

Project proposal :					
Project Title :	Empowering displaced and marginalized children to learn and thrive				
Duration of the project :	Project start data	February 2024 AD	Project end date	2027 AD Yanir	
The project Location :	Aden, Lahj, Hadramaut, Al- Bayda, Ibb, Taiz, Al-Hudaydah , Marib , and the city of Sana'a.				
The number of beneficiaries :	2700 distributed over 9 governorates				
	Totals	Men	Women	Boys	Girls
	2,700	0	0	1,800	900
	100%	0	0	55%	45%
Total amount :	417, 563.00 US dollars for a period of 36 months				
Project goal :	Increasing access for displaced children to safe and healthy basic education services in IDP hosting sites in the governorate and continuing within one year.				
Project result :	The project aims to achieve several key outcomes, including to increase access to education: The project seeks to ensure that 3,000 displaced students each year, over a period of three years, have access to basic school materials and nutrition supplies during school hours. This will contribute to improving school enrollment rates. and access to education among displaced children in Yemen.				
Publication summary :	The project aims to contribute to the targeted male and female students obtaining their most important rights and opening hopes and a future before them in light of the dark conditions facing Yemeni children and the displaced that affect their education and nutrition, which is the largest humanitarian crisis in the world. On the other hand, it will also provide work for the mothers and sisters of displaced children without families, which will contribute to bridging the large and dangerous gap in the field of education .				

	<p>The project aims to increase the access of displaced school-age male and female students who are not enrolled to safe and healthy basic education services and to enhance the capabilities of teachers and parents' councils in sites to host the displaced during one academic year. The regions and schools were selected in cooperation and coordination with the executive unit, partners and the affiliated education group. To the Office for the Coordination of Humanitarian Affairs in the region and local authorities .</p> <p>The project's outcomes will be: 500 male and female students will receive the most important study and nutrition supplies during class hours, in addition to 100 male and female volunteer teachers receiving the necessary cash incentives to support the educational process in temporary schools in sites hosting displaced people in the governorate. The project will be implemented in integration and coordination with other activities targeted by the Foundation for Child Protection, which aim to help 1,500 to 3,000 children, and in coordination and cooperation with the Education Cluster partners in the governorates .</p> <p>The project will be implemented according to a clear plan and criteria for selecting beneficiaries. The project will be managed by a professional team, and donors will be provided with reports showing the achievement of the project results, accompanied by all financial support, beneficiary receipt statements, and documentation (photo and video) as much as possible at all stages of the project.</p>
<p>The general goal of the project :</p>	<p>The overall goal of the project is to contribute to achieving the most important rights of displaced male and female students in Yemen, especially with regard to education and nutrition. By providing access to safe and healthy basic education services, the project aims to open opportunities and hope for the future for these vulnerable children. In addition, the project seeks to address the humanitarian crisis in Yemen by bridging the gap in education and providing job opportunities for mothers and sisters of displaced children. Through these efforts, the project aims to empower communities, enhance educational capabilities, and improve the general well-being of displaced individuals in the region.</p>

Education Group – December 2023

Contribution to the group / sector objectives: The proposed project directly contributes to achieving the following group objectives :

Objective 1: Increase enrollment rates: By identifying and reaching out to displaced school-age children not currently enrolled in formal education programmes, the project aims to increase school enrollment rates by providing them with access to safe and healthy basic education services.

Objective 2: Strengthening the capacity of the teacher and parent councils : The project invests in training and supporting teachers and parent councils in the host sites. By strengthening their capacities, these key stakeholders are better equipped to provide support and guidance to displaced children, and meet their educational needs more effectively.

Objective 3: Empowering volunteer teachers: By providing cash incentives, the project stimulates the participation of volunteer teachers, enhancing their commitment and dedication to facilitating the educational process in temporary schools. Empowering teachers directly contributes to the effectiveness and sustainability of educational initiatives within the hosting sites.

Objective 4: Strengthen the capacity of partners, service providers, civil society and authorities on education issues.in education Children and preventing school dropout and education.

Education and protection:

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Result 1

Enhancing the learning environment in temporary schools. The project recruited and trained 100 qualified volunteer teachers to support temporary schools, exceeding the initial target. In addition, all enrolled students received basic educational materials (textbooks, notebooks and stationery), which promoted a more conducive learning environment.

Output 1.1

a description :

Conducting outreach and identification To achieve this output, the project will implement the following community mapping activities and collaborate with community leaders, volunteers and humanitarian organizations to conduct comprehensive mapping of displacement sites and surrounding communities. This will include identifying areas with high concentrations of displaced people and assessing their educational needs.

Assumptions and risks:

Assumptions: Community Collaboration: The success of outreach and identification efforts depends on the cooperation and support of local communities, leaders, and stakeholders. These groups are supposed to actively participate in the project and facilitate access to the displaced population.

Risks: Security concerns: There is a risk of security incidents or conflicts occurring in displacement areas, which may disrupt outreach activities and put the safety of project staff and beneficiaries at risk.

Indicators

		Beneficiaries of the end of the course			End of course	
code	gathering	Indicator	men	women	children	Goal

	Indicat or 1.1.1	Education subgroup	Number of children in conflict-affected areas receiving psychosocial support	0	0	1 8 0 0	270 0	
Means of verification: IP reports / monthly SRF reports								
	Indicat or 1.1.2	Education subgroup	Number of children in conflict areas covered by the monitoring and reporting mechanism network	0	0			
Means of verification: MRM database								
Activities								
Activity 1.2.1								
Standard activity: Establish and/or support community-based protection networks (CBPNs)								
Identify service providers and develop referral pathways in targeted governorates including developing standard operating procedures detailing the roles and responsibilities of different actors								
Activity 1.2.2								
Standard activity: Increasing access to education for displaced children								

Improving access to education for displaced children: Increase enrollment and attendance rates among displaced children by providing access to safe, high-quality educational services, including establishing temporary schools in displacement sites.

Activity 1.2.3

Standard activity: Improving the quality of education

Enhancing the quality of education: Improving the quality of education for displaced children by enhancing teacher training, providing educational materials and resources, and promoting student-centered learning methods.

