Final Evaluation Report
Reducing Violence and Promoting Social Cohesion through Child Friendly Education in Yemen

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## Acronyms

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<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>CFS</td>
<td>Child Friendly School</td>
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<tr>
<td>CSE</td>
<td>Conflict Sensitive Education</td>
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<td>FGDs</td>
<td>Focus Group Discussions</td>
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<td>GCC</td>
<td>Gulf Cooperation Council</td>
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<td>INEE</td>
<td>Inter-Agency Network for Education in Emergencies</td>
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<tr>
<td>KAP</td>
<td>Knowledge Attitude and Practice</td>
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<td>PBEA</td>
<td>Peacebuilding, Education, and Advocacy Programme</td>
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<td>SFCG</td>
<td>Search for Common Ground</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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1. Executive Summary

1.1 Evaluation Overview

According to a conflict analysis that was undertaken as part of the (PBEA), the main key conflict drivers in Yemen are politics exclusion, inequitable basic service provision, poor education, high rates of unemployment among youth, other countries influences, weak national security capabilities, natural resource management, and land disputes.

Since 2011 conflict has escalated rapidly in the country and negatively affecting the educational system. Thus, many schools have become inaccessible as they were damaged or occupied by IDPs and armed groups. During the second half of the school year 2014 -2015, over 1.8 million students disrupted access to schools due to insecurity that led to the closure of 3,584 schools. Although many schools reopened at the end of 2015, more than 1,600 schools continued inaccessible and over 560,000 children remained out of school during the school year 2015-2016. Likewise, children who remain in school were subjected to various forms of physical and psychological violence. During the period (March 2015 to March 2016), reports estimated that nearly 2,300 children have been killed or injured, about 2.4 million are internally displaced half of them are children, at least 6 million children living in poverty, and the recruitment and use of children in the fighting has increased. Such conditions could have disastrous consequences on children future keeping them locked in a wide cycle of violence, loss and uncertainty which could be reflected significantly on the social cohesion and educational system long after conflict.

Against the conflict effects on the educational system, education could have a significant role in building and maintaining peace. In this regard, UNICEF has established an innovative program called "Peacebuilding, Education and Advocacy Programme (PBEA)". Connected with this program, SFCG in partnership with UNICEF and the Ministry of Education (MoE) in Yemen; has implemented a 24-month project called “Reducing violence and promoting social cohesion through Child Friendly Education in Yemen". This project focused on realizing PBEA outcomes 2 and 3 which emphasis on institutional capacity building and individual capacity building respectively.

The project started in 29 May 2014 and completed in 29 May 2016 with one-month no-cost extension. Its activities were proposed to be carried out in several selected districts within 6 governorates; Al-Hodeidah, Taiz, Ibb, Sana’a, Abyan, and Lahj. The main goal of the project

1 Zyck, Steven A. Education-Focused Conflict Analysis of the Republic of Yemen, International Development Innovations. 2014
2 UNICEF, Yemen Humanitarian Situation Report, August 2015
3 UNICEF, Yemen Humanitarian Situation Report, April 2016
4 UNICEF, Yemen Crisis, the Impact of Violence and Conflict on Yemen and its Children, March 2016
5 SFCG, “Reducing violence and promoting social cohesion through Child Friendly Education in Yemen” Project Quarterly Report, Yemen, 2016
Reducing violence and promoting social cohesion through Child Friendly Education in Yemen.

was: Yemeni girls and boys, parents, male and female educators, and the Ministry of Education work collaboratively within the Child Friendly Education Programme to promote a culture of peaceful conflict management. To realize this goal, three main outcomes have been determined which were broken down into a number of applicable outputs and activities;

1. Increased institutional capacity of education sectoral actors to plan and deliver conflict sensitive education.
2. Increased individual capacity to address culture of violence and manage conflict peacefully among male and female children, educators, community leaders and parents in targeted post/conflict communities.
3. Selected CFS interventions identified to be effectively address violence in schools in Yemen.

As part of the monitoring and evaluation plan of the project a final evaluation was conducted to define the extent to which the intended outcomes were achieved and to develop broader lessons learned for future programming. It aimed to find out;

- If there has been an increase in the knowledge, attitudes, and perceptions (KAP) of MoE, UNICEF and partner staff about conflict sensitivity principles after participating in project’s trainings.
- If there has been an increase in the capacity of teachers, educators, community leaders and parents, male and female children in targeted communities to deal and manage conflict peacefully.
- Perception of community members, educators and children of the effectiveness of puppet shows in promoting awareness in the community outreach.
- If the objectively verifiable results are sustainable beyond SFCG or UNICEF support.
- What are the primary factors that enable or hinder sustainability of results?
- What are the broader changes, positive or negative, intended or unintended, of the intervention.
- Lessons learned and success stories.

In this evaluation, a mixed methodology of quantitative and qualitative techniques including questionnaires, focus group discussions (FGDs), and in-depth interviews was applied.

1.2 Evaluation Findings

The final evaluation analysis and discussion focus on responding to the main questions and indicators stated in the ToR. The main findings are as the following:

1.2.1 Achievements of the stated objectives

Regarding the geographical areas that were covered by the project, evidences show that the project has covered 3 governorates Sana’a, Ibb, and Al-Hodeidah, which indicate that the project activities were carried out only in 50% of the proposed governorates. With reference to the achievement of the stated outcomes, the findings illustrate that all most 89% of the suggested activities to realize the three outcomes have been accomplished.
Concerning with the first outcome that emphasis on increasing institutional capacity to plan and deliver conflict sensitive education, 72% of the planned activities were successfully implemented. Activities associated with the development of CSE training manual have been fully carried out, while the MoE Authority has suspended the CSE trainings for the MoE staff at the central and governorate level. Failure to conduct the CSE trainings hindered the attainment of the ultimate goal of this outcome.

Likewise, about 96% of all activities specified for realizing the second outcome, which concentrate on increasing individual capacity to address culture of violence and manage conflict peacefully, have been achieved. There are evidences that activities associated with teacher trainings and outreach campaign have targeted more teachers, community leaders, educators, and community members than the proposed number. Nearly, 100% of the activities suggested for realizing the third outcome, which focus on identifying effective CFS interventions to address violence in Yemeni schools, have been carried out.

### 1.2.2 Effectiveness

The discussion in this section concentrate on the extent to which the project's activities were effective to realize the desired changes within the targeted individuals (KAP) as a result of their participation in project's activities. Due to the suspension of CSE trainings for the MoE staff at the central and governorate level, data were gathered from a sample of MoE staff who have participated in other project's activities such as developing CSE training materials, pilot trainings and CSE ToT trainings.

− **Knowledge about Conflicts Sensitive Education Principles**

The findings show that about there is increase in the average degree of respondents’ knowledge about conflicts relevant to education; it was 49% before participation in project activities while it about 63% after participation. Regarding respondents’ knowledge about the two-way interaction between conflict and education. The findings illustrated that the percentage of respondents who have knowledge about the impact of conflict types on aspects of education remained unchanged after project implementation 91%. However, there is increase in the number of respondents who have knowledge about the effect of education aspects on conflict types. The evaluation findings established that about 95% of respondents have such knowledge while the baseline study show 90%. Regarding knowledge about

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6 Knowledge about conflict sensitive education principles in this project means:

− Awareness of types of conflicts relevant to education.
− Awareness of the three main types of conflicts (political, social, and sectarian), effect on aspects of education (curriculum development, planning and implementation of programs, recruitment and distribution of teachers, and teachers’ training).
− Awareness of aspects of education effect on the three main types of conflicts.
− Awareness of procedures required to make education more sensitive to conflict

7 political, social, and sectarian

8 planning and implementation of programs, curriculum development, recruitment and distribution of teachers, and teachers’ training.
procedures that could make education more conflict-sensitive. The findings indicated a significant increase in the percentage of respondents who have such knowledge as it was about 45% before participation in the project while it become 71% after participation. Overall, the results regarding knowledge about conflict sensitivity can be summarized as the following:

- The average of respondents who have knowledge about the three types of conflicts relevant to education has increased from 11% before the project implementation to 27% after implementation.
- The average of respondents who have knowledge about the effect of the main conflicts on aspects of education remain the same 91% before the project implementation and 91% after implementation.
- The average of respondents who have knowledge about the effect of education aspects on the three main conflict types has increased from 90% before the project implementation to 95% after implementation.
- The average of respondents who have knowledge about the main procedures could make the four education aspects more conflict sensitive has increased from 45% before the project implementation to 71% after implementation.

- **Application of Conflict Sensitivity Principles**
  The findings show an increase in the number of respondents who apply conflict sensitivity principles in their work as a result of their participation in project's activities and a decrease in their level of application. Before project implementation, 27% of the overall respondents apply conflict sensitivity principles in their work, with 85% an average degree of application, while after project about 30% who apply such principles with 81% an average degree of application.

