Dear readers,

Welcome to the Yemen Design, Monitoring, and Evaluation bulletin where we are trying to capture some of the results of SFCG Yemen’s monitoring and evaluation activities from the previous eight months, as well as document some lessons learned. This issue contains a number of interesting stories that highlight results achieved from our peacebuilding activities. This issue will focus on the results produced by SFCG’s project, “Reducing Violence and Promoting Social Cohesion through Child Friendly Education,” funded by UNICEF. The bulletin also includes information about the impact of community outreach for our Dutch-funded television and radio series, The Team, which follows the story of young athletes in Yemen as they overcome their differences through a shared love of football, as well as the final study of another UNICEF-funded project, “Partnership for Behavior and Social Change,” which aims to promote awareness about key life-saving care and protection behaviors for children in six communities.

SFCG Yemen Team
**Peace Building and Education Advocacy Baseline Study**

As part of its Peace Building and Education Advocacy (PBEA) program, SFCG’s “Reducing Violence and Promoting Social Cohesion through Child Friendly Education” project has completed its baseline study. The study aimed to measure the level of knowledge and application of conflict sensitivity principles by the Ministry of Education (MoE), UNICEF, and UNICEF partner staff prior to participating in the program trainings. The findings have been used to refine program design and set program targets and indicators before beginning implementation. Knowledge and application of conflict sensitivity principles were measured within four educational fields:

- Planning and implementing educational programs/projects
- Curriculum development
- Recruitment and distribution of teachers
- Training teachers

The study also measured the capacities (knowledge and application of necessary skills) of male and female students, educators and community leaders, and parents to manage conflict peacefully prior to participating in program activities. According to study findings, only 10.7% of MoE, UNICEF, and UNICEF partner staff at the governorate and central levels have sufficient knowledge about the three types of conflict\(^1\) that are relevant to education, with an average degree of knowledge of 48.6%. Moreover, the study shows that only 27.2% of respondents apply conflict sensitivity principles in their work. As for student, teacher, parent, and community leaders’ knowledge of conflict management skills, findings show that 72.82% of respondents possess such knowledge, with an average degree of knowledge of 69.5%.

The escalation of conflict in the governorates of Yemen, including target governorates Sana’a, Taiz, Lahj, Abyan, Al-Hodeidah, and Ibb, impacted our ability to conduct the baseline study as planned. Initially, Abyan and Al-Hodeidah were selected as the target governorates for the baseline. However, due to the conflict and high security risks, we replaced Abyan with Sana’a. Another challenge we faced was implementing the baseline during summer vacation for schools. However, coordination with the MoE at the central and governorate level education offices helped to overcome this challenge, as headmasters reached out to students and teachers and were able to bring them to schools.

The baseline study sample was made up of 324 students and 195 male and female teachers at eight schools, in addition to 277 parents, 17 community leaders, 60 MoE staff at the central level, 41 MoE staff at the governorate level, and 21 UNICEF and partner staff. Sana’a and Al-Hodeida were selected as samples for this study from the six governorates targeted by the project, which also included Abyan, Lahj, Taiz, and Ibb.

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\(^1\) Political (including partisan, ideological, and region-based conflicts), social (including ethnic, resource-related, and tribal conflicts) and sectarian (including religious and doctrinal conflicts).
**Study Findings**

**Knowledge of Conflict Sensitivity**

Knowledge of conflict sensitivity in education was measured through the following principles:

- Respondents’ knowledge of conflicts relevant to the education system.
- The two-way interaction between conflict and education.
- Awareness of the mechanisms required to make education more conflict-sensitive.

The findings show that:
- The average percentage of MoE, UNICEF, and UNICEF partner staff knowledge about conflicts relevant to education is 48.6%.
- The highest percentage of respondents who have knowledge about conflict sensitivity procedures in the four aspects of education is among the MoE staff at the central level at 56.7%, followed by MoE staff at the governorate level at 37%, and UNICEF staff and their partners ranking the lowest at 27.4%. The average percentage of MoE, UNICEF, and UNICEF partner staff who are knowledgeable about procedures that can make education more conflict-sensitive is 45%.