Activity 1.2.4

Standard activity: Meeting the nutritional needs of displaced children

Addressing the nutritional needs of displaced children: Providing nutritious meals and snacks to displaced children attending temporary schools, as well as nutritional support and education for families to address malnutrition and improve public health outcomes.

Activity 1.2.4

Standard activity: Supporting the psychological and social well-being of displaced children

Supporting the psychosocial well-being of displaced children: Providing psychosocial support services, including counselling, recreational activities and peer support groups, to help displaced children cope with the trauma, stress and emotional challenges associated with displacement.

Monitoring and reporting plan

A comprehensive monitoring and reporting plan is critical to ensuring effective implementation of Strategic Response Plan (SRP) activities and tracking progress towards achieving established objectives . The following is an outline of a monitoring and reporting plan tailored to the SRP :

Develop a monitoring framework : Develop a monitoring framework that identifies the main objectives, indicators, data sources, and parties responsible for each of the group’s objectives, and determines data collection methods, frequency of data collection, and timelines for preparing reports to ensure timely and accurate monitoring of progress .

Data collection and management : Establish data collection mechanisms to collect information on indicators, including surveys, interviews, focus group discussions and administrative records Design data collection tools, such as questionnaires and checklists, to capture relevant data on the ground Train project staff and partners on data collection protocols, ensuring consistency and reliability of data collected Implement data management systems to organize, store and analyze data securely, while adhering to data protection and confidentiality protocols .

Monitoring activities : Conduct regular monitoring visits to displacement sites and project sites to monitor activities, review documentation, evaluate progress towards achieving objectives, and communicate with beneficiaries, community leaders and stakeholders to collect feedback on the effectiveness of interventions , identify areas for improvement , monitor the quality and coverage of services provided, adherence to standards and guidelines, and comply with protection protocols. Child .

Data analysis and reporting : Analyze collected data to track progress against indicators, identify trends, evaluate the impact of interventions and prepare periodic progress reports that highlight achievements, challenges, lessons learned and recommendations for action. Ensure that reports are comprehensive, evidence-based and tailored to meet the needs of various stakeholders, including agencies. Donors, government agencies and humanitarian partners share reports

internally within the project team and externally with relevant stakeholders through existing communication channels .

Feedback and learning : Facilitate regular review meetings and workshops with project staff, partners and stakeholders to discuss monitoring results, review progress and identify corrective actions, encourage continuous learning and adaptation based on monitoring data and feedback received, promote a culture of accountability and improvement, document and disseminate best practices, success stories and lessons learned to guide future programs and contribute to knowledge exchange. Within human society .

Evaluation and accountability : Conduct periodic evaluations to assess the effectiveness, importance and overall impact of SRP activities in achieving the stated objectives and ensure transparency and accountability by sharing evaluation results with stakeholders, incorporating recommendations into project planning and implementation, and encouraging participation and feedback from affected populations in evaluation processes to ensure their views are appropriately represented .

By implementing this monitoring and reporting plan, the Strategic Response Program can effectively track progress, identify challenges, and make informed decisions to improve service delivery and outcomes for displaced children in line with established objectives .

3). Third party monitors:

In areas where access is difficult or restricted, SORD uses a network of local third-party monitors who will... Contract with them - To monitor the situation on a regular basis in addition to program monitoring and post-distribution monitoring. All TPMs are deployed from their home regions and have comprehensive expertise, experience and knowledge of the field in which they work. External protection measures provide SORD with important information on the overall situation and progress in implementing key interventions. This helps shape SORD's response in terms of humanitarian assistance and strengthening resilience. The main objectives are to verify the

progress reports submitted by the implementing team ; To assess the suitability of SORD response interventions to the needs of affected populations; To evaluate the quality of services according to agreed standards; Identify gaps in service delivery; and identify any emerging issues related to the affected population that need urgent attention by SORD . In some locations, field monitors may also be responsible for spot checks to assess financial management in line with the cash transfer approach

Action Plan :

Activity description	year													
Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team	20 24													
	2025													
Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .	2024													
	2025													
Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers	20 24													
	2025													

	about the programme. (Responsible party: project awareness team and teachers)														
	Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)	20 24													
		2025													
	Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)	20 24													
		2025													
	Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up	20 24													
		2025													
	Activity 2.2.1: Conduct a needs assessment to determine the specific educational materials required. (Responsible party: project education specialist and teachers)	20 24													
		2025													
	Activity 2.1.3: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)	20 24													
		2025													
		20 24													

	Activity 2.2.2: Securing funding or in-kind donations for educational materials. (Responsible party: Fundraising team for the project)	2025																		
	Activity 2.2.3: Distribute educational materials to all registered students at the beginning of the academic year. (Responsible party: project logistics team)	20 24																		
		2025																		
	Activity 1.3.4: Providing financial assistance to the families of MRM victims in order to provide rapid transportation to save the lives of their children, including medical treatment and assistive devices such as wheelchairs, crutches and artificial limbs.	20 24																		
		2025																		
	other information																			
	Accountability to affected populations																			
	<p>Accountability to affected populations is essential to ensure that humanitarian assistance responds to their needs, respects their rights, and includes them in decision-making processes. Here is how to integrate accountability to affected populations into the action plan for conducting awareness and identification campaigns:</p> <p>Community engagement: Actively involve affected populations, including displaced children and their families, in planning, implementing and evaluating outreach activities. Seek their input, feedback, and participation in designing awareness campaigns, conducting surveys, and identifying barriers to education.</p>																			

Two-way communication: Establish mechanisms for two-way communication between project staff and affected populations, allowing them to express concerns, provide feedback about services, and seek information about available support. Utilize various communication channels, including community meetings, hotline services, feedback boxes, and social media platforms.

Transparency: Providing clear and accurate information to affected populations about the project objectives, activities, eligibility criteria and available services. Ensure transparency in decision-making processes, resource allocation, and programmatic decisions, and promote trust and accountability within the community.

Accessible information: Ensure that information on educational opportunities, registration procedures and support services is available to all affected populations, including persons with disabilities, marginalized groups and non-native language speakers. Use clear language, visual aids, and culturally appropriate materials to facilitate understanding.

Complaints and Feedback Mechanisms: Establish formal complaints and feedback mechanisms to enable affected populations to report grievances, share feedback and seek assistance in a safe and confidential manner. Train project staff and community volunteers to handle complaints sensitively and provide timely responses and solutions.