- **Capacity to Address Violence Culture and Manage Conflict Peacefully**
  This section explores the knowledge and application of conflict management skills among students, teachers, parents, and community leaders. The findings of the evaluation show an increase in the percentage of people who have knowledge about the essential conflict management skills from 73% before participation to 77% after participation in project's activities. Regarding the increase occurred within each targeted group, the findings reveal that the highest increase happened in the percentage of students from 71% before participation to 81% after participation. The increase in the target groups' knowledge about conflict management skills does not lead to an increase in the percentage of respondents who apply conflict management skills in their daily interactions but it has increased their level of application. Before the project 90% of respondents, apply conflict management skills in their daily interactions with 68% average degree of application. Similarly, it shown that after the

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9 Knowledge about Conflict Management Skills in this project means: awareness of the main techniques people usually use to deal with conflict such as compromising, collaborating, avoidance, competing and accommodating.
project, 89% of respondents, apply conflict management skills in their daily interactions with 72% average degree of application. Regarding respondents’ attitudes towards aggression against others, the findings show that respondents' score (1.97) of the 4-point measurement scale after participating in project's activities, while their score was (2.08) before participation. This result indicates that respondents after participating in project's activities tend to accept aggression against others less than before participation.

In general, the findings of this section show that project's interventions were effective in equipping more teachers, students, community leaders and parents in targeted communities with knowledge about the essential conflict management skills. Likewise, it has contributed in improving the level of application of conflict management skills in respondents' daily interactions. This prove that project's interventions have contributed in strengthen the capacity of the targeted groups to address culture of violence and manage conflict peacefully.

Perception about Puppet Shows Effectiveness in Promoting Awareness to Address Violence and Manage Conflict Peacefully

Regarding project's interventions effectiveness, 72% of the respondents think that interventions were effective in promoting awareness of violence prevention and peace building, while 3% believe they were ineffective and 25% were not able to determine the effectiveness of interventions. Moreover, 60% of respondents thought the educational floor game was more effective with 88% degree of effectiveness and 52% considered the recorded puppet shows were effective with 83% degree of effectiveness.

1.2.3 Sustainability

The findings have shown that the project has succeeded in creating the foundations for projects' results sustainability after it has completed. These foundations can be viewed through setting up school-based training modality with the ToT trainers at all the targeted schools and communities in addition to the development and distribution of the training materials. The availability of such elements would enable the relevant people in the targeted schools and communities to continue carrying out activities and initiatives that promote awareness of violence prevention and peacebuilding autonomously. Moreover, 56% of the respondents believe the availability of factors that will enable the continuity of conducting activities that promote awareness of conflict prevention and peaceful conflict management in their schools or communities without support from others. This has been confirmed by 62% of the respondents who acknowledged that some teachers, students and community members had carried out such activities and initiatives after the project has completed.

On the other hand, more than quarter 27% of the respondents believe that after the project completed and funding stopped all outcomes achieved during implementation period will stop too. They assumed some obstacles would hinder the continuity of the project's results such as; Activities of violence prevention and peacebuilding required lot of money and efforts; Absence of people in community who strongly support such activities; Lack of the necessary materials and funding; School and social environment are not conducive; Educational authorities luck interest in conducting such activities.
1.2.4 Impact

The findings show that the project has significantly changed the attitude and performance of teachers and school administrators concerning the need to avoid violence in all its forms. The most significant change occur within the targeted schools and communities after teachers and educators, students, parents and community leaders participated in project's activities. Some of the changes, which can been highlighted in this report, are as the following:

- Development code of conducts that have been approved by students, teachers, school administrators, and parent councils and became an integral part of the school system.
- Establishment of Parent Councils, which agree to hold monthly meetings to discuss school issues and help solve them.
- Formation of school peace groups, consisting of teachers and students under the supervision of school administration.
- Allocating one day of school radio\(^{10}\) program per a week throughout the school year to promote peace and its importance in school and community.
- Establishing a tie between local mosques and schools to increase community awareness of peace and violence reduction.

1.2.5 Summary of Recommendations

- Teachers, students, and community members' efforts to conduct activities and initiatives that promote awareness of peace-building and conflict reduction should be encouraged and supported by all concerned parties.
- Great efforts should be made at rebuilding trust between MoE Authorities and UNICEF and SFCG regarding implement trainings for MoE staff on CSE which has been suspended.
- MoE and UNICEF can adopt the school-based training modality in other in-service teacher training programs especially in remote areas where teachers usually deprive access to in-service training.
- It is recommended to include within school-based training modality a suitable and effective mechanism that make students learn from each other.
- The project should be expanded to cover more CFS schools in other accessible governorates in Yemen.
- More education games should be developed which reflect various concepts of peace-building and violence reduction.
- It is highly recommended that in any project a memorandum of understanding should be sign up with the institution defining the people who will be dealing with and their duties and commitments.

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\(^{10}\) School radio program is the program presented each single day at school before students go to their classes.
2. Background Information

2.1 Introduction

For several decades, Yemen has experienced various forms of interrelated conflicts that share common root causes. These conflicts can be classified into three main types\(^{11}\): political conflict (including partisan, ideological, and region-based conflicts), social conflict (including ethnic, resource-related, and tribal conflicts) and sectarian conflict (including religious and doctrinal conflicts).

According to a conflict analysis that was undertaken as part of the UNICEF Peacebuilding, Education and Advocacy Programme (PBEA), the main key conflict drivers in Yemen are politics exclusion, inequitable basic service provision, poor education, high rates of unemployment among youth, other countries influences, weak national security capabilities, natural resource management, and land disputes\(^{12}\).

However, since 2011 conflict has escalated rapidly in the country and negatively affecting the educational system. Due to conflict, many schools have become inaccessible as they were damaged or occupied by IDPs and armed groups. During the second half of the school year 2014-2015, over 1.8 million students disrupted access to schools due to insecurity that led to the closure of 3,584 schools\(^{13}\). Although many schools reopened at the end of 2015, more than 1,600 schools continued inaccessible and over 560,000 children remained out of school during the school year 2015-2016\(^{14}\). Likewise, children who remain in school were subjected to various forms of physical and psychological violence. During the period (March 2015 to March 2016), reports estimated that nearly 2,300 children have been killed or injured, about 2.4 million are internally displaced half of them are children, at least 6 million children living in poverty, and the recruitment and use of children in the fighting\(^{15}\). Such conditions might have disastrous consequences on children future keeping them locked in a wide cycle of violence, loss and uncertainty which could be reflected significantly on the social cohesion and educational system long after conflict.

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\(^{11}\) Adopted from UNICEF Consolidated Annual Report found on:

\(^{12}\) Zyck, Steven A. Education-Focused Conflict Analysis of the Republic of Yemen, International Development Innovations. 2014

\(^{13}\) UNICEF, Yemen Humanitarian Situation Report, August 2015

\(^{14}\) UNICEF, Yemen Humanitarian Situation Report, April 2016

\(^{15}\) UNICEF, Yemen Crisis, the Impact of Violence and Conflict on Yemen and its Children, March 2016
2.2 Project Overview

Against the previously highlighted conflict effects on the educational system, education has a significant role in building and maintaining peace. Regarding integrating education and peacebuilding, UNICEF has worked with the Government of Netherlands to establish an innovative program called "Peacebuilding, Education and Advocacy Programme (PBEA)", in 14 countries around the world, including Yemen. SFCG in partnership with UNICEF and the Ministry of Education (MoE) in Yemen; has implemented a 24-month project called “Reducing violence and promoting social cohesion through Child Friendly Education in Yemen” as part of the (PBEA) global program. This partnership has focused on realizing PBEA outcome 2 regarding institutional capacity building and PBEA outcome 3 regarding individual capacity building.

The project started in 29 May 2014 and completed in 29 May 2016 with one-month no-cost extension. It consisted of two components: capacity building and community outreach and a number of activities. Its activities carried out in several selected districts within six governorates; Al-Hodeida, Taiz, Ibb, Sana’a, Abyan, and Lahj. Activities implementation was in coordination and partnership with UNICEF country office and five field offices, the central Ministry of Education (MoE) as well as the governorate and district education offices in each targeted governorate. The main goal of the project was: Yemeni girls and boys, parents, male and female educators, and the Ministry of Education work collaboratively within the Child Friendly Education Programme to promote a culture of peaceful conflict management. Three main outcomes have been determined to realize the main goal which were broken down into a number of applicable outputs and activities as the following:

Outcome 1: Increased institutional capacity of education sectoral actors to plan and deliver conflict sensitive education.

To realize this outcome, activities on conflict sensitive education have been conducted to target MoE staff, UNICEF, and UNICEF local partner organizations at the central and governorate level aiming to increase three levels of their knowledge; understanding conflict sensitive education, application of conflict sensitive education, and planning and management education activities in a conflict sensitive way. Outputs and activities to realize this outcome are as the following:

1.1 One Yemen-specific certified conflict sensitivity training manual developed and tested for the MoE staff, UNICEF and partners' staff.
1.1.1 Development of training materials on conflict sensitive education planning and implementation.
1.1.2 Test and refine trainings materials through a series of 4 exploratory trial trainings.

16 SFCG, "Reducing violence and promoting social cohesion through Child Friendly Education in Yemen" Project Quarterly Report, Yemen, 2016
17 SFCG, "Reducing violence and promoting social cohesion through Child Friendly Education in Yemen" updated project proposal, Yemen, August 2015
1.1.3 Development of conflict sensitivity certification process for staff of the Yemeni Ministry of Education to institutionalize the program and work to ensure the sustainability of the effort.

