This is the most urgent need for professional interventions that preserve their growth and survival and provide them with means of livelihood, security and security in the event of emergency situations  Child-friendly spaces and psychosocial support are among the best professional interventions that provide protection and care for children from the psychological and social aspects. The association of these programs or interventions with the state management system at the national level represents the integration and comprehensiveness of professional interventions for all problems of children and adolescents and their needs in emergencies and stable situations. The friendly spaces and psychosocial support for children and adolescents are professional interventions within the interventions determined by the social worker (situation manager) to solve children's problems and meet their needs  . Rapid need assessments undertaken by sanid in Taiz Governorate, Al taeziea district (3school, 200 families ) AND , Sanaa Governorate ,amanh alasemah district (3 school ,200 families ) to implementing point to the dire need to put more focus on the educational situation in Taiz, Al taeziea district ,Sanaa ,amanh alasemah district .. sanid is increasingly designing policies, interventions and operational frameworks where assistance and educational needs are provided to this children However needs remain largely unaddressed with major gaps in education and infrastructure. | | | | | | | | | |
| Project location | | | | Taiz Governorate, Al taeziea district (3school, 200 families ) AND , Sanaa Governorate ,amanh alasemah district (3 school ,200 families ) . | | | | | | | | | |
| Project Proposed duration | | | | Proposed starting date from 1 / 11 / 2019 to 31/ 10 / 2020  Equivalent to (3) Months. | | | | | | | | | |
| Estimated total budget | | | | Partner’s contribution | | | % | donor contribution | | | % | Total of budget | |
|  | | | 0 | USD | | | 100 | USD | |
| **BENEFICARY RELATED INFORMATION** | | | | | | | | | | | | | |
| Definition of direct beneficiaries:  - From 4 years - to 10 years for friendly space activity  -The intervention will focus on the most vulnerable groups affected by the crisis: children 4 years - to 10 years ,education of families and staff of schools in target areas which contain the large number of IDPs who have fled the violence.  General families is also in educational needs because of the conflict, which has led to significant decrease in the provision of accessible and quality educational and increase of dropout children from schools.  The selection of schools , children and areas specified to be supported has been carefully done based on the situation analysis, needs, gaps, field visit with authorities, and sanid experience in the country.  Needs and responses were prioritized to the most critical areas based on: 1) areas with high number of children in need; 2) areas with IDPs; 3) area with lack of access to educational ; 4) areas with no or few educational actors.  The provision of educational services to children's in need within schools will be conducted without any discrimination based on sex, gender, ethnic group, disability or political orientation.  Definition of indirect beneficiaries:  Planned beneficiary numbers:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Location** | **Households** | | **Direct beneficiaries** | | | | **Indirect beneficiaries** | | | | | IDPs | Host Community | Men | Women | Children | Total | Men | Women | Children | Total | | **Taiz** | **2783** | **3519** | **2231** | **2342** | **1071** |  | **987** | **1208** | **1381** |  | |  |  |  |  |  |  |  |  |  |  |  | | **friendly space activity** | **966** | **400** |  |  | **940** |  |  |  | **650** |  | | **Total** |  |  |  |  |  |  |  |  |  |  |   Planned beneficiary numbers:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Location** | **Households** | | **Direct beneficiaries** | | | | **Indirect beneficiaries** | | | | | IDPs | Host Community | Men | Women | Children | Total | Men | Women | Children | Total | | **sanaa** | **3640** | **5730** | **3880** | **4340** | **1630** |  | **1500** | **1840** | **1930** |  | |  |  |  |  |  |  |  |  |  |  |  | | **friendly space activity** | **1322** | **1256** |  |  | **2100** |  |  |  | **1721** |  | | **Total** |  |  |  |  |  |  |  |  |  |  |   Source of verification for the planned numbers:  **-** governorate education office Reports. schools registers and reports including ,field report of families registration , sanid database, Activity reports, COMMUNITY EDUCAION VOULANTER reports . | | | | | | | | | | | | | |
| **PROJECT JUSTIFICATION/RATIONALITY** | | | | | | | | | | | | | |