Community representatives: Empower community representatives, such as community leaders, parent councils and youth groups, to advocate for the rights and interests of affected populations, make their voices heard, and hold humanitarian actors accountable for providing effective and equitable assistance.

Monitoring and evaluation: Integrate community-led monitoring and evaluation mechanisms for outreach activities, allowing affected populations to evaluate the quality, relevance and impact of interventions and hold project implementers accountable for meeting their needs and priorities.

By integrating accountability to affected populations into the action plan, the project can strengthen community ownership, improve the relevance and effectiveness of interventions, and enhance the dignity and empowerment of displaced children and their families.

The project ensures that beneficiaries and affected populations are part of the project planning and design. Needs were identified based on existing reports, especially individual case reports from the case management system and the monitoring and reporting mechanism. Furthermore, SORD will ensure that

the most vulnerable groups including IDPs, returnees and communities are taken into account when designing service packages. The project implementation will also include affected populations through social workers responsible for following up on cases of vulnerable children from the time of identification until services are provided. The case management system represents the link between the affected population and... SORD , and will enable two-way exchange of information and a mechanism for submitting comments and complaints. This will be done in line with humanitarian principles in the best interests of the child, confidentially and without harm. Community child protection committees, which provide timely information to social workers and child protection actors, will play an essential role in ensuring service delivery to affected populations. These committees will also be responsible for sensitizing affected populations on the importance of reporting child protection issues and the availability of services.

Implementation plan

The organization will be directly responsible for the project before the funding body and will supervise and manage the project at the governorate level .

A specialized work team will be formed to manage the project, including the most important required specializations, and their workplace will be in the organization's building in the city .

A sub-bank account will be opened for the project, to which deposits will be made and disbursements will be made according to the budget of activities in the project and the guidelines of the grant and financier agreement .

The schools closest to the beneficiaries from each targeted area (girls, boys) will be selected .

All targeted activities for enrolled students and substitute teachers will take into account gender standards and emergency education instructions and guidelines .

Activities related to purchasing, distribution and financial incentives will be implemented according to the best standards of contractual and logistical services.

The project will be led and managed by the organization and experts in the field of education in coordination with stakeholders and SORD leads the case management system. SORD will also work to

ensure the provision of educational assistance to vulnerable children through direct coordination with service providers and also through participation in partnership agreements with national and international NGOs. SORD , in coordination with the Education Cluster, will also be responsible for providing support to actors in the field of child education . Also coordinating this project under the Service Safety Committee Education and its working groups To avoid duplication of efforts. Coordinate with other organizations and service providers in the project area .

Organization name	Collaboration areas/activities and rationale
UNICEF	actors strengthen the education of displaced Yemeni children by providing access to safe and healthy learning environments and basic educational materials.
Support	Providing education services to vulnerable and conflict-affected children, including injured children, with medical and mental health services
UNHCR	Providing life-saving services to displaced children and coordinating public protection, identification and referral to services through their community networks

Universal protection:

Social workers and child protection committees working directly with the community, affected populations and beneficiaries will be trained on humanitarian principles including the best interest of the child, confidentiality, neutrality, impartiality and do no harm. Current social workers and child protection committees who have been trained by SORD are well aware of the confidentiality and sensitivity of cases handled. Identify those who need services and have the ability to protect child victims while collecting and sharing information. Information and service provision. The selection of social workers and child

	<p>protection committees takes into account the neutrality and impartiality of actors in order to ensure that all vulnerable children are identified and provided with the necessary case conferences, referrals and service provision. The project will ensure equal access for different groups including children boys and girls, displaced persons, returnees, vulnerable host communities, etc. SORD Child Protection Field Officers will also ensure direct monitoring of activities conducted in the field including the inclusion of the most vulnerable children in the programme. Project activities and linking them to available services without discrimination .</p> <p>Safety and security</p> <p>In light of the current situation, most areas of Yemen are witnessing a number of security incidents, including ground fighting and air strikes. However, in order to reach affected populations, SORD works through its community and official relationships International NGOs and government institutions, for their security mitigations for SORD hosts The teams working with it who will participate in implementing the project. . SORD will also use the security framework to coordinate the security and safety of its employees involved in the implementation The project. Despite the turbulent situation in Yemen, the country's SORD projects are being implemented with a clear brand. SORD was able to deliver its great support to children and women in Yemen at the public level. I got lucky Scale , awareness and brand acceptance of SORD programs in all conflict zones. Over Years into the conflict, SORD felt comfortable communicating vulnerabilities everywhere in Yemen, paying the costs of providing security and safety for its staff and partners. Specific security measures are in place for SORD personnel , vehicles and equipment.</p>	
<p>Monitoring and reporting mechanism :</p>	<p>The project is implemented in the targeted areas with a specialized project manager who manages and supervises the project on a daily basis. The Monitoring and Evaluation Officer is responsible for monitoring and reporting, under the supervision of the Project Manager, relevant officials and the Education Cluster Head Coordinator of the Supreme Council for Coordination of Humanitarian Affairs . .</p> <p>Monitoring aims to closely follow the progress in the implementation of approved project activities, thus contributing to the achievement of the indicators for each outcome, as contained in the logical framework. Monthly reports on activities will be provided by the project manager with the support of educational supervisors, health professionals and protection specialists, who will take overall responsibility for the quality of project implementation to achieve the set objectives . SORD will carry out</p>	