1.2 500 staff of Yemeni Ministry of Education, UNICEF offices, and UNICEF’s partners received conflict sensitivity training in targeted governorates through 23 conflict sensitivity training.

1.2.1 Implement a Training of Trainers session with the MoE with 40 participants, who will then be able to train others in the MoE, UNICEF, and UNICEF partners.

1.2.2 Implement a series of trainings at the governorate level for a total of 450 people; MoE 400 plus 50 curriculum developers, UNICEF 10, and UNICEF partner staff 40.

1.2.3 Implement trainings for 50 curriculum developers.

1.2.4 Transfer standard training sessions into visual materials through recording and creatively editing actual trainings. The trainings will be distributed in 4000 DVD resource packs.

1.3 Staff of Yemeni Ministry of Education and UNICEF provided with high-level technical support in area of conflict sensitivity.

1.3.1 Conduct a number of advisory sessions on the adoption of conflict sensitivity on specific issues relevant for the MoE and its offices at the governorates level.

Outcome 2: Increased individual capacity to address culture of violence and manage conflict peacefully among male and female children, educators, community leaders and parents in targeted post/conflict communities.

To realize this outcome, educators at the school level were trained on peaceful conflict management techniques and outreach activities were conducted that targeted educators (teachers and school administrators), community leaders, parents, and students. Such activities were directed to; increase awareness about the current policy prohibiting violence in school, encourage a culture that shift away from acceptance of violence in schools toward promoting a peaceful education environment, and enable different actors to manage conflict peacefully.

Outputs and activities to realize this outcome are as the following:

2.1 Development one set of CFS training materials on peaceful conflict management and one teacher toolkit and 2000 copies produced

2.1.1 Review of existing CFS training package under MOE, UNICEF Education and Child Protection Sections and identify gaps.

2.1.2 Develop CFS training materials for teachers, school principals and parent councils on peaceful conflict management and violence prevention.

2.1.3 Testing and refinement of CFS training materials in 4 locations before they are produced and distributed at a larger scale.

2.1.4 Development, testing and refinement of a practical CFS teacher’s toolkit.

2.1.5 Production of training materials and toolkits to ensure adequate provisions for training of 400 teachers across 4 targeted governorates.

2.2 School level trainings using CFS developed manuals.

2.2.1 Trainings for 40 male and female as TOT across 6 governorates on CFS training package.

2.2.2 Trainings for 400 teachers using CFS developed materials in 4 targeted governorates.
2.2.3 Recording and development of visual training materials that would be distributed in
4,000 DVD resource packs.

2.3 National awareness campaign on violence prevention in schools.
2.3.1 Development of key policy messages and campaign strategy.
2.3.2 Development and testing school information kit.
2.3.3 Production and distribution of school information kit to 8,000 schools in Yemen.
2.3.4 Production of eight televised puppet show and used in conducting the outreach
campaign and distributed in 4,000 DVD resource packs.

2.4 Outreach campaign in 134-targeted communities on peaceful conflict management and
violence prevention.
2.4.1 Development and testing of one floor game for girls and boys of different literacy
abilities aged 6-14 years.
2.4.2 Production and distribution of 1,500 copies of the floor game in 134 CFS communities.
2.4.3 Implementation of 204 viewing sessions of 8 recorded puppet shows and 40 mobile
cinema events on themes related to peaceful conflict management and violence
prevention.
2.4.4 Implementation of 244 structured dialogue sessions accompanying viewing sessions and
cinema events in targeted about 6455 girls and boys, 1230 community members and 615
educators.

Outcome 3: Selected CFS interventions identified to be effectively address violence in
schools in Yemen

This outcome was designed to ensure that the lessons learned from the project
interventions were carefully documented during monitoring and evaluation process to
highlight the success and failure factors which could benefit in the improvement of CFE
programme in Yemen. Outputs and activities to realize this outcome are as the following:

3.1 Adequate monitoring and evaluation data available to show which interventions are
effective and efficient for scale within CFS national program
3.1.1 A baseline KAP assessment report on culture of violence in schools and the utilization of
peaceful conflict management strategies in the MoE, in Yemeni schools, and among
Yemeni parents.
3.1.2 Two case studies about project participants or activities exploring the impact of the
project.
3.1.3 One short documentary on the techniques, activities and impact of the project.
3.1.4 Interim and final quantitative and qualitative evaluation reports.

2.3 Evaluation Objectives

As part of the monitoring and evaluation plan of the project a final evaluation was
conducted to define the extent to which the intended outcomes were achieved and develop
broader lessons learned for future programming. More specifically, it seeks to respond to the
following set of questions:
Effectiveness

- If there has been an increase in the knowledge, attitudes, and perceptions (KAP) of MoE, UNICEF and partner staff about conflict sensitivity principles after participating in project’s trainings.
  
  - **Indicator 1a:** % level of knowledge of MoE, UNICEF and partners staff (who participated in trainings) about conflict sensitivity principles.
  
  - **Indicator 1b:** % of MoE, UNICEF and partners staff who participated in trainings and indicated application of conflict sensitivity principles in their work.

- If there has been an increase in the capacity of teachers, educators, community leaders and parents, male and female children in targeted communities to deal and manage conflict peacefully.
  
  - **Indicator 2a:** % of male and female children, educators, community leaders and parents who report strengthened capacity to address culture of violence and manage conflict peacefully at the end of the project.

- Perception of community members, educators and children of the effectiveness of puppet shows in promoting awareness in the community outreach.

Sustainability:

- If the objectively verifiable results are sustainable beyond SFCG or UNICEF support.
- What are the primary factors that enable or hinder sustainability of results?

Impact:

- What are the broader changes, positive or negative, intended or unintended, of the intervention in the context?
- Determine lessons learned – what could have been done differently to make the project be of higher quality, greater impact and sustainability?
- Capture and/or incorporate success stories – what have been the most significant changes as a result of the project interventions?

3. Methodology

The final evaluation has relied on a combination methodology approach that involved content analysis, qualitative and quantitative data collection methods. Techniques and data collection tools used during the baseline study used in the final evaluation process. Some necessary modifications made on the content of the data collection tools to cover all the specific indicators of the final evaluation as mentioned in the ToR.

Quantitative data was collected through two different forms of questionnaires were developed. One form was designed for MoE, UNICEF, and their partner organizations’ staff. The focus in this form was on assessing respondents’ knowledge, attitudes, and perception of conflict sensitivity principles and application of conflict sensitivity principles to tasks related to the main aspects of education, such as planning and implementing programs, curriculum development, recruitment and distribution of teachers, and training and professional development of teachers. Due to the suspension of CSE trainings for the MoE staff, only sample
of these who have participated in the pilot CSE and ToT trainings were targeted during data collection at MoE HQ and Education Offices in the targeted governorates (Sana’a and Al-Hodeidah)

The other form of questionnaire was designed for teachers and school educators, students, parents, and community leaders. The focus in this form was on assessing respondents’ knowledge of conflict management skills, application of conflict management techniques, attitudes regarding aggression against others, perception about the effectiveness of project's interventions in promoting awareness to address culture of violence and manage conflict peacefully, and perception about the primary factors that enable or hinder sustainability of project's results.

Qualitative data was collected through FGDs and in-depth interview methodologies. The FGDs concentrated on measuring participants’ awareness of types of school violence, why school violence occur, how school violence can be prevented, what measures they use to prevent school violence. They also focused on measuring participants’ perception of project's interventions effectiveness and factors that could enable or hinder the continuity of conducting activities that promote awareness to address culture of violence and manage conflict peacefully without support.

In-depth interviews were conducted with some of the MoE and UNICEF staff who have participated in the pilot CSE, ToT trainings or CSE trainings.

After completing the modification of the data collection tools, two teams of fieldwork researchers were formed. Each team consisted of nine members: eight researchers (four males and four females) and a supervisor. Two two-day training workshops were conducted in the targeted governorates of Sana’a and Al-Hodeidah for the two teams. The training focused on explaining the proposed methodology, ethics in research, the principles and techniques of conducting interviews and FGDs, and the content of the data collection tools. It included theoretical explanations, and practical activities such as role-playing interviews and focus group discussions.

The data collection phase in the two targeted governorates lasted for seven days, plus an additional two days for data collection from the MoE and UNICEF staff at the central level. After the completion of the data collection activities, the quantitative data collected from the field reviewed and entered into a computer database which have been developed earlier. The qualitative data was analyzed using content analysis techniques. The results of the two analysis methods were integrated within the discussion and analysis of the findings of the final evaluation.