| Problem statement “Why”: | | | | **Description of the situation in the country**  **In response to the needs of our children to live safely and in a non-violent environment, we offer these targeted activities, consisting of fifteen sessions on the target group:**  **Children who have been subjected to painful experiences suffering from deprivation and loss.**  **Children who are expected to show different symptoms due to exposure to difficult experiences.**  **It aims to provide the child with the skills to develop a non-systematic learning environment that allows for the development and enhancement of his skills by helping to express with confidence and without fear about these situations and how to cope with them and develop new methods of confrontation more effectively.**  **These sessions are conducted by the trained trainer who receives training in these sessions and has previous experience in dealing with children**  **Provide psychological support and support services for children and parents through project services and support the child's psychological development in a safe environment.**  **Developing a creative environment that promotes psychological and behavioral balance.**  **Develop and promote the child's idea of ​​himself and his future aspirations.**  **Develop the child's ability to solve his / her own problems and help him / her.**  **Create a positive image of the child about himself .**  **Provide the child with the opportunity to search within the group and examine some topics and behaviors that may not have been paid.**  **Develop the ability to express emotions through entertainment and fun**  **To guide the child's vision of himself and his abilities and competencies**  **The direction of the games free of violence and aggression, enable the child to enjoy the time and activity, and unloading its strengths and energies without resorting to unacceptable means.**  **To enhance the talents of the child through various activities that develop his skills.**  **Increase community awareness and provide correct ways of dealing with the child in ways appropriate to the requirements of the stages of growth.**  **Improve the misconception of the concept of mental health and community.**  **Playing is very important in the life of the child. It is not just a means of fun, fun and recreation. It represents a biological need that is made through the process of growth and development in humans. It helps in the formation of the body and the development of mental energy.**  **Playing can also bring joy and joy to a child's life, allowing him to express what is inside him without fear and to embody that feeling in his own way. He can discover himself and discover the world around him that he considered strange but slowly he sailed into this The world to decipher its symbols without fear or hesitation**  **Playing is a practice that helps to develop the mental abilities and the potential of the child. He also helps in identifying his own independent personality without pressure and practicing the types of sports he likes so that he will always strive to improve and progress forward.**  **The child is favored to play in an unusual way, and we are required to observe and enjoy this child's internal activity in which he is born, so that we leave his body with his natural pleasures, so that the master of himself, jumps into the play of great importance on the psyche and body of the child, A significant relationship between the physical and psychological play and physical health of the child.**  **"A child who does not play is an old man who does not think," says one**  **In the play, the child communicates with himself and with others, in the active body, and exercises on many movements that enable him to carry out the balance, in addition to the child's feeling while playing happiness and adaptation to others, and has the ability to cope with the usual psychological crises that Human beings.**  **Individual and collective play develops knowledge in the child through participation in the life of the group and when playing alone, and leads to a productive personality capable of creativity, creation and excellence.**  **"The child who plays with his peers is able to agree with them," says Freud**  **also the Humanitarian situation in 2018 During the year in review, Yemen continued to be the world’s worst humanitarian crisis, driven by conflict, economic collapse and the continuous breakdown of public institutions and services. Seventy-five per cent of the entire population, 22.2 million people required some form of humanitarian or protection assistance, including 11.3 million who were in acute need – an increase of more than one million people in acute need since June 2017. The escalation of the conflict since March 2015 had dramatically aggravated protection risks for millions.**  Children’s right to an education continues to suffer under the conflict, as nearly three-quarters of public school teacher have not received salaries for more than a year and over 3.7 million children3 are affected in their access to education. As schools continue to be damaged by the conflict, have closed or now serve as shelters for displaced families, more than 2 million children are out of school – compared to 1.6 million before the conflict. UNICEF is engaged in ongoing advocacy efforts to address these challenges and to mitigate its effect on current education activities. In addition, UNICEF has started discussions with donors for the mobilisation of resources for teachers’ incentives.  During the first half of 2018, the UN Country Task Force on Monitoring and Reporting (CTFMR) documented and verified 573 incidents affecting 986 children (767 boys; 216 girls; the rest of unknown gender). Since the start of the conflict, from March 2015 to June 2018, the Monitoring and Reporting Mechanism (MRM) on grave violation of child rights verified 2,398 children killed, 3,652 children maimed, and over 2,635 children have been recruited and used by armed forces and groups. The MRM network currently covers 735,817 children in most conflict affected areas. Moreover, schools and hospitals have been frequently attacked and used for military purposes, denying children access to their right to education and health care. At least 425 attacks on and military use of schools and hospitals have been documented and verified.  