	<p>monitoring and reporting. The Project Assessment Tool (PAT) will be used as an internal tool. Monthly reporting and monitoring tool , according to SORD internal rules : This will include regular monitoring of financial indicators, activities and expenses. The services provided will be monitored through daily data collection, recorded on the tools according to the guidelines/protocols of the Ministries of Education and Health and the Protection Cluster by each facility, for each tool preparing weekly reports, which will be shared with stakeholders . And offices for monitoring and reporting purposes .</p> <p>SORD will institutionalize an active monitoring system involving all project staff to achieve 4 main objectives: a) assess the impact of project activities on the lives of beneficiaries, b) evaluate project completion against its planned objectives and within the specified budget, c) identify strengths and weaknesses of the project activity, d)) Provide recommendations based on the evidence collected to improve the quality and coverage of services .</p> <p>The Ministry of Education and the Ministry of Public Health and Population records service delivery and data collection. Weekly, all field level staff report site-specific data to the Project Manager who compiles, analyzes and presents it to headquarters, partners and key stakeholders. SORD will also use rigorous evaluation of capacity building activities to ensure absorption and application of required knowledge and skills .</p> <p>This process will take place through pre- and post-test assessments at the time of training and through on-the-job assessment of skill levels several weeks after training is completed. These follow-up assessments will be part of regular supportive supervision activities and allow me to support the identification and response to any gaps. Periodic and systematic review and analysis of information is used to improve program activities and modify plans as necessary. Furthermore, coordination with other internal and external stakeholders is part of the routine monitoring process .</p> <p>SORD will implement a complaints and feedback mechanism: During project implementation, SORD will call the emergency number to submit complaints and ask questions. The phone number will be maintained by a member of the Monitoring and Evaluation Team, independent of the project, who will record complaints received and forward them to the Project Manager and SORD Head to enable an independent investigation into complaints and any negative comments. Positive comments will also be recorded and SORD will facilitate relevant local and international bodies to monitor the project directly or through external monitoring mechanisms.</p>
<p>The problem that the project aims to address:</p>	<p>The project aims to address the dire situation faced by displaced children in Yemen, particularly with regard to their access to education, nutrition and protection. The main aspects of the problem include:</p> <p>Educational barriers: Displaced children in Yemen often face obstacles in accessing formal education due to factors such as the lack of schools in areas of displacement, financial constraints that prevent families from sending their children to school, and cultural norms that prioritize boys’ education over girls’ education.</p> <p>Nutritional challenges: Displacement exacerbates food insecurity among children, leading to malnutrition and related health problems. Displaced families often lack access to nutritious food, clean water, and adequate health care services, putting children at risk of stunted growth, delayed growth, and other health complications.</p>

	<p>Protection risks: Displaced children are exposed to various protection risks, including child labour, exploitation, abuse and recruitment by armed groups. The breakdown of social support networks and exposure to conflict increase children's vulnerability to violence, exploitation and separation from caregivers.</p> <p>Psychological trauma: Displacement and exposure to violence can have severe psychological effects on children, leading to anxiety, depression, and post-traumatic stress disorder (PTSD). Lack of psychosocial support exacerbates mental health problems, hindering children's ability to cope with trauma and participate in learning activities.</p> <p>Dysfunctional Education Systems: Yemen’s education system has been severely disrupted by the ongoing conflict, with schools damaged or destroyed, teachers displaced, and educational resources scarce. Displaced children often lack access to safe and enabling learning environments, further hampering their educational progress and future prospects.</p> <p>In summary, the project aims to address the multifaceted challenges faced by displaced children in Yemen, including barriers to education, food insecurity, protection risks, and psychological trauma. By providing access to education, nutritional support, psychosocial services and child protection interventions, the project seeks to improve the well-being and prospects of displaced children, enabling them to thrive despite the adversities they face.</p>
<p>Beneficiaries:</p>	<p>Direct people: Children of displaced and host families are the most vulnerable and needy</p> <p>Children aged 5 to 17 years from displaced families who are not enrolled in basic education and are not registered in temporary and non-temporary schools in displacement sites.</p> <p>Volunteer male and female teachers as substitute teachers who are graduates of university or high school, so that they can devote themselves to teaching. The priority in this will be for displaced women and youth, especially those who support children who lost their breadwinners due to the crisis.</p>
<p>Context analysis/situation analysis :</p>	<p>Humanitarian Needs Analysis The Education Cluster estimates that 8.6 million people have graduated out of 10.76 million school-age girls and boys (ages 5 to 17) . year) need help . Of those in need, approximately 1.7 million people are in urgent need of assistance . Severity Educational needs have been identified and estimated based on enrollment data, whether non-functioning or affected schools, school-age population, displaced children and availability of paid teachers . Overcrowded, under-resourced, mixed-age schools, learning environments exceed educational capacity needs . Those who have been displaced several times have interrupted education and need some educational materials in the form of rapid response mechanisms to enable them to stay connected and have a minimum sense of normalcy . Parents surveyed during MCLA reported numerous barriers to providing a quality education for their children, including not being able to afford tuition (90 percent) and transportation (66 percent) . Similar to this: 66 percent reported that their children were working to support their families, whether through child labor or involving children in household chores and homework . The availability of qualified teachers is at the heart of teaching and learning . Teachers have declined through eight years of conflict, seeking other sources of income or have already reached retirement age and are not being replaced by new teachers . Those who remain committed to teaching are faced with overcrowded and ill-</p>

	<p>equipped classrooms, in addition to the lack of textbooks and supplementary educational materials . Recent data shows that the majority of teachers in 15 governorates have received the minimum allowance since 2016, representing 61% of the teaching staff . Moreover, only 32 percent of them are female, which affects girls’ access to education . Volunteer teachers who fill this gap are - They lack the minimum required educational qualifications . Teachers are also not adequately trained in mental health, psychosocial support, conflict sensitivity, inclusion and risk prevention, which are essential to meeting the needs of girls and boys affected by conflict . For those who do receive salaries, salaries are meager and delayed , discouraging teachers to report regularly to schools and urging teachers to seek livelihood alternatives to supplement their income . Increased vulnerabilities due to armed risks Attacks and recruitment into armed groups in schools Public protection concerns related to violence . The safety of girls and boys is hampered by the presence of explosive remnants of war, including landmines and unexploded explosive remnants that children encounter on their way to and from school . This presents a serious concern during the rainy season, with explosive remnants of war displaced and moving into de-mined areas . Before the truce was brokered, displacement continued throughout the middle of the school year, forcing children to drop out due to limited access to overcrowded schools or unavailability of temporary learning spaces . Children with disabilities are among the groups most at risk, marginalized and discriminated against . Conflict has increased physical, communication, and information , as well as behavioral barriers . Access needs for approximately 870,494 children with disabilities with comprehensive or specialized educational services have not been met . The lack of learning opportunities and spaces also deprives learners of access to more educational services, such as school feeding, social assistance, a safer environment, structured learning, and increased flexibility, which exposes them to a greater risk of social and domestic violence . The low quality of education and limited access to it in Yemen emerge from the social and economic crisis and protection barriers . The above issues remain critical in 2023 and are of particular concern for many vulnerable populations and internally displaced school boys and girls of a certain age, including persons with disabilities, putting them at greater risk of discrimination and threats to their protection .</p>
<p>Long-term impact of the project:</p>	<p>The long-term impact of the project on displaced children in Yemen includes various dimensions, including education, health, protection and psychosocial well-being. Here’s how project interventions can contribute to sustainable change in the long term</p> <p>Improving access to education: By increasing enrollment and attendance rates among displaced children, the project lays the foundation for their long-term educational attainment. Access to quality education provides children with essential knowledge, skills and opportunities for personal and professional growth. Over time, educated individuals become more likely to break the cycle of poverty, contribute to their communities, and participate in the social and economic development of their country.</p> <p>Strengthening nutritional status: Providing nutritious meals and nutritional support to displaced children enhances their long-term health and well-being. Adequate nutrition during childhood is essential for physical growth, cognitive development, and immune function. Improving nutritional status reduces the risk of malnutrition-related diseases, improves academic performance, and enhances children's overall quality of life, putting them on the path to a healthier future.</p> <p>Strengthening child protection: By addressing protection risks and vulnerabilities among displaced children, the project helps create a safer environment where children can grow and thrive. Protecting children from exploitation, abuse and violence not only protects their rights, but also strengthens their long-term resilience and ability to participate fully in society. Strengthening child</p>