### 3.1 Sampling Design

The four districts in Sana’a and Al-Hodeidah that were chosen for conducting the baseline study of the project were also chosen for conducting the final evaluation. Two in Sana’a governorate and two in Al-Hodeidah governorate. Bearing in mind that when target the same areas during the baseline study and the final evaluation will accurately reflect the changes that occur in knowledge, attitudes and perceptions of the target groups as a result of program's
intervention. At the school level, the selection process was based on a number of criteria. First, a school had to be covered by the project. Second, a boys’ school and a girls’ school were selected within each district. In districts where gender segregated schools was not exist, co-educational schools with both male and female students were selected. The targeted schools were as in the following table:

Table (1): The targeted schools per governorate and district

<table>
<thead>
<tr>
<th>Governorate</th>
<th>District</th>
<th>School</th>
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<tbody>
<tr>
<td>Sana’a</td>
<td>Arhab</td>
<td>Al-Nour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Al-khadrat</td>
</tr>
<tr>
<td></td>
<td>Khawlan</td>
<td>Al-Shaheed Al-Hamani</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Al-Wahdah - Bani Sulayh</td>
</tr>
<tr>
<td>Al-Hodeidah</td>
<td>Al-Jarali</td>
<td>Al-khair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Belqis</td>
</tr>
<tr>
<td></td>
<td>Bait Al-Faqih</td>
<td>22nd of May</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Khawlah Bint Al-Azwar</td>
</tr>
</tbody>
</table>

Regarding individuals’ samples, various techniques were used in the selection process. All available teachers in the selected schools were included in the sample. Within each school, random sampling techniques were used to select a sample that consist of an equal number of seventh, eighth, and ninth grade students. Parents sample chosen through visits carried out randomly to households within the surroundings of each school. All community leaders available within the social context of the selected school were included in the sample. The following table shows sample classifications and number of individuals per targeted group.

Table (2): Number of Respondents per Targeted Groups

<table>
<thead>
<tr>
<th>Governorate</th>
<th>District</th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
<th>Community leaders</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Sana’a</td>
<td>Arhab</td>
<td>23</td>
<td>7</td>
<td>51</td>
<td>29</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>Khawlan</td>
<td>32</td>
<td>13</td>
<td>38</td>
<td>42</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>Al-Jarali</td>
<td>26</td>
<td>24</td>
<td>30</td>
<td>40</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Bait Al-Faqih</td>
<td>26</td>
<td>35</td>
<td>50</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Total according to gender</td>
<td></td>
<td>107</td>
<td>79</td>
<td>169</td>
<td>152</td>
<td>145</td>
</tr>
<tr>
<td>Total according to group</td>
<td></td>
<td>186</td>
<td>321</td>
<td>290</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

MoE staff at the central level | 14
MoE staff at the governorate level | 26
UNICEF and their partner organizations staff | 12

Total | 52
4. Findings

This section will present the findings from document analysis as well as the qualitative and quantitative data collected from the field. The findings analysis and discussion aim to respond to the main questions and indicators as stated in the ToR.

4.1 Achievement of the Stated Outcomes

4.1.1 Increased institutional capacity of education sectorial actors to plan and deliver conflict sensitive education.

<table>
<thead>
<tr>
<th>Output</th>
<th>Planned Activities</th>
<th>Achieved Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One Yemen-specific, conflict sensitivity training manual developed and tested for the MoE staff, UNICEF and partners staff</td>
<td>a. Development of training materials</td>
<td>Achieved</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b. Test and refine trainings materials through a series of 4 exploratory trial trainings</td>
<td>2 test trials conducted for 56 MoE HQ and Sana’a Gov. education staff</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>c. Development of conflict sensitivity certification process MOE for staff</td>
<td>Achieved</td>
<td>100</td>
</tr>
<tr>
<td>2. 500 staff of Yemen Ministry of Education, UNICEF and partners trained in conflict sensitivity in 23 sessions</td>
<td>a. Conducting a ToT session with 40 MoE trainers</td>
<td>A 4-day CSE ToT was held targeting 20 senior trainers from MoE</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>b. Implement trainings from TOT at the central and governorate level for 450 people (400 MoE staff + 50 MoE curriculum developers).</td>
<td>The activity was stopped by the representative of the Revolutionary Committee of Houthis at MoE</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c. Implement trainings from TOT at the central and governorate level for 10 UNICEF staff</td>
<td>3 CSE trainings conducted in Sana’a, Al-Hodeidah and Ibb.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>d. Implement trainings from TOT at the central and governorate level for 40 UNICEF partner staff</td>
<td>3 CSE trainings were conducted in Al-Hodeidah, Ibb and Sana’a governorates attended by 40 UNICEF partner staff</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>e. Transfer of standard training sessions into visualized materials.</td>
<td>3 training sessions carefully selected were recorded, montaged and produced</td>
<td>100</td>
</tr>
<tr>
<td>3. Staff of Yemeni MoE and UNICEF provided with high-level technical support in area of conflict sensitivity</td>
<td>a. Conduct 30 advisory meetings/sessions on the adoption of conflict sensitivity on specific issues relevant for the MoE and its offices at the governorates level.</td>
<td>15 advisory meetings were conducted with different directorate’s heads to promote their awareness about CSE</td>
<td>50</td>
</tr>
</tbody>
</table>

The average achievements of the planned targets of this outcome 72
The findings of the analysis of the project’s documents show that nearly 72% of the proposed activities for realizing the first outcome of the project that emphasis on increasing institutional capacity to plan and deliver conflict sensitive education have been achieved. Though most of the planned activities have been achieved, failure to conduct the CSE trainings for 450 of MoE staff at the central and governorate level hindered the attainment of the ultimate goal of all activities of this component. Therefore, any future projects aim to develop the educational system in Yemen should utilize the outcomes of the great efforts that have been made in preparation and development of training materials relevant to conflict sensitive education.

4.1.2 Increased individual capacity to address culture of violence and manage conflict peacefully among male and female children, educators, community leaders and parents in targeted post/-conflict communities

<table>
<thead>
<tr>
<th>Output</th>
<th>Planned Activities</th>
<th>Achieved Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One set of CFS training materials and one teacher toolkit developed and 2000 copies produced</td>
<td>a. Review of existing CFS training package to identify gaps</td>
<td>Achieved</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b. Develop CFS training materials for teachers, school principals and parent councils on peaceful conflict management and violence prevention</td>
<td>Achieved</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>c. Testing and refinement of CFS training materials in 4 locations</td>
<td>The CFS training materials were tested in five districts across two governorates.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>d. Development, testing and refinement of a practical CFS teacher’s toolkit</td>
<td>Achieved</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>e. Production and distribution of training materials and toolkits</td>
<td>Production and distribution of 5000 trainee manual, 1000 trainer manual and 2500 teacher toolkit</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>f. Recording of trainings and development of visual training materials</td>
<td>4 standard CFS training sessions were recorded</td>
<td>100</td>
</tr>
<tr>
<td>2. School level teacher trainings using CFS developed manuals</td>
<td>a. Trainings for 40 male and female as TOT across 6 governorates on CFS training package.</td>
<td>ToT trainings conducted for 86 across 3 governorates</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b. Trainings for 400 teachers using CFS developed materials</td>
<td>Trainings for 913 teachers 573 males and 340 females</td>
<td>100</td>
</tr>
</tbody>
</table>
Reducing violence and promoting social cohesion through Child Friendly Education in Yemen.

### 3. National awareness campaign on violence prevention in schools

| a. Development of key policy messages and campaign strategy with MOE | In coordination with the MoE, 4 detailed campaign strategies were developed and implemented. | 100 |
| b. Development of school information kit | A school information kit consisting of a booklet and a big poster were developed | 100 |
| c. Production and distribution of school information kit to 8,000 schools in Yemen | 70,000 booklet and 16,800 posters printed. Distribution was coordinated with MoE. Thus, school information kit distributed to a number of schools in Ibb, Sana’a, Al-Hodeidah and Abyan. | Not clear |
| d. Production of eight televised puppet show and distributed them in 4,000 DVD resource packs. | 8 puppet show were developed and used in the community outreach sessions. They have also been posted on SFCG Facebook page | 50 |

### 4. Outreach campaign in 200 targeted communities on peaceful conflict management and violence prevention

| a. Development of one context- and culture-appropriate educational floor game | An interactive educational floor game was developed | 100 |
| b. Production and distribution of 1,500 copies of the floor game in 134 CFS communities. | 4,000 floor games were produced and distributed to targeted governorates, including targeted schools, schools communities, NGOs, clubs, and children centers. | 100 |
| c. Implementation of 204 viewing sessions of 8 recorded puppet shows and 40 mobile cinema events, with accompanying structured dialogue sessions | 204 viewing sessions and 40 mobile cinema sessions were implemented in 155 local communities. | 100 |
| d. Implementation of 244 structured dialogue sessions accompanying viewing sessions and cinema events in targeted about 6455 girls and boys, 1230 community members and 615 educators. | Community outreach sessions were followed by a number of dialogue sessions. | 100 |

| The average achievements of the planned targets of this outcome | 96 |

The findings of the analysis of the project’s documents show that nearly 96% of the proposed activities for realizing the second outcome of the project that emphasis on increasing individual capacity to address culture of violence and manage conflict peacefully have been achieved. Moreover, accurate information about activity 2 of output 1 is not available whether the CFS teacher’s toolkit which have been developed include all materials proposed in the project updated proposal such as social stories, a big book, a classroom charter, a wall-chart...
reward tool, and parent sensitization materials or not. Therefore, the achievement rate assessed on the assumption that the toolkits produced contain all the proposed materials mentioned in the updated project's proposal\textsuperscript{18}. In addition, activities associated with teacher trainings have targeted more teachers than the proposed number. The achievements relating to output 3 activity e were not mentioned clearly through the project’s documents, thus level of achievement of this activity was not determined. However, the achievements of output 4 activity d are more than the proposed targets. The project's document show that dialogue sessions, viewing sessions and mobile cinema events were planned to target about 6455 girls and boys, 1230 community members and 615 educators, while the findings confirm that such activities targeted 267 community leaders, 1005 educators, 3641 community members and 4544 girls and boys. In general, the project's interventions related to individual capacity building were effective in achieving most of the suggested objectives.