Yemen continues to be one of the world’s most difficult operating environments for humanitarian actors. Fighting erupted along the Western coast of Yemen in June, affecting Al Hudaydah, a port city and one of the major lifelines to Yemen’s population. The fighting displaced more than 121,000 people in Al Hudaydah governorate. UNICEF and Humanitarian actors have been able to provide 80,000 people with various forms of life-saving assistance.4 Humanitarian actors are also addressing the needs caused by the tropical cyclone that affected Socotra on 23 May, which caused the displacement of 1,003 households and affected 60,000 people.  The absence of political solution and the increase of violence will continue to deteriorate the situation of civilians. All aspects of the society, livelihoods and the economy are in near total collapse.  **Description of the situation in the project region**  According to the EDUCATIONAL Need Overview 2018, taiz Governorate have been identified as priority in terms of education services. According to the last report published on January 2018, across 21 governorates; the majority IDPs, 50% 71% are displaced in 5 7 governorates.  In addition, the security situation remains extremely volatile – including regular bombings, which have affected the accessibility of population to education services. The majority of IDPs reside in rented accommodation or are hosted with local communities, while some others live in schools, collective centers of other forms of shelter, which put at further risk women and girls. Since the start of the involvement of the Arab coalition in the conflict, According to the Yemen Data Project database, at national level, 3 577 military sites were targeted, and civilians suffer significantly with many non-military sites targeted: 942 residential areas, 253 school buildings, 257 other civilian sites, 252 political sites, 58 hospitals, 1323 economic and public infrastructure, 73 other and 1882 unknown.  Since the move of the Central bank of Yemen from Sanaa city to Aden last November, there is also an acute cash shortage crisis, that directly affect the wellbeing of the population that face more and more difficulties to meet their basic needs. Unpaid state salaries since September 2016, has deepened economic deterioration and has further impaired Yemeni families to access food,education, health and other basic live needs.  In addition, with the ongoing military operation launched by the Hadi forces/Arab coalition and recent military victories (such as Taiz, Al Mokha). As a result, the population basic needs are badly impacted, and a clear risk of famine is denounced by the World Food Program[[1]](#footnote-1).  As sanid aim is to support the most vulnerable population, sanid decided to balance this action by having activities in rural area where access to education is very impaired. | | | | | | | | | |
| Project’s overall objective | | | | Providing the child with the skills of developing a non-systematic educational environment that allows the development and enhancement of his skills by helping him to express confidently and without fear about these situations and how to cope with them and develop new methods to confront them more effectively and decrease the percentage of dropout of children from schools .  Project purpose:  To strengthen the conditions of preschool education for children, especially those from vulnerable groups, through improvements in the quality of preschool programmes and expansion of the capacities of preschool institutions.Providing the child with the skills of developing a non-systematic educational environment that allows the development and enhancement of his skills by helping him to express confidently and without fear about these situations and how to cope with them and develop new methods to confront them more effectively,Support capacity of schools to provide essential and education services  **Specific Objective:**  There have been three main goals of education , namely:   1. Improvement of educational facilities and resources in rural areas 2. Increase the school participation rate and reduce dropout in basic education 3. Improve the quality and relevance of education to all   1. Early Childhood Education  A plan of action was put in place to ensure that educational services are made available to as many pre-school-aged children as possible. Specific functions carried out included:  1.1 provision of professional and administrative assistance to pre-school teachers & management committees through visits  1.2 mounting of basic training courses for new pre-school teachers  1.3 conducting of community awareness programs  1.4 conducting teacher training programs for rural teachers in the use and maintenance of pre-school equipment and books  **2. Learning Achievement and Outcomes**  **The target is access for all to quality education with the objective being high levels of literary acquisition.**  **Targets include:**  **2.1 tuition fee assistance and compulsory education**  **2.2 implementation of special projects to raise literacy levels**  **2.3 improving pre-school participation and readiness**  **2.4 children Literacy rate . improve literacy .