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General Education in Yemen

Reality and Development Prospects

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Introduction

Education is widely recognized as a fundamental pillar for the progress and development of societies and nations. In recent decades, no single country has ever achieved significant progress without quality education and its outcomes. By harnessing high tech and knowledge, education can help improve and develop the national economic growth in the production, and services sectors and upgrade the economic system in general. In addition, it bolsters the state's capacity, which primarily relies on substantial investments in human capital

Moreover, education elevates the living standards of individuals socially, economically, and culturally, leading to increased productivity and creativity. Hence, human capital formation and investment in education, knowledge, and innovative skills cannot be overemphasized. While many developing countries have made rapid progress across various domains, including education, the unfortunate reality is that education in Yemen has suffered adverse effects due to internal and external shocks, along with the exceptional circumstances the country has endured in recent years.

These circumstances have had a detrimental impact on overall development, human development, and economic growth, resulting in significant losses for the national economy and society. Yemen is still classified as one of the least developed countries with low human development indicators. The exceptional circumstances experienced by Yemen have amplified the challenges and difficulties faced by the education sector, particularly the suspension of salaries, which caused many to seek alternative means of income, in addition to the widespread damage sustained by educational facilities. Consequently, the entire educational process has been affected, leading to increased out-of-school, dropout rates, and children's education deprivation, thereby risking their future.

The crisis of war/conflict compounded by the Covid-19 pandemic has further exacerbated pre-existing educational disparities by diminishing opportunities for many vulnerable children to continue their education, especially those residing in rural areas, displaced communities, and hard-to-reach areas of Yemen. This situation intensifies the risk of depriving numerous children of their right to education not only in the present generation but also in generations to come, reversing the modicum progress achieved over previous periods, particularly girls' education.

As a result of these consequences, more than 8.6 million school-age boys and girls now require educational assistance, whether within or outside the formal schooling system. Additionally, about 2.7 million school-age children are out of school, while nearly 1.5 million displaced children had their education abruptly disrupted due to multiple displacements.¹


This issue of the YSEU bulletin sheds light on the importance of primary and secondary education in socioeconomic development. It also examines the status quo of education in Yemen, and the extent to which the war, conflict, and Covid-19 have impacted Yemen's educational indicators. Factors that have affected the quality and