4.1.3 Selected CFS interventions identified to effectively address violence in schools in Yemen

<table>
<thead>
<tr>
<th>Output</th>
<th>Planned Activities</th>
<th>Achieved Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate monitoring and evaluation data available to show which interventions are effective and efficient for scale within CFS national program</td>
<td>a. Baseline KAP assessment report on culture of violence in schools and the utilization of peaceful conflict management strategies in the MoE, in Yemeni schools, and among Yemeni parents</td>
<td>The baseline study was conducted in Sana’a and Al-Hodeidah and completed in October 2015</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>b. Two case studies with program participants or activities exploring the project impact</td>
<td>2 case studies were implemented in, Ibb and Al-Hodeidah during February 2016.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>c. One short documentary on the techniques, activities and impact of the project</td>
<td>The project team contracted a consultant who takes responsibility of video and photography documentation for major activities.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>d. Interim and final quantitative and qualitative evaluation reports.</td>
<td>Achieved</td>
<td>100</td>
</tr>
</tbody>
</table>

The average achievements of the planned targets of this outcome

The findings show that 100\% of the proposed activities for realizing the third outcome of the project that emphasis on identifying the effective CFS interventions to address violence in Yemeni schools have been achieved.

The overall results of this section, which focuses on the projects' achievements in association with its stated objectives, confirm that about 89\% of the project's planned activities

\textsuperscript{18} SFCG, Reducing violence and promoting social cohesion through Child Friendly Education in Yemen, A proposal to the United Nations Children's Fund (UNICEF), Yemen, August 23\textsuperscript{rd} 2015
have been achieved. Regarding institutional capacity building most of the essential preparatory activities have been carried out accept the main activity that was aimed to train MoE staff on conflict sensitive education. Concerning with the geographic locations, it was planned that the project should target 6 governorates Sana’a, Ibb, Taiz, Al-Hodeidah, Labj, and Abyan. The analysis illustrate that the project's activities were implemented in some districts within 3 governorates; Sana’a, Ibb, and Al-Hodeidah. Such reduction confirm that the project activities covered only 50% of the suggested governorates. This result can be attributed to the ongoing conflict, which make some governorates inaccessible.

4.2 Effectiveness

The analysis in this section is based on the quantitative and qualitative data collected from the different targeted groups. Such data will reflect the extent to which the project's activities were effective to realize the desired changes within people (KAP) due to their participation in the activities of the two main project's components: capacity building and community outreach. Due to the suspension of the CSE trainings for the MoE staff at the central and governorate level, data were gathered from a sample of MoE staff who have participated in other project's activities such as developing CSE training materials, pilot trainings and CSE ToT trainings. Therefore, any changes might be found in their (KAP) will indicate only the indirect impact of the project's interventions.

4.2.1 Knowledge about Conflicts Sensitive Education Principles

Measuring respondents' knowledge about types of conflicts relevant to education, show that about 27% of the respondents aware of the three main conflicts, 38% aware of two conflicts and 33% aware of only of one conflict. The average degree of respondents’ knowledge about conflicts relevant to education is 63%.

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19 Knowledge about conflict sensitive education principles in this project means:
- Awareness of types of conflicts relevant to education.
- Awareness of the three main types of conflicts (political, social, and sectarian), effect on aspects of education (curriculum development, planning and implementation of programs, recruitment and distribution of teachers, and teachers’ training).
- Awareness of aspects of education effect on the three main types of conflicts.
- Awareness of procedures required to make education more sensitive to conflict.
Reducing violence and promoting social cohesion through Child Friendly Education in Yemen.

Table (3): Knowledge about Conflict Types Relevant to Education

<table>
<thead>
<tr>
<th>Findings of the Baseline Study</th>
<th>Conflict Types</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings of the Final Evaluation</td>
<td>0ne type</td>
<td>58%</td>
<td>68%</td>
<td>76%</td>
</tr>
<tr>
<td>Findings of the Final Evaluation</td>
<td>Two types</td>
<td>30%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Findings of the Final Evaluation</td>
<td>Three types</td>
<td>12%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Findings of the Final Evaluation</td>
<td>The average degree of respondents’ knowledge</td>
<td>49%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparing the results with the findings of the Baseline Study[^20] in table 3 above reveal an increase in the overall number of respondents who have knowledge about the main conflicts relevant to education. The highest increase is within UNICEF staff and their partner organizations. These staff have participated in the CSE training sessions conducted by CFCG. The little increase in the number of MoE staff who have knowledge about conflicts relevant to education despite the fact that they have not participated in real CSE training sessions could be due to their participation in the preparing and developing the CSE training materials.

Regarding respondents’ knowledge about the main conflicts effect on aspects of education, the findings illustrated that about 91% of respondents have knowledge about the effects of conflict on the most important aspects of education, which include curriculum development, planning and implementation of programs, teachers’ recruitment and distribution, and teachers training. Most respondents consider political conflict to be the main conflict type affecting education aspects with 80% degree of effect follow by sectarian conflict with 66% and social conflict with 62%. Moreover, the findings show that respondents think the average degree of the three conflict types on the four main educational aspects is about 69%.

Table (4): Knowledge about the Effect of the Main Conflicts on Aspects of Education

<table>
<thead>
<tr>
<th>Findings of the Baseline Study</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who have knowledge</td>
<td>89%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Average of respondents who have knowledge</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average degree of conflict effect on education</td>
<td>68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings of the Final Evaluation</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who have knowledge</td>
<td>100%</td>
<td>84%</td>
<td>100%</td>
</tr>
<tr>
<td>Average of respondents who have knowledge</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average degree of conflict effect on education</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results shown in table 4 above prove that the knowledge and attitude of the overall respondents about the impact of conflict types on aspects of education nearly remained unchanged. Regarding the percentage of staff who have knowledge according to each institution, the data presented in the table above confirm an increase in the percentage of UNICEF staff and their partners and MoE staff at the central level. This change can be attributed to the fact that a number of UNICEF and their partner organizations staff have been trained on CSE by the project. Likewise, a number of MoE staff at the central level have participated in project's activities such as developing CSE training materials, pilot and CSE ToT trainings.

Concerning with respondents’ knowledge about the effect of education aspects on the three main conflict types, the findings establish that 91% of respondents consider that education aspects could have an effect on the three types of conflict. Most of them 71% think education could affect political conflict more than other types while 11% believe it could affect social conflict more and 9% of them think it could affect sectarian conflict more.

The evaluation findings presented in table 5 below also reveal that 95% of the respondents have knowledge about the effect of the main aspects of education on conflict. There increase in the percentage of people who have knowledge compared to the findings of the Baseline Study of this project, which showed that about 90% of the respondents have such knowledge. Concerning the percentage of staff who have knowledge according to institutions, results provided in the table also confirm an increase in the percentage of UNICEF staff and their partners and MoE staff at the central level who have knowledge. Such increase can be attributed to the same factors mentioned earlier in this section. Moreover, due to the increase in respondents' knowledge, their attitudes towards the level of education aspects effect on conflicts also have changed. The evaluation findings show that respondents think the average impact of education aspects on conflict is about 76% while their estimate in the Baseline Study was about 71%.
Table (5): Knowledge about the Effect of Aspects of Education on Conflicts

<table>
<thead>
<tr>
<th>Findings</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings of the Baseline Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who have knowledge</td>
<td>88%</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Average of respondents who have knowledge</td>
<td></td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Average degree of education effect on conflicts</td>
<td></td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Findings of the Final Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who have knowledge</td>
<td>98%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>Average of respondents who have knowledge</td>
<td></td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Average degree of education effect on conflicts</td>
<td></td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, about 96% of the respondents think educational system can be adapted to be more sensitive to conflicts existing in the country. When they were asked to mention the procedures that could make education more conflict sensitive during planning and implementation of programs, curriculum development, recruitment and distribution of teachers, and training and professional development of teachers. The findings of this evaluation indicate that about 71% of the respondents have knowledge about the main procedures required to make the four education aspects more conflict sensitive. This result indicate a significant increase in the number of respondents who have knowledge about procedures that could make education more conflict-sensitive as the finding of the Baseline Study of the project revealed that only 45% of respondents had knowledge about such procedures.

Table (6): Knowledge about Procedures Making Education more Conflict-Sensitive.