![Knowledge of Conflict Sensitive Education Principles](image)

**Application of Conflict Sensitivity**

The application of conflict sensitivity was measured by determining if respondents apply principles of conflict sensitivity in planning and implementation of programs, curriculum development, recruitment and distribution of teachers, and training and professional development of teachers. The study found that application of conflict sensitivity principles across all target groups and all areas of measurement is weak, which explains the increase in conflicts occurring within the education system.

- The application of conflict sensitivity is low among the target groups, with only 27.2% of all respondents applying these principles.
- Differences in applying principles of conflict sensitivity were found between MoE staff at the governorate and central levels, which can be attributed to the nature of their respective work. MoE staff at the governorate level has constant and direct contact with the actual teaching-learning process in schools, as compared to their colleagues at the central level.
Knowledge of Conflict Management Skills
To assess respondents’ knowledge of conflict management skills, the study includes questions about the main techniques used to deal with conflict including compromise, collaboration, avoidance, competition, and accommodation.

The findings show that:
- Around 72.8% of students, teachers, parents, and community leaders were found to have knowledge about conflict management skills, with a 69.6% average degree of knowledge.²
- Students’ knowledge about conflict management skills ranks the lowest of all groups, with a 67.5% average degree of knowledge.

Application of Conflict Management Techniques
The study measured the application of conflict management techniques such as compromise, collaboration, avoidance, and accommodation in daily interactions. The findings show that:
- Among the target groups, community leaders use conflict management techniques most frequently (94.1%), followed by teachers (92.7%) and students (89.3%), while parents use them the least

² Degree of knowledge depends on how many skills, techniques were found to be known by respondents.
frequently (87.8%). The results show that most of the target group members apply conflict management techniques in their daily interactions. This does not mean that respondents apply all types of conflict management techniques regularly. The percentages listed in the following figure include respondents who stated they use at least one of such techniques. This explains why the percentages of respondents who apply conflict management techniques appear high.

**Application of Conflict Management Techniques**

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>87.8</td>
</tr>
<tr>
<td>Students</td>
<td>89.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>92.7</td>
</tr>
<tr>
<td>Community Leaders</td>
<td>94.1</td>
</tr>
<tr>
<td>All Respondents</td>
<td>89.7</td>
</tr>
</tbody>
</table>
Developing and Testing Child Friendly Schools (CFS) Teacher Training Manual

The project involved the development and testing of a manual package⁴ for each of the target groups: teachers, school administration, and parents. The teachers’ manual package was tested in two districts of the two governorates of Sana’a and Al-Hodeidah and involved 52 teachers, 28 of whom were female.

**Pre/Post Tests for Participants in Teachers’ CFS Pilot Training**

**General Findings**

A Pre/Post test was developed to assess the change in knowledge on the manual topics, which included alternatives to violence in education and the application of conflict resolution techniques within the educational environment. The test was administered to participants in the above pilot training. Results of the tests showed that Al-Hodeidah participants learned more than Sana’a participants, with participants in each governorate showing overall increases in knowledge of 47% and 22%, respectively.

The increase in knowledge of participants in Al-Hodeidah as compared to participants in Sana’a can be further explained as below:

**Questions attempted to measure participant knowledge of 13 topics:**

<table>
<thead>
<tr>
<th>Q’s Code</th>
<th>Theme/line of inquiry</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Knowledge of elements of a global culture of peace</td>
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<tr>
<td>2.</td>
<td>Knowledge of active peace</td>
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<tr>
<td>3.</td>
<td>Knowledge of inclusiveness of stakeholders’ code of conduct</td>
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<tr>
<td>4.</td>
<td>Knowledge of the importance of an attractive school</td>
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<tr>
<td>5.</td>
<td>Knowledge of/attitude toward the impact of punishment</td>
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<tr>
<td>6.</td>
<td>Awareness of the importance of appreciating learner’s needs</td>
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<tr>
<td>7.</td>
<td>Knowledge of the scope of a universal culture of peace</td>
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<tr>
<td>8.</td>
<td>Knowledge of the scope of child protection concepts</td>
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<tr>
<td>9.</td>
<td>Knowledge of self-control skills</td>
</tr>
<tr>
<td>10.</td>
<td>Knowledge of negotiation skills</td>
</tr>
</tbody>
</table>