**  2.5 To contribute to social inclusion and education and prevent the dropout of childern from school by improving preschool provision and broadening access for children, especially from disadvantaged groups.  ACT3.1- Executives and supervisors shall have sufficient experience and skills for friendly spaces and psychological and social support.  ACT3.2 - Provide psychological support services and support for children and parents through the project services and support the psychological development of the child amid a safe environment.  ACT3.3. Developing a creative environment that promotes psychological and behavioral balance.  ACT3.4 - develop and promote the idea of the child about himself and his ambitions for the future and to solve its problems and students to help.  ACT3.5 - Develop the ability to express emotions through entertainment and fun.  ACT3.6 - Walk towards games free of violence and aggression.  ACT3.7 - Increase community awareness and provide correct ways to deal with the child in ways appropriate to the requirements of the stages of growth  ACT4.1 Support capacity of schoolsto provide essential and education services  ACT4.2 payment schools fee for students  ACT4.3 payment Transportation allowance for students to schools  ACT4.4 payment incentive for teatcher  ACT4.5 payment education materials ,stationary for students  ACT4.6 payment School uniforms for students  ACT4.7 payment food allowance for students | | | | | | | | | |
|  | | |  | | **SPREADSHEET OF ALL ACTIONS**  **Action** | | | | | | | | | |
|  | | |  | | PRESCHOOL EDUCATION | | | | | | | | | |
| 1 | | | 01 | | Harmonization of legislation of social care and preschool education | | | | | | | | | |
| 2 | | | 02 | | Introduction of, at least, half-day preschool programme for one year for all children aged between 4 and 5.5 years | | | | | | | | | |
| 3 | | | 03 | | Defining and adoption of quality standards | | | | | | | | | |
| 4 | | | 04 | | Development and adoption of Fundamentals of the preschool education and care programme | | | | | | | | | |
| 5 | | | 05 | | Establishing the body for accreditation of preschool institutions and programmes | | | | | | | | | |
| 6 | | | 06 | | Accreditation of preschool institutions and programmes | | | | | | | | | |
| 7 | | | 07 | | Increase in the coverage of children between three and five years and greater equity in coverage | | | | | | | | | |
| 8 | | | 08 | | Establishing of local system of social child care and preschool education and care | | | | | | | | | |
|  | | |  | | PRIMARY EDUCATION | | | | | | | | | |
| 9 | | | S01 | | Harmonization of laws and by-laws in primary education with | | | | | | | | | |
| 10 | | | S02 | | Implementation of educational standards and their improvement | | | | | | | | | |
| 11 | | | S03 | | Primary schools network optimisation | | | | | | | | | |
| 12 | | | S04 | | Reducing dropout rate from primary education | | | | | | | | | |
| 13 | | | S05 | | Evaluation of educational achievements of students | | | | | | | | | |
| 14 | | | S06 | | Strengthening of the educational function of primary school | | | | | | | | | |
| 15 | | | S07 | | Analysis of experiences and improvement of the final exam in primary school | | | | | | | | | |
| 16 | | | S08 | | Establishing uniform system of rewards and rewarding students for good educational achievements | | | | | | | | | |
| **ACTION PLANS FOR INDIVIDUAL LEVELS AND FIELDS**  PRESCHOOL EDUCATION | | | |  | | | | | | | | | |
| **Ref.** | | | **Action** | | | | **Instruments for the implementation of action** | | | | **Outcome - result of action** | | | | | | **Progress indicators** | |
| 01 | | | Harmonization of legislation on social care and preschool education with | | | | ● Adoption of laws and bylaws; ● Cooperation with all the relevant actors; | | | | ● Revised and harmonized legislation and bylaws on social child care and preschool education to enable implementation of strategic measures | | | | | | ● Number of lists and new laws and bylaws harmonised with SDES; | |
| 02 | | | Introduction of at least half-day preschool curriculum for one year for all children aged between three and five-and-a-half years | | | | ● Adoption of laws and bylaws; ● Feasibility study; ● Capacity needs assessment; | | | | ● Increased number of children covered by preschool education; ● Greater fairness of coverage; ● Early support to development of all children, especially the children from vulnerable social groups; | | | | | | ● Number of new educational groups and number of newly covered children per local government unit in every month; | |
| 03 | | | Defining and adoption of quality standards | | | | ● Adoption of laws and bylaws; ● Quality standards development and adoption ● Defining quality indicators; | | | | ● Quality standards defined, adopted and implemented; ● Set of indicators and its use for quality assurance in preschool education defined; | | | | | | ● List of defined and adopted standards; ● List of indicators; | |
| 04 | | | Development and adoption of the preschool education curriculum | | | | ● Development of programme document; | | | | ● New Curriculum for preschool education developed and adopted; | | | | | | ● Development of project for curriculum; ● Completion of the Curriculum programme document; | |