<table>
<thead>
<tr>
<th>Findings</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings of the Baseline Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who have knowledge</td>
<td>57%</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>Average of respondents who have knowledge</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Findings of the Final Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who have knowledge</td>
<td>67%</td>
<td>69%</td>
<td>79%</td>
</tr>
<tr>
<td>Average of respondents who have knowledge</td>
<td></td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

With reference to the percentage of staff who have knowledge about procedures that could make education more conflict-sensitive according to institutions. The data presented in table 6 above illustrate that the highest increase is in the percentage of UNICEF staff and their partners with 52%, followed by MoE staff at the governorate level with 32%, while the lowest increase is with MoE staff at the central level with 10%. These variances could be attributed to the differences in their participation within project's activities.
In general, respondents' knowledge about conflict-sensitive education principles after participating in some of the preliminary project's activities with their knowledge before such participation is shown in figure 1 above. The results illustrate an increase in the knowledge of MoE, UNICEF and partner staff about conflict sensitivity principles after participating in some of project's activities. However, the main CSE training sessions intended to build the institutional capacity of education sectoral actors to plan and deliver conflict sensitive education have been cancelled, the impact of the project's interventions is perceived clearly through changes that detected in the percentage of respondents who have increased their knowledge about conflicts sensitive education principles.

### 4.2.2 Application of Conflict Sensitivity Principles

Evaluating the effectiveness of interventions designed to change the behavior of a particular group of people is a longer-term activity that have to take place a long period after conducting the intervention. Through this period, conditions and opportunities should be set up for behavior changes to take place and be observed through the application of what have been acquired during individual's participation in the implementation of the interventions. The data in this section has been gathered from UNICEF staff and their partners at the governorate level just a week after conducting CSE trainings in Al-Hodeidah and Sana’a governorates. Data gathered from MoE staff at the governorate and central level based on their participation in project's activities such as developing CSE training materials, pilot trainings and CSE ToT trainings. In this section, analysis will focus on respondents' application of conflict sensitivity principles in planning and implementation of programs, curriculum development, recruitment and distribution of teachers, and training and professional development of teachers.

Regarding the application of conflict sensitivity principles to the four aspects of education, the findings of the evaluation show that about 30% of the overall respondents apply
conflict sensitivity principles in their work, with an average degree of 81% application. Associating this result with Baseline Study findings which had shown that nearly 27% of respondents apply such principles in their work with an average degree of 85% application. This means that a little increase has occurred in the number of respondents who apply conflict sensitivity principles in their work as a result of their participation in project's activities though the main CSE training activities have not been implemented for MoE staff. On the other hand, the findings show little decrease in the average degree of application than the average degree before participating in project's activities. This decrease could be due to the difficulties the educational institutions face nowadays, which led to the suspension of several educational projects and programs. In addition, application of new measures and techniques within the centralized educational system is not an easy task to be carried out by individuals. Any change within such system needs to be made through a decision form the highest authority approving the change.

Table (7): Application of Conflicts Sensitive Education Principles

<table>
<thead>
<tr>
<th>Findings of the Baseline Study</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who apply conflict sensitivity principles</td>
<td>27%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Average of respondents who apply conflict sensitivity principles</td>
<td></td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Level of application</td>
<td>83%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Average level of application</td>
<td></td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings of the Final Evaluation</th>
<th>MoE at Central level</th>
<th>MoE at Governorate level</th>
<th>UNICEF Staff &amp; their Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who apply conflict sensitivity principles</td>
<td>34%</td>
<td>35%</td>
<td>17%</td>
</tr>
<tr>
<td>Average of respondents who apply conflict sensitivity principles</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Level of application</td>
<td>81%</td>
<td>83%</td>
<td>73%</td>
</tr>
<tr>
<td>Average level of application</td>
<td></td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

With reference to the percentage of staff who apply conflict sensitive education principles according to institutions. The data presented in table 7 above illustrate that there is decrease in the percentage of UNICEF staff who apply such principles. This decrease can be attributed to current situation in the country, which force many of the active local and international organizations to reduce or suspend most of their activities. On the other hand, there is increase in the percentage of MoE staff at the central and governorate level who apply conflict sensitive education. Moreover, the findings show decrease in the level of all target groups application. The highest decrease is with UNICEF staff followed by MoE staff at the governorate level and then MoE staff central level.
4.2.3 Capacity to address culture of violence and manage conflict peacefully

Capacity to address culture of violence and manage conflict peacefully in this evaluation means, having knowledge about conflict management skills and competence to apply these skills effectively to deal with conflicts peacefully and address the culture of violence in the social surroundings. This section will evaluate students, teachers, parents, and community leaders' knowledge and application of conflict management skills after they have participated in project's activities.

Concerning with respondents' knowledge about conflict management skills, the findings of the evaluation show that 77% of the respondents possess knowledge about the essential conflict management skills21. Matching this result with the findings of the Baseline Study, which revealed that 73% of the respondents had such knowledge. This indicate that project's interventions in the targeted communities lead to an increase in the number of people who have knowledge about the essential conflict management skills.

![Figure (2): Knowledge about conflict management skills](image)

Regarding the increase in the knowledge of each targeted group, the findings presented in Figure (2) reveal that the highest increase happened in the percentage of students. Such change in the knowledge of students who are the cornerstone of the teaching learning process and the educational system as a whole is an indicator of the effectiveness of the project's activities, which had targeted them. The second and third increase occurred in the knowledge of community leaders and parents respectively. However, the lower change occurred in the Knowledge of teachers.

21 Knowledge about Conflict Management Skills in this project means: awareness of the main techniques people usually use to deal with conflict such as compromising, collaborating, avoidance, competing and accommodating.
The increase in the target groups' knowledge about conflict management skills does not lead to an increase in the number of respondents who apply conflict management skills in their daily interactions but it impact their level of application. The findings presented in figure (3) reveal that of 89% of the respondents apply one or more conflict management skills in their daily interactions with 72% an average level of application. However, according to the findings of the Baseline Study 90% of the respondents apply such skills with 68% an average level of application.

Figure (3): Application of Conflict Management Skills

Concerning the different target groups, the findings show little increase in the percentage of parents and community leaders who apply conflict management skills, while little decrease in the level of community leaders' application. Moreover, the findings show increase in the level of parents, students, and teachers application of conflict management skills. The increase in the level of their application could be due to their participation in project's activities, which made them gain confidence in their abilities to deal with various conflicts.

In this section, also respondents’ attitude regarding aggression against others has been measured. The findings presented in table 8 clarify that there is a decrease in the respondents' attitude towards accepting aggression against others. According to the baseline study all respondents score was (2.08) of the 4-point measurement scale which indicates that respondents tend to accept aggression against others in specific situations. The final evaluation findings show (1.97) score of the 4-point measurement scale, which indicates that respondents after participating in project's activities tend to accept aggression against others in specific situations less than before participation.
Table (8): Respondents’ Attitude towards Aggression against Others

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
<th>Community leader</th>
<th>All respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of respondent's attitude according to the final evaluation</td>
<td>Male</td>
<td>1.92</td>
<td>1.89</td>
<td>1.96</td>
<td>1.93</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2.06</td>
<td>1.95</td>
<td>2.04</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1.98</strong></td>
<td><strong>1.92</strong></td>
<td><strong>2.00</strong></td>
<td><strong>1.97</strong></td>
</tr>
<tr>
<td>Degree of respondents' attitude according to the baseline study</td>
<td>Male</td>
<td>2.07</td>
<td>2.04</td>
<td>1.96</td>
<td>2.06</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2.07</td>
<td>2.010</td>
<td>2.16</td>
<td>2.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2.07</strong></td>
<td><strong>2.08</strong></td>
<td><strong>2.07</strong></td>
<td><strong>2.18</strong></td>
</tr>
</tbody>
</table>

Concerning group attitudes of aggression against others, although there is decrease in community leaders' acceptance of aggression against others but their level of acceptance remain more than that of teachers, students, and parents. Interestingly, the findings demonstrate that female respondents continue to accept aggression against others more than males.

To conclude this section, the findings discussed earlier demonstrate that project's interventions were effective in equipping more teachers, students, community leaders and parents in targeted communities with knowledge about the essential conflict management skills. Likewise, the project's interventions may contributed in the improvement of the targeted groups' level of application of conflict management skills in their daily interactions but they have failed in increasing the number of people who apply such skills. Regarding respondents' attitude, the findings confirm the existence of a positive change in respondents' attitude towards aggression against others, which could be due to project's interventions. In general, the findings prove that project's interventions have contributed in strengthen the capacity of the targeted group to address culture of violence and manage conflict peacefully.

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22 The formula used to calculate respondents' attitudes divides the total values by the number of items and then divides that result by the number of respondents. A maximum score of 4 indicates a belief that it is acceptable to be aggressive with others in provoking situations. A minimum score of 1 indicates the belief that it is unacceptable to be aggressive with others in provoking situations.
Perception about the effectiveness of puppet shows in promoting awareness to address violence and manage conflict peacefully

Regarding project's interventions effectiveness, 72% of the respondents think that interventions were effective in promoting awareness of violence prevention and peace building, while 3% believe they were ineffective and 25% of the respondents were not able to determine the effectiveness of interventions.