**Pre/Post Test Scores Analysis - Sana’a and Al-Hodeidah**

![Bar chart showing Pre/Post Test Scores](image)

**Shamlan School - Sana’a**

**Arwa School - Al Hodeidah**

Results show that participants in Al-Hodeidah achieved a high change in their level of knowledge on the following topics: knowledge of the scope of a universal culture of peace, knowledge of negotiation skills, knowledge of the stages of code of conduct development, and knowledge of the role of school activities. Interestingly, teachers in Al-Hodeidah were totally unaware of the impact of punishment on the students. Moreover, their knowledge of legislation related to child rights was almost entirely lacking.

Similarly, there was a large change in Sana’a participants’ knowledge of the scope of a universal culture of peace. Results show that participants’ previous knowledge about the impact of punishment on children was almost entirely absent. The post-test showed only a slight increase in knowledge on this area, reflecting the continued confusion of participants on the distinction between punishment and discipline.

The results of the pre and post tests were used to update the manual topics where participant knowledge was weak, including by emphasizing the impact of violence on psychology and child development, the laws and regulations that ban corporal punishment, and alternative means that could be used by teachers to effectively discipline children and manage classrooms.
Are we doing the right thing at the right time?
Participants in the teacher pilot training appeared to be very appreciative of the timing of our intervention. 76% of the participants maintained that the project intervention is timely and comes at a time of need, particularly given the rapid increase of violence in schools and school environments.

Impact at the Individual Level
Participants reacted very positively to the pilot training, and SFCG observed an immediate effect on many of the participants’ old and deep-seated beliefs about the use of violence in schools. “I personally used to believe that the stick is part of a teacher’s personality,” Abdu Ismail, a calm Quran teacher of the Shamlan School commented, but “this training course gave us a lot of lessons and messages that made me change my belief.” He also promised to translate this changed belief into practice, saying, “I commit to not to use the stick in class anymore.”
The Team Project

Despite ongoing warfare and armed conflict throughout the country, activities of our Dutch-funded television and radio series project, *The Team*, continue to be implemented at a slow pace. Thus far, we have successfully implemented community outreach activities around the episodes, including structured viewing and dialogue sessions. So far, over 8,400 people, including 4,300 females, were reached through our activities. Our reach was high in relatively stable governorates, like Raymah and Marib, while our reach in governorates that were heavily affected by conflict, like Aden and Lahj, was minimal. Most of the over 6,200 participants have been reached since March this year.

Impact Story: Raymah Governorate

The Raymah governorate is ahead of other targets, not only in terms of reach, but also in terms of impact reported. One documented impact story is that of Lisa Sururi, SFCG’s community facilitator. In April 2015, Lisa helped facilitate a mobile viewing and community dialogue session at a local school in Al-Jabeen, the capital of the Raymah governorate. After the event, Lisa was approached by representatives of the Houthi forces, who had extended control over the governorate of Raymah. They told Lisa and her fellow facilitators to stop conducting community dialogue sessions, and warned them that they would be beaten in public if they defied the edict.

Not to be deterred, Lisa worked with her supervisor and project staff to contact the deputy security officer in the district, who gave them permission to facilitate community sessions around the project’s themes and promised to protect them from potential harm. The next day, Lisa met with the district general manager who reaffirmed her right to convene community sessions, particularly after he learned more about the project objectives and the approach adopted.

Later that month, members of the local municipal council, which is dominated by Houthi members, attended a scheduled community session to show their solidarity and support for the project. Houthi leaders apologized to the project team for colleagues’ prior actions.
Less than a month later, Lisa was surprised to be appointed as the general director of administrative development research and training by the acting governor of Raymah. “It was just like a gift from Allah,” said Lisa. “My mother was already suffering from cataract in her eye and had to undergo a surgery, which was too costly for me...[the] allowance received from this position helped me cover some of these costs.”

Because of this experience and her work with SFCG as a community session facilitator, Lisa felt empowered. “I started even looking at myself differently. I became more self-confident, with a belief that I always can make a change in the community.”

Ms. Sururi’s letter of appointment.