| 05 | | | Establishing the body for accreditation of preschool institutions and programmes | | | | ● Analysis of various organizational models (agencies, commissions); ● Analysis of various accreditation models  ● Establishing the corresponding body (agency, commission); | | | | ● A body (agency, commission) for accreditation of preschool institutions and curriculums established; ● Accreditation procedure defined;  ● Accreditation process based on the national standards | | | | | | ● Monitoring the process of accreditation agency/commission establishing; ● Reports on possible accreditation models; | |
| 06 | | | Accreditation of preschool institutions and programmes | | | | ● Monitoring of accreditation standards implementation; ● Development of accreditation procedure; | | | | ● Accreditation process of public and private preschool institutions and curriculums established | | | | | | ● Beginning of accreditation process; ● Number of applications for accreditation; ● Number of issued accreditations; | |
| 07 | | | Increase of the coverage of children between 4 to10 years of age and greater fairness in coverage | | | | ● Collection and analysis of data on coverage;  ● Implementation of studies on coverage;  ● Expansion of capacity for coverage of children; | | | | ● Increased number of children covered by preschool education;  ● Greater fairness of that coverage is expressed by the number of children per municipality and per number of children from vulnerable social groups covered; | | | | | | ● Number of constructed facilities and number of facilities renovated;  ●Increased number of children covered by preschool education in each local government unit, particularly the number of children from vulnerable groups; | |
| 08 | | | Establishing the local system of social child care and preschool education | | | | ● Harmonisation of legislation and its implementation; ● Decision-making by the local government units;  ● Development of training programmes for establishing the system for local government units; ● Analysis of various model of integrated child care; | | | | ● system adjusted to the needs of local population established, taking into account the quality standards | | | | | | ● Number of local government units in which the system has been established; | |
| **PRIMARY EDUCATION** | | | |  | | | | | | | | | |
| **Ref.** | | | **Action** | | | **Instruments for the implementation of action** | | | | **Outcome - result of action** | | | | | | **Progress indicators** | |
| S01 | | | Harmonization of legislation and bylaws in the field of primary education | | | ● Drafting laws and adopting bylaws; | | | | ● Laws and bylaws harmonised with basic postulates | | | | | | ● Number of lists and new laws and bylaws harmonised with the Strategy;  ● Compliance degree; | |
| S02 | | | Education standards implementation and improvement | | | ● Analysis and improvement of standards; ● Promotion of implementation of standards at school; ● Development of training/programmes for implementation of standards; ● Development of training/programmes for evaluation of students according to standards; | | | | ● All the mentioned standards improved;  ● Mass implementation of standards in schools; | | | | | | ● Number of revised standards;  ● Number of schools in which standards are implemented; ● Number of teachers included in training; | |
| S03 | | | Primary schools network optimisation | | | ● Drafting laws and adopting bylaws; ● Development of analysis of local government units needs; ● Establishing criteria for development of primary school network; | | | | ● Network of schools matching the real situation and meeting the educational needs of population living in local government units; | | | | | | ● Number of local government units adopting the act on network optimising on their own territory; | |
| S04 | | | Reduction in dropout rate during primary education | | | ● Development of methodology for monitoring and measuring drop out rates in education system; ● Monitoring and measuring drop out rates in primary school; ● Development of a support programme for vulnerable groups;  ● Drafting laws and adopting bylaws; | | | | ● Publicly accessible reports on dropping out from primary school; ● Factors of dropout rate of students per student category for every municipality identified; ● Number of children not completing primary school reduced;  ● Greater fairness in the coverage of children with primary education; | | | | | | ● Number of completed analyses and reports; ● Number of municipalities for which the dropout factors have been determined; ● Percentage of pupils not completing the primary school; | |
| S05 | | | Evaluation of educational achievements of students | | | ● Organizing and implementing quality evaluation systems (national and international); ● Development of new evaluation instruments; ● Development of teachers training programmes for evaluation of students achievements; | | | | ● Information on educational achievements of students updated every year representing the base for improvement of education; ● Decision making based on results; | | | | | | ● Number and types of evaluation of student educational achievements  ● Results on educational achievements of students ● Number of programmes for promotion of teacher competences; | |
| S06 | | | Strengthening the educational function of primary school | | | ● Defining the model of extracurricular and after-school activities; ● Establishing and support to development of cooperation between schools and local communities, cultural institutions, sports organizations, associations, etc. ● Development and support to implementation of all the forms of educational activities strengthening the educational role (field/outdoor classes and recreational classes, summer schools and research camps...) ● Defining several different models of school-work organization. | | | | ● A large number of significant measures for strengthening of educational and other functions of school defined; ● Higher quality of education; ● Educational function of school increased; | | | | | | ● Best practices; ● Models of work prepared;  ● System of support, monitoring and evaluation of all the forms of educational activities aimed at strengthening educational role of school developed; | |
| S07 | | | Analysis of experiences and improvement of the final exam in primary school | | | ● Drafting laws and adopting bylaws; ● Regular reports on analysis of the final exam results with recommendations for promotion of the primary schools operation;  ● Improvement of Professional Guidelines for implementation of the final exam; | | | | ● Improved unified examination system, regular analyses of the final exam results as system for evaluation of quality of work of primary schools and support for evidence based policy making; | | | | | | ● Annual report on the final exam results and total achievements of students;  ● Number and quality of designed instruments; ● Number and quality of performed tests, quality of analyses, change of educational practice;  ●The extent of use of results in education policy | |
| S08 | | | Establishing uniform system of rewards and rewarding students for good educational achievements | | | ● Expert analyses ● Adoption of laws and bylaws;  ● Developing tools for the evaluation of students knowledge; | | | | ● Improved systems for students knowledge evaluation that favour quality of knowledge;  ● Development of excellence in education;  ● Information on educational achievements of students through organizing competitions and rewarding the best students as the foundation for promotion of education regularly updated; | | | | | | ● Number and types of evaluation of student educational achievements, depending on the nature of courses;  ● Number of tools of high quality for evaluation of students knowledge;  ● The extent to what a comprehensive system is established; ● Number of students participating in competitions and festivals; | |
| **Coordination and synergies with local authority or other education actors :**  With its presence in Sana'a, sanid has been able to enhance its coordination and close collaboration with many partners – including authorities, UN agencies, international NGOs and local NGOs. Sanid aims to directly support the national coordination mechanisms in its sectors of expertise (education), in which priorities are defined in close collaboration with the authorities. Consequently, our project fits perfectly with MOE orientation (direct support to schools and families, children) but also the 2019ENO-ERP priorities.  Coordination is carried out not only through meetings but also through personal communication via phone and/or personal visits with partners. An emphasis is put on communication with UN, EDUCATION MEETING, Protection Cluster, and several working groups (sanid being in the mailing list of many of them) – including coordination meetings with local education authorities at the central, governmental as well as at the district level.  The coordination team in Sana'a will maintain constructive relationships with the authorities – including the Ministry of Planning and International Cooperation (MoPIC) and Ministry of education.,. A strong national team, especially the General Coordinator, the Country Representative and the Liaison Officer, will have the responsibility to reinforce our links with the authorities. A MoE will be also signed between sanid and the District education Authorities in order to detail precisely our mutual obligations and duties.  **MONITORING AND EVALUATION:** | | | | | | | | | | | | | |
| Source of verification of beneficiary numbers / How the beneficiaries will be counted or estimated for the final report?:  Schools reports , GEO report, certificate of donations  Planned monitoring activities:  sanid Project Officer, Administrator- (Education) , assisted by Teachers of the section, community counselling team, counsellor , other associates will be responsible for monitoring the progress of the program..  Follow up will be made on a day-to-day basis, with the constant monitoring  Support. Weekly Meeting among teachers (Jointly with GOVT teachers), Monthly Report (System we have already) will help us to monitor and follow up the work. Regular Visit, feed back from teachers, students, parents’ teachers committee also help us to the same.  Monitoring documents will include: Attendance, day to day follow up through community visit / home visit ( reports) , weekly plans, monthly reports, minutes of the meeting, held with the teachers / staff, beneficiaries and parents; case profiles of the children; reports of counselling sessions; follow up report , Which we are maintaining regularly . | | | | | | | | | | | | | |

**Attachment:**

* Budget (according to template).

1. [↑](#footnote-ref-1)