The findings presented in figure (4) reveal that 60% of respondents think the educational floor game was more effective with 88% degree of effective, 52% think the recorded puppet shows were an effective intervention with 83% degree of effective. Less than half of the respondents 49% and 47% respectively stated that the mobile cinema and the manuals of school violence reduction and peace building education were effective with 81% and 88% degree of effective. The findings show less respondents think the manuals of school violence reduction and peacebuilding education were effective. This result is normal because they were directed only to particular groups; teachers, school administrators and parents' council members not to all the targeted groups, but respondents think the manuals were very effective with 88% degree of effective. Moreover, the recorded puppet show they were ranked second in terms of effectiveness.
4.3 Sustainability

Sustainability means the continuity of the benefits gain from conducting the project's activities after the project has been completed. Therefore, this section will concentrate on evaluating respondents' perceptions about factors that would enable or hinder the constant implementation of activities that promote awareness of violence prevention and peaceful conflict management in the targeted areas after the project completed.

4.3.1 Sustainability of project results beyond SFCG or UNICEF support

The findings reveal that 56% of the respondents confirmed the availability of factors in their communities that would enable the relevant persons to continue conducting such activities, while 27% of the respondents declared the absence of such factors and 17% stated they do not know whether such factors are available in their areas or not. It indicates that most of the respondents believe they can conduct activities that promote awareness of conflict prevention and peaceful conflict management in their schools or communities without support from others. The findings also confirm that 62% of the respondents are aware of some teachers, students and community members who had carried out activities or initiatives that promote violence prevention and peacebuilding in their schools or areas after the project has completed. Table 9 shows the main activities or initiatives that have been carried out after the project ended.

<table>
<thead>
<tr>
<th>The activities and initiatives</th>
<th>Percentage of these who are aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducting peace education activities in school radio.</td>
<td>37</td>
</tr>
<tr>
<td>2. Organizing peace activities at the school or community level.</td>
<td>33</td>
</tr>
<tr>
<td>3. Organize competitions that promote peacebuilding and violence prevention.</td>
<td>27</td>
</tr>
<tr>
<td>4. Help students in carrying out school plays that promote awareness of violence prevention and peacebuilding.</td>
<td>22</td>
</tr>
<tr>
<td>5. Conducting more dialogue and viewing sessions that promote awareness of violence prevention and peacebuilding than those carried out during project implementation.</td>
<td>22</td>
</tr>
<tr>
<td>6. Raising community awareness of peace and non-violence through different means such as (Friday prayer sermons / social events and gatherings).</td>
<td>15</td>
</tr>
</tbody>
</table>

Moreover, the findings show that the project has laid out the fundamental elements for the sustainability of project's successful results. It has succeeded in making channels of communication with all stakeholders at the central and governorate level. Many coordination sessions were held with MoE leadership represented by the Education in Emergency Committee (EiEC) and other Sectors’ Deputy Ministers. It also made a positive relationship with various departments within the MoE and education offices at the governorate level. It has adopted a participatory approach in which education professionals were engaged in the developing, refining and piloting of all the CSE training materials. Such comprehensive
A communication approach was vital to plan and develop projects' interventions in a way that meet the needs of beneficiaries as well as to ensure successful implementation. Additionally, it would create opportunities for successful activities to become an integral part of the future work plans and practices of the targeted institutions.

At the community and school level, the project has developed and distributed many materials related to peaceful conflict management and violence prevention, which would remain as sources for conducting more activities and trainings after the project finished. It has produced and distributed the following materials:

- 5000 trainee manuals on peace education and violence reduction.
- 1000 trainer manuals on peace education and violence reduction.
- 2500 teacher toolkit
- 70,000 school information booklet, which includes information about school violence, educational measures alternative to school violence, and how to address school violence.
- 16,800 posters includes alternative means to school violence
- 4,000 copies of the floor game which aims to strengthen the culture of peace among primary school students, enhance the positive values of peace, promote human rights, non-discrimination, and non-violent conflict resolution
- 8 televised puppet shows were developed. Each puppet show addresses an issue related to violence against children.

Moreover, the project has made partnerships with education offices at governorates, local NOGs and communities. The aim of such partnerships was to engage all related parties in issues of violence targeting children whether in school or outside of school. It has employed school-based training modality, thus a number of CFS ToT training sessions were conducting in the targeted governorate in which 86 male and female teachers were trained. The ToT trainers conducted several trainings sessions at school level, which targeted 913 teachers (573 males and 340 females) using CFS developed materials. It can be concluded that the project has adopted effective approach to ensure sustainability of its objectively verifiable results. A study conducted on social service programs confirmed that sustainable programs were those that adopted efficient practices during grant period such as hiring and training staff and developing program materials.

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4.3.2 Factors that enable or hinder sustainability of results

Regarding the factors that may enable or hinder the sustainability of the project results after the project completed. In addition to the factors ensured during project implementation, which discussed in the previous section, the findings of the quantitative data show that 56% of the respondents confirmed the availability of factors within school and community level that would enable relevant parties to continue conducting activities that promote awareness of violence prevention and peacebuilding after project ended. The main factors they have declared are as the following:

− Parents' positive interaction with school.
− Activities of violence reduction and peacebuilding are simple and do not require lot of money and efforts.
− The availability of people in the community who strongly support such activities
− Activities that promote awareness of violence prevention and peacebuilding are consistent with the school / community priorities.

In the same way, the findings of the qualitative data, which gathered through FGDs, participants have observed some obtainable factors that would enable the sustainability of the project's results after it finished. These factors are as the following:

− The availability of the financial and moral support from school administration.
− The availability of the necessary tools and materials for conducting activities.
− The positive change occurred in the behavior of community members due to participation in project's activities.
− The availability of peace committees in school, which constantly conducting conflict prevention and peace building activities in school and community.
− Community members strongly support conducting such activities.
− Teachers' encouragement and support provided to students to carry out activities.

On the other hand, 27% of the respondents believe that after the completion of the project and funding stopped all outcomes achieved during implementation period will not continue. They believe that some obstacles would hinder the continuity of conducting activities that promote awareness of violence prevention and peacebuilding. The main obstacles that were mentioned by respondents of the questionnaires and FGDs participants are as the following:

− Activities of violence prevention and peacebuilding required lot of money and efforts.
− Absence of people in community who strongly support such activities.
− Lack of the necessary materials and funding for conducting activities.
− School and social environment are not conducive for implementation the activities.
− Educational authorities are not interested in implementation of such activities.
In this section, it can be established that the project has succeeded in creating the foundations for projects' results sustainability after it has completed. These foundations can be viewed through setting up school-based training modality with the ToT trainers at all the targeted schools and communities in addition to the development and distribution of the training materials. The availability of such elements would enable the relevant people in the targeted schools and communities to continue carrying out activities and initiatives that promote awareness of violence prevention and peacebuilding autonomously.

4.4 Impact

Impact of a project can be evaluated through estimating the project's effects caused by its interventions whether directly or indirectly, intended or unintended, positive or negative. The discussion in this section will emphasis on presenting the project's effects, which clearly established form the analysis of the quantitative and qualitative data as well as content analysis of the project's documents.

4.4.1 The broader changes of the intervention

The findings reveal that project's interventions have brought about positive results regarding knowledge, attitude and performance of targeted group members. Despite the failure to implement the CSE training for the MoF staff, the project had created a change in the percentage of respondents who have knowledge about conflict sensitivity principles. The findings of the evaluation show that 71% of them have knowledge about conflict sensitivity principles; while the baseline findings show, 59% of them have knowledge before participating in the projects' activities. The change occur within the MoE staff was unintended it happened only due to their participation in the development process of the CSE training materials. This indicates that such participation within project's activities has enhanced indirectly the capacity of participants regarding CSE. The indirect change occurred within the capacity of the individual staff has in turn influenced the percentage of people who apply conflict sensitivity principles in their work. According to the final evaluation findings, 30% of MoE, UNICEF and their partner staff apply such principles, whereas their percentage was 27% according to the baseline findings.

Regarding, individual capacity building, the project brought about positive changes regarding the capacity of teachers and educators, students, parents and community leaders. The findings show improvement in the percentage of respondents who possess knowledge about conflict management skills as it was 73% before participation in project's activities but after participation, it has increased to 77%. Moreover, the findings also show an increase in their average level of application from 68% before participation to 72% after participation. Furthermore, their attitude towards aggression against others has also changed. Prior to their participation in the project's activities the findings proven they tend to accept violence against others more than after participating.
4.4.2 The most significant changes as a result of the project intervention

The most significant change occurring due to project intervention is within the targeted schools and communities. The findings of the two case studies conducted in a sample schools in two of the targeted governorates Ibb and Al-Hodeidah, show that the project has significantly changed the attitude and performance of teachers and school administrators concerning the need to avoid violence in all its forms. Such change positively affects the relationship between teachers and students at school and community. The findings also elucidate cases of teachers used to believe that using violence with students such as corporal punishment is an acceptable tool to discipline and control them. After participating in the project's activities, these teachers become champions for peace in their communities and among their peers. The case studies report show significant changes occurred within classroom, school, and community environments after teachers and educators, students, parents and community leaders participated in project's activities. Some of the changes, which have been highlighted in the report, are as the following:

- Development code of conducts that have been approved by students, teachers, school administrators, and parent councils and became an integral part of the school system. Integration the code of conducts in the school system will draw the attention of all parties concerned with the educational process of the importance of non-violence and encourage them to behave well.
- Establishment of Parent Councils, which agree to hold monthly meetings to discuss school issues and help solve them. Establishment of Parent Councils will strengthen communication between schools and communities, which is vital for the improvement of the educational process.
- Formation of school peace groups, consisting of teachers and students under the supervision of school administration. These school peace groups are regularly carrying out activities that enhance awareness of the importance of peace and violence reduction in school and community.
- Allocating one day of school radio program per week throughout the school year to promote peace and its importance in school and community.
- Establishing a tie between local mosques and schools to increase community awareness of peace and violence reduction. This tie initiated by some school-based teachers who participated in project's activities and are mosque preachers in their local communities through Friday sermons in which they talk about issues of violence against children.