	<p>protection mechanisms contributes to preventing future harm and enhances the culture of children’s rights and protection in societies.</p> <p>Promoting psychosocial well-being: Providing psychosocial support services helps displaced children overcome trauma, build resilience, and develop positive long-term coping mechanisms. By addressing the psychological impact of displacement and violence, the project promotes children's mental health and emotional well-being, enabling them to overcome adversity and live fulfilling lives. Investing in psychosocial support contributes to the long-term recovery of displaced populations, enhancing a sense of hope and optimism for the future.</p> <p>Sustainable community development: Beyond the direct benefits to individual children, project interventions contribute to broader community development and resilience-building efforts. Educated, healthy children are better equipped to contribute to their communities, create positive change, and break the cycle of poverty and vulnerability. By investing in the well-being and development of displaced children, the project lays the foundation for sustainable peace, stability and prosperity in Yemen.</p> <p>Overall, the project's long-term impact extends beyond immediate outcomes to include lasting improvements in the lives of displaced children, their families and communities. By addressing root causes and investing in comprehensive interventions, the project contributes to building a brighter future for future generations.</p>
<p>Project monitoring and evaluation system</p>	<p>M&E) system is designed to systematically track, evaluate and learn from project activities to ensure their effectiveness, efficiency and relevance in achieving project objectives. Here's how the project's monitoring and evaluation system is structured:</p> <p>Development of monitoring framework: Develop a comprehensive monitoring framework that defines project objectives, key performance indicators (KPIs), data sources, data collection methods, responsibilities, and reporting timelines.</p> <p>Align the monitoring framework with the project logical framework or theory of change to ensure consistency and coherence in monitoring activities.</p> <p>Data collection and management: Establish data collection mechanisms to collect relevant data on project inputs, activities, outputs, outcomes and impacts. This may include surveys, interviews, focus group discussions, observations, and document reviews.</p> <p>Design data collection tools, such as questionnaires, checklists and interview guides, to suit the specific indicators and information needs of the project.</p> <p>Train project staff, partners and enumerators on data collection protocols, ensuring data quality, reliability and ethical considerations.</p> <p>Implement a data management system to organize, store, analyze and secure project data, while adhering to data protection and confidentiality protocols.</p> <p>Monitoring activities: Conduct regular monitoring activities to track progress, identify challenges and measure performance against pre-set indicators and targets.</p> <p>Monitor project inputs, activities, outputs, and results through field visits, random checks, interviews, and review of project documents and records.</p>

	<p>Engage with project stakeholders, including beneficiaries, community leaders, and partners, to collect feedback, assess satisfaction levels, and address concerns in real time.</p> <p>Document monitoring results, observations, and lessons learned to guide decision-making, adaptive management, and continuous improvement.</p> <p>Reports and communication: Preparing periodic progress reports summarizing project achievements, challenges, lessons learned, and recommendations for action.</p> <p>Share monitoring results and reports with project stakeholders, including donors, government counterparts, implementing partners and affected communities, through formal reporting mechanisms and communication channels.</p> <p>Ensure transparency, accuracy and timeliness in reporting, providing stakeholders with a clear understanding of project progress and impact.</p> <p>Evaluation and learning: Conduct periodic evaluations to evaluate the effectiveness, efficiency, suitability and sustainability of project interventions in achieving the stated objectives and outcomes.</p> <p>Use evaluation results to identify successes, challenges, and areas for improvement, and guide strategic decision-making, programmatic adjustments, and future planning.</p> <p>Promoting a culture of learning and knowledge sharing within the project team and with external stakeholders, and promoting innovation, best practices and continuous learning.</p> <p>Feedback and Accountability: Establish mechanisms to obtain feedback from project beneficiaries and stakeholders, including complaints and suggestions for improvement Respond quickly to feedback received, address grievances, implement corrective actions, and ensure accountability for project performance.</p> <p>Promoting transparency and accountability in project management, governance, use of resources and building trust among stakeholders.</p> <p>By implementing a strong monitoring and evaluation system, the project can monitor progress, evaluate impact and adapt interventions to maximize results and contribute to achieving project objectives.</p>
<p>sources</p>	<p>Periodic follow-up and evaluation reports for the project.</p> <p>Health, education and protection statistics.</p> <p>Surveys and interviews with children, parents and teachers.</p> <p>By defining expected results and establishing measurable indicators and appropriate means of verification, a logical framework can help evaluate project progress and achieve set objectives in a systematic and organized manner .</p>
<p>Risks, general assumptions, and strategy for dealing with them</p>	<p>When implementing a project to improve the situation of Yemeni children, you may face a range of potential risks and challenges. Risks may include :</p> <p>Security and stability: The ongoing conflict and instability in Yemen may affect project implementation and access to affected areas.</p>

	<p>Limited access: There may be difficulties in reaching marginalized communities and remote areas, which hinders the implementation of programs and the provision of services to children .</p> <p>Environmental conditions: You may face environmental challenges such as a lack of clean water and poor public health, which affects children’s health and nutrition .</p> <p>Cultural and social restrictions: You may face cultural and social challenges in some societies, such as challenges of discrimination or cultural restrictions on girls’ education .</p> <p>The strategy for dealing with these risks and assumptions needs to consider capabilities, limit the negative impact, and maximize the benefit for children. The strategy for dealing with it may include the following :</p> <p>Risk Analysis: Risk analysis involves identifying potential risks and evaluating their impact and probability of occurrence. This helps to identify the main risks and determine appropriate strategies to deal with them .</p> <p>Good planning: Detailed plans must be developed to implement the project, taking into account potential challenges and determining preventive and precautionary measures to deal with risks .</p> <p>Building partnerships: Dealing with risks can be enhanced by building strong partnerships with local agencies, non-governmental organizations and other institutions, to enhance coordination and exchange of information and resources .</p> <p>Training and empowerment: The project team must be provided with appropriate training and information necessary to deal with potential risks and challenges. The ability of the local community to deal with challenges can be enhanced by building its capabilities and empowering it .</p> <p>Monitoring and Evaluation: The project should be monitored and evaluated regularly to determine progress and update the risk management strategy if necessary. This includes evaluating the effectiveness of actions taken to address risks and identifying areas that can be improved .</p> <p>Remember that your risk management strategy must be flexible and adaptable, as new risks may arise or surrounding circumstances may change. With continuous coordination and cooperation, a greater positive impact can be achieved in improving the conditions of Yemeni children, despite the existing challenges.</p>
<p>Media plan for the project :</p>	<p>Target audience analysis :</p> <p>Media objectives: Increase awareness of the project, enhance its image, attract donors and community awareness .</p> <p>Communication strategy: social media, website, newsletters, conferences and public events .</p> <p>Marketing materials: Developing special materials suitable for the project, such as the logo, publications, and introductory videos. And its consistency with the project’s identity and message .</p> <p>Scheduling activities: Determine launch dates and important dates for important events and activities .</p> <p>Monitoring and measuring performance: Determining performance indicators to measure the effectiveness of the media plan, through the number of views on social media, the number of newspaper articles published, and the number of audience responses.</p>

	Budget: Determine the financial budget for the media plan and its associated costs.	
Organization details. Detailed information about the organization :	Organization name :	Sanid Organization for Relief and Development (SORD):
	Main contact name :	Mohammed Hamid Al-Kabous
	Position Name of the main contact within the organization :	CEO
	Main contact name :	+967771055500
	Email address for primary contact name :	info.sord@sanid.org
	Organization email address :	info.sord@sanid.org
	Link to the organization's website :	https://sanid.org/
	Organization address :	Sanid Organization for Relief and Development (SORD):
	-Previous experience in teaching children	<p>Furthermore, from 2014 onwards, SAND began implementing protection, education, health, nutrition and food programs for children based on an analysis of the needs of conflict-affected communities in Yemen: With the rapid collapse of most Yemeni regimes, the most affected are: the most important of which is child protection and deprivation of their minimum rights. , which has become vulnerable to all kinds and forms of violence in the absence of law, not to mention the collapse of the educational system, which has become a deterrent for children from obtaining their right to education, as well as health and food, which has also made them vulnerable to death as a result of the spread of diseases and epidemics. It was important to provide partial support to educational facilities, and health facilities that have stopped working or have stopped working. Partly to prevent the complete collapse of the educational and health system. This program includes: protecting and immunizing children from exposure to violence, as well as providing them with health care and enrolling them in school classes and protection and psychological support centres.</p>

SORD also ensures attention and support to the Protection Cluster Strategy and the 2024 Humanitarian Response Plan and works to ensure a minimum package of services. In protecting the children of Yemen, the funding for the Sanid program in the field of child protection and its various activities (educational, health, nutritional, nutritional, social and psychological consultations, awareness and psychological support) comes from the donor represented by ().

Through its presence in Yemen , SORD has been able to strengthen its coordination and close cooperation with many partners – including authorities, UN agencies, international NGOs and local NGOs. SORD aims to directly support national coordination mechanisms in their sectors of expertise (education), where priorities are identified in close cooperation with the authorities. Thus, our project fits well with the directions of the Ministry of Education (direct support to schools, families and children) but also with the priorities of the 2019 ENO-ERP.

Coordination is carried out not only through meetings but also through personal contacts via telephone and/or personal visits with partners. Emphasis is placed on outreach to the UN , the Education Meeting, the Protection Cluster, and several working groups (SORD is on the mailing list for several of them) – including coordination meetings with local education authorities at central and state level as well as at district level . The coordination team in Sana'a will maintain constructive relations with the authorities - including the Ministry of Planning and International Cooperation (Myopia) and the Ministry of Education. A strong national team , especially the General Coordinator, Country Representative and Liaison Officer, will take responsibility for strengthening our links with the authorities. The Ministry of Education will also be signed between SORD and the education authorities in the region in

order to provide precise details of our mutual obligations and duties.

budget							
code	Description of the budget line	Dr /	amount	Unit cost	Repeat duration	The percentage charged to the dollar	Total cost
1. Staff and other personnel costs							
1.1 .1	project manager	Dr	1	600.00	8	100	4,800.00
1.2 .2	Field coordinator	Dr	1	400.00	8	100	28,800.00
1.3 .3	Social worker	Dr	1	300.00	6	100	16,200.00
.4	Financial officer	Dr	1	500.00	8	100	4,000.00
1.4 .5	Logistics	Dr	1	500.00	5	100	2,500.00
.6	Follow up and evaluation	Dr	1	500.00	8	100	4,000.00
Total section							60,30000
2. Supplies, goods and materials							
.1	Computers	1	9	750.00	1	100	6,700.00

.2	And the camera	1	5	500.00	1	100	4,500.00
	unavailable						
	Total section						11,200.00
Total cost during one academic year							
.1	The cost of a child's school bag with its accessories:	1	34	3,000.00	1 one time	100	102,000.00
.2	Breakfast for one child throughout the school year	1	1	1,000.00	144 days	100	144,000.00
.3	Teacher incentive for an academic year	1	50	440.00	6	100	22,000.00
	Total section						268,000.00
5. Travel							
5.1	All the budget required to rent cars for the transportation needed by the project team, in addition to the daily allowance costs for field visits and accommodation in other governorates.	1	9	200.00	8	100	14,400.00
	Total section						14,400.00
6 . General operating costs and other direct costs							
6.1	Rentals, communications and services	Dr	9	1,000.00	4	100	36,000.00
	By operational expenses, we mean everything the organization needs to cover monthly rents, stationery, project team communications, paying water, electricity and internet bills, and purchasing fuel to operate the organization's own electricity generators.						
	Total section						36,000.00
	Subtotal						389,900.00
Software support cost							
PSC cost percentage						7%	27,293.00



**Sanid Organization for Relief and Development
(SORD)**

Project support amount		
Total cost		417,563.00

Project sites

location	Estimated percentage of budget for each site	Estimated number of beneficiaries for each site					Activity name
		men		children	girls	the total	
Aden	5	0	0	200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p>

						<p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p>
						<p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p>
						<p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p>
						<p>Activity 2.2.1: Conduct a needs assessment to determine the specific educational materials required. (Responsible party: project education specialist and teachers)</p>
						<p>Activity 2.1.3: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p>
						<p>Activity 2.2.2: Securing funding or in-kind donations for educational materials. (Responsible party: Fundraising team for the project)</p>

						<p>Activity 2.2.3: Distribute educational materials to all registered students at the beginning of the academic year. (Responsible party: project logistics team)</p> <p>Activity 1.3.4: Providing financial assistance to the families of MRM victims in order to provide rapid transportation to save the lives of their children, including medical treatment and assistive devices such as wheelchairs, crutches and artificial limbs.</p>
Lahj	5		200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p>

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											<p>Activity 2.2.3: Distribute educational materials to all registered students at the beginning of the academic year. (Responsible party: project logistics team)</p> <hr/> <p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p>
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Hadhramaut	8			200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p>
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						<p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p>
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						<p>Activity 2.1.3: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p>
						<p>Activity 2.2.2: Securing funding or in-kind donations for educational materials. (Responsible party: Fundraising team for the project)</p>
						<p>Activity 2.2.3: Distribute educational materials to all registered students at the beginning of the academic year. (Responsible party: project logistics team)</p>
						<p>Activity 1.3.4: Providing financial assistance to the families of MRM victims in order to provide rapid transportation to save the lives of their children, including medical treatment and assistive devices such as wheelchairs, crutches and artificial limbs.</p>

Al- Bayda	8		200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p>
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dad	8			200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p>

						<p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p> <p>Activity 2.2.1: Conduct a needs assessment to determine the specific educational materials required. (Responsible party: project education specialist and teachers)</p>
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Taiz	8			200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p>
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Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)

Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up

Hodeidah	8			200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <hr/> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <hr/> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <hr/> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p> <hr/> <p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p> <hr/>
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						<p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p>
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						<p>Activity 1.3.4: Providing financial assistance to the families of MRM victims in order to provide rapid transportation to save the lives of their children, including medical treatment and assistive devices such as wheelchairs, crutches and artificial limbs.</p>

Marib	8		200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p> <p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p>
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Sana'a	8			200	100	300	<p>Activity 1.1.1: Conduct awareness campaigns within IDP camps to highlight the importance of education and the benefits of the project. (Target audience: parents, caregivers, community leaders) through the SORD team</p>

						<p>Activity 1.1.2: Identify and register out-of-school children within targeted displacement camps. (Responsible party: Project Awareness Team) for children disfigured by conflict and gender-based violence services .</p> <p>Activity 1.1.3: Organize registration drives and information sessions for parents and caregivers about the programme. (Responsible party: project awareness team and teachers)</p> <p>Activity 1.1.4: Conduct training workshops on effective teaching methodologies, child-centred learning and psychosocial support for teachers. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.1: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p> <p>Activity 1.2.3: Identify cases of vulnerable children, design individual response plans, and monitor the required response through case indicators and follow-up</p> <p>Activity 2.2.1: Conduct a needs assessment to determine the specific educational materials required.</p>
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						<p>(Responsible party: project education specialist and teachers)</p> <hr/> <p>Activity 2.1.3: Provide ongoing guidance and support to volunteer teachers throughout the project. (Responsible party: Project Education Specialist)</p> <hr/> <p>Activity 2.2.2: Securing funding or in-kind donations for educational materials. (Responsible party: Fundraising team for the project)</p> <hr/> <p>Activity 2.2.3: Distribute educational materials to all registered students at the beginning of the academic year. (Responsible party: project logistics team)</p> <hr/> <p>Activity 1.3.4: Providing financial assistance to the families of MRM victims in order to provide rapid transportation to save the lives of their children, including medical treatment and assistive devices such as wheelchairs, crutches and artificial limbs.</p>
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summary

As the conflict enters nine years, access to education is worsening due to economic decline, natural disasters and a fragmented education system . There are more than 8.6 million school-age girls and boys who still need educational assistance both in and out of school . While 5.9 million people go to school, they also do not receive a quality education . In addition, the cognitive and emotional development, as well as the mental health of all 10.76 million school-age boys and girls in Yemen remain a concern . Of all the children in Yemen, the most affected are 1.5 million internally displaced people, 2.7 million out-of-school children and an estimated 870,495 girls and boys with disabilities . Across the country, 2,783 schools were destroyed, partially damaged, or being used for non-educational purposes; The situation was exacerbated by the 2022 floods that further affected 368 schools . The conflict has continuously disrupted schooling across the country and its impact has exacerbated an already collapsing education system . Continuous leakage of teachers who are paid irregularly or not for seven consecutive years, further hampers organized learning . Financial insecurity within households, multiple displacements, remote schools, security and safety including explosive hazards, shortage of female teachers (68 per cent male teachers) and gender sensitive and accessible water, sanitation and hygiene facilities are drivers of increased vulnerabilities. . Moreover, these are factors that lead to dropout among girls and early marriage, while boys are more at risk of recruitment by armed groups.