24 School radio program is the program presented each single day at school before students go to their classes.
4.4.3 Lesson learned

Through the evaluation process, several issues have been recognized as lessons to be learnt from the implementation of the project, which can be summarized as the following:

- The project has adopted a participatory approach that engage stakeholders throughout the project's process. This approach enable development of interventions that respond to the needs of educational institutions and individuals at the central and governorate levels. It also lead up to a successful implementation of the activities and ensure their continuity to release project's outcomes. Thus, engaging stakeholders from the beginning and throughout all stages of any project is crucial for project success and sustainability of activities.

- The school-based training modality adopted in the project has been very effective in Teacher-to-teacher knowledge sharing as it has been seen in the case study conducted in Al-Hodeidah governorate in which the teacher has conducted a workshop for school teachers and administration in school sharing with them knowledge she had acquired through her training on CFS training materials. This school-based training is an important technique that would allow teachers and educators to share good experiences and practices.

- The project has given great attention to find out the experiences of other organizations in the field of peace-building and conflict reduction. Thus, contact was made with several local and international organizations, such as Save the Children, Care, Soul, Shawthab Foundation, and Advance Foundation for Development which have experience in conducting similar projects. This interaction helped take advantage of these organizations' successes and failures in the development and implementation of project activities. This prove that any project build its interventions on the previous experiences of others will save time and efforts and develop effective interventions.

- The findings of the evaluation show that many successful activities and initiatives carried out by students and teachers after the project is finished. This proves that they have desire to contribute in development of their communities but they lack awareness and guidance. The project has succeeded in providing them such awareness and guidance so they become effective members in their communities.

- When effective training materials that meet the needs of beneficiaries exist, trainings adopting such materials will success in achieving the desired goals. This is clearly observed with the developed training manuals of peace education and violence reduction, which highly acknowledged by all stockholders as they fill in the gap and meet their needs.

- Games and puppet shows could be effective education means to change children bad behavior and instill in them the good values of the community that promote peace-building and prevent violence.
5 Conclusions and Recommendations

5.1 Conclusions

SFCG in partnership with UNICEF and MoE in Yemen; has implemented a 24-month project called “Reducing violence and promoting social cohesion through Child Friendly Education in Yemen”. It was planned that the project should target 6 governorates Sana'a, Ibb, Taiz, Al-Hodeidah, Lahj, and Abyan. The analysis illustrate that the project's activities were implemented in some districts within 3 governorates; Sana'a, Ibb, and Al-Hodeidah. Such reduction confirm that the project activities covered only 50% of the suggested governorates. This result can be attributed to the ongoing conflict, which make some governorates inaccessible.

The main goal of the project was: Yemeni girls and boys, parents, male and female educators, and the MoE work collaboratively within the Child Friendly Education Programme to promote a culture of peaceful conflict management. Three main outcomes have been determined to release the main goal which were broken down into a number of applicable outputs and activities. The findings show that most of the activities to release the first outcome that focuses on institutional capacity building has been achieved but failure to conduct the CSE trainings for the MoE staff has hindered the attainment of the ultimate goal of all activities of this outcome. Most of the proposed activities for realizing the second outcome, which concentrates on individual capacity building, have been achieved and activities associated with teacher trainings have targeted more teachers than the proposed number. The third outcome related to identifying CFS intervention that could address violence in schools effectively has been released through the achievement of all its proposed activities.

Though the CSE trainings for MoE staff were suspended, the impact of the project's interventions is perceived clearly through changes that detected in the percentage of respondents who have increased their knowledge about conflicts sensitive education principles. The change occur within the MoE staff was unintended it happened only due to their participation in the development process of the CSE training materials. Moreover, it has been seen that there is decrease in the level of conflict sensitive education principles application. staff who apply such principles. This decrease can be attributed to current situation in the country, which led to the suspension many development activities.

The findings of the evaluation also demonstrate that project's interventions were effective in equipping teachers, students, community leaders and parents in targeted communities with knowledge about the essential conflict management skills. Likewise, the project's interventions may contributed in the improvement of the targeted groups' level of application of conflict management skills in their daily interactions but they have failed in increasing the number of people who apply such skills. Regarding respondents' attitude, the findings confirm the existence of a positive change in respondents' attitude towards aggression against others, which could be due to project's interventions. The findings show significant changes occurred within classroom, school, and community environments after teachers and educators, students, parents and community leaders participated in project's activities.
Regarding sustainability of projects results after the projected ended, it can be established that the project has succeeded in creating the foundations for such sustainability through setting up school-based training modality, conducting ToT trainers at all the targeted schools and communities, and the development and distribution of the developed training materials. The availability of such elements in the targeted schools and communities would enable relevant people to continue carrying out activities and initiatives that promote awareness of violence prevention and peacebuilding autonomously.

In general, it has been found that the project was effective in achieving most of the proposed activities especially these associated with individual capacity building to address culture of violence and manage conflict peacefully. Activities related to institutional capacity building on conflict sensitivity were partly achieved, as activities related to development of CSE training materials have been fully implemented, while only three trainings sessions were conducted for UNICEF, and UNICEF local partner organizations staff and the other training sessions for MoE staff at the central and governorate level have not been implemented. Most targeted individuals believe that educational floor game and the recorded puppet shows developed by the project were successful means within the outreach campaign that aim to raise awareness on peaceful conflict management and violence prevention. The project impact was clearly observed through the change occurred within the MoE, UNICEF, and UNICEF local partner organizations staff (KAP) regarding conflict sensitivity principles and with the capacity of teachers, students, educators, community leaders and parents to address culture of violence and manage conflict peacefully. It has been reported the availability of factors that would facilitate sustainability of project's results in most of the targeted schools and communities.

5.2 Recommendations

The following recommendations are built the findings of the final evaluation of the "Reducing Violence and Promoting Social Cohesion through Child Friendly Education in Yemen" project.

− It is clear from the results that there are activities and initiatives undertaken by teachers, students, and community members that promote awareness of peace-building and conflict reduction, which has been recognized by stakeholders. Such activities and initiatives are of most importance for changing social beliefs and practices that accept violence against children. Thus, it is important that their efforts should be encouraged and supported by all concerned parties. Such encouragement and support will strengthen their capacity to be agents for the promotion of peace culture and violence reduction.

− Great efforts should be made at rebuilding trust between MoE Authorities and UNICEF and SFCG regarding implement trainings for MoE staff on CSE which has been suspended. A joint specialists committee formed by the three institutions can be appointed to review the content of the CSF training manual, which is the axis of MoE Leadership Authorities complaint. In accordance with the educational policies in the country and the main objectives of the project, they have to approval the content that they believe appropriate,
modify the content they think need modification and delete the content that they consider inappropriate.

- The school-based training modality adopted in the program has been very effective in Teacher-to-teacher knowledge sharing. MoE and UNICEF can adopt this training modality in other in-service teacher training programs. It will create a collaborative learning environment in schools, which allow teachers and educators to share their good experiences and practices. Through such environment, opportunities would be provided for teachers to develop their pedagogical capacities especially in remote areas where teachers usually deprive access to in-service training.

- School-based training modality used within the project emphases on teacher training, but it did not pay more attention to child-to-child learning. Therefore, it is recommended to include within school-based training modality a suitable and effective mechanism that make students learn from each other.

- Most participants have acknowledged the usefulness of the developed CFS training and community outreach materials. This usefulness has been reflected through the significantly changed occurred within their knowledge, attitude and behavior regarding violence reduction and peaceful conflict management. Therefore, the project should be expanded to cover more CFS schools in other accessible governorates in Yemen.

- The findings reveal that the educational floor game was an effective tool for spreading the culture of peace among primary school students and strengthening their awareness of human rights, non-discrimination, and non-violent conflict resolution. Therefore, more education games should be developed which reflect various concepts of peace-building and violence reduction.

- It has been observed that the suspension of the CSE trainings for the MoE staff was due to involvements of Training and Qualification Sector staff in the last phase of the project implementation, which led to the suspension of the CSE trainings. What has happened could be due to the focus on coordination with (EiEC) more than specialized sectors, which might be considered by the Training and Qualification Sector staff as an intentional disregard for them. Thus, they tend to obstruct implementation of the CSE training. It is highly recommended that in any future project a memorandum of understanding should be sign up with the institution defining the people who will be dealing with and their duties and commitments.
Annex 1

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