Schools located near the most vulnerable communities need to be established, rehabilitated or expanded . The quality of learning is negatively affected by approximately 155,312 teachers who do not receive salaries or any incentives . In addition, teachers and educators need to be equipped or supported to maintain a safe, inclusive, equitable and continuous learning environment for school-age girls and boys . Affected population: The school-age population in Yemen (5 to 17 years old) represents approximately 33 percent of the total population . Two-thirds of school-age children live in areas that are difficult to reach due to conflict or other obstacles . There are more than 2.7 million school-age girls and boys out of school, and many of the 1.5 million displaced children have had their education abruptly interrupted by their multiple displacement . School-going girls and boys in areas of high displacement are forced to deal with overcrowded classrooms, overburdened and ill-equipped teachers . Assessments have shown that girls and boys are particularly vulnerable to protection risks and are vulnerable to discrimination, especially if they seek asylum in a new community . Forty percent of the children among families interviewed as part of the multi-group site reported evaluation

(MCLA) by not attending school . The proportion of out-of-school children was slightly higher among displaced communities, with 42.5 percent of displaced children not attending school.

Children with disabilities represent one of the most vulnerable groups and have limited access to services . These obstacles, which predated the conflict, have remained ever since and have exacerbated their vulnerability.

Humanitarian Needs Analysis The Education Cluster estimates that 8.6 million people have graduated out of 10.76 million school-age girls and boys (ages 5 to 17) . year) need help . Of those in need, approximately 1.7 million people are in urgent need of assistance . Severity Educational needs have been identified and estimated based on enrollment data, whether non-functioning or affected schools, school-age population, displaced children and availability

of paid teachers . Overcrowded, under-resourced, mixed-age schools, learning environments exceed educational capacity needs . Those who have been displaced several times have interrupted education and need some educational materials in the form of rapid response mechanisms to enable them to stay connected and have a minimum sense of normalcy . Parents surveyed during MCLA reported numerous barriers to providing a quality education for their children, including not being able to afford tuition (90 percent) and transportation (66 percent) . Similar to this: 66 percent reported that their children were working to support their families, whether through child labor or involving children in household chores and homework . The availability of qualified teachers is at the heart of teaching and learning . Teachers have declined through eight years of conflict, seeking other sources of income or have already reached retirement age and are not being replaced by new teachers . Those who remain committed to teaching are faced with overcrowded and ill-equipped classrooms, in addition to the lack of textbooks and supplementary educational materials . Recent data shows that the majority of teachers in 15 governorates have received the minimum allowance since 2016, representing 61% of the teaching staff . Moreover, only 32 percent of them are female, which affects girls' access to education . Volunteer teachers who fill this gap are - They lack the minimum required educational qualifications . Teachers are also not adequately trained in issues of mental health, psychological and social support, conflict sensitivity, inclusion and risk prevention, which are essential in Meeting the needs of girls and boys affected by conflict . For those who do receive salaries, salaries are meager and delayed , discouraging teachers to report regularly to schools and urging teachers to seek livelihood alternatives to supplement their income . Increased vulnerabilities due to armed risks Attacks and recruitment into armed groups in schools Public protection concerns related to violence . The safety of girls and boys is hampered by the presence of explosive remnants of war, including landmines and unexploded explosive remnants that children encounter on their way to and from school . This presents a serious concern during the rainy season, with explosive remnants of war displaced and moving into de-mined areas . Before the truce was brokered, displacement continued throughout the middle of the school year, forcing children to drop out due to limited access to overcrowded schools or unavailability of temporary learning spaces . Children with disabilities are among the groups most at risk, marginalized and discriminated against . Conflict has increased physical, communication, and information , as well as behavioral barriers . Access needs for approximately 870,494 children with disabilities with comprehensive or specialized educational services have not been met . The lack of learning opportunities and spaces also deprives learners of access to more educational services, such as school feeding, social assistance, a safer environment, structured learning, and increased flexibility, which exposes them to a greater risk of social and domestic violence . The low quality of education and limited access to it in Yemen emerge from the social and economic crisis and protection barriers . The above issues remain critical in 2023 and are of particular concern for many vulnerable populations and internally displaced school boys and girls of a certain age, including persons with disabilities, putting them at greater risk of discrimination and threats to their protection.

Projecting needs

The issues highlighted above remain critical in 2022. Protection barriers must also be taken into account and socio-economic barriers have been addressed to facilitate better access to education, especially for internally displaced boys and girls of school age . Ongoing conflict, COVID-19 and school closures have resulted in more children dropping out of school, which is bound to increase the protection risks mentioned above . The group uses five indicators to estimate education needs and their severity in all of Yemen's 333 districts . #Source of indicators 01 Percentage of school-age children (girls and boys) enrolled in formal and non-formal education . Ministry of Education / Education Cluster 02 Percentage of children who do not go to school by gender and school level (SADD). Ministry of Environment/UN Office for the Coordination of Humanitarian Affairs /MCLA 03 Percentage of school-age children displaced and/or returning . United Nations Office for the Coordination of Humanitarian Affairs/Rapid Response Mechanism 04 Percentage of closed/non-functioning schools . Ministry of Education/Education Group 05 Percentage of teachers (females and males) receiving salaries/incentives MO

Drop requirements:

The issues highlighted above remain critical in 2022. Protection barriers must also be taken into account and socio-economic barriers have been addressed to facilitate better access to education, especially for internally displaced boys and girls of school age . Ongoing conflict, the COVID-19 pandemic and school closures have resulted in more children dropping out of school, which is bound to increase the protection risks mentioned above .

Watching

The group uses five indicators to estimate education needs and severity in all of Yemen's 333 districts.

#	Indicators	source
01	Percentage of school-age children (girls and boys) enrolled in formal and non-formal education.	Ministry of Education/Education Cluster
02	Percentage of children not attending school by gender and school level (SADD).	Ministry of Environment/UN Office for the Coordination of Humanitarian Affairs/MCLA
03	Proportion of school-age children displaced and/or returning.	United Nations Office for the Coordination of Humanitarian Affairs/Rapid Response Mechanism
04	Percentage of closed/non-functioning schools.	Ministry of Education/Education Group
05	Percentage of teachers (females and male) receiving Ministry of Education salaries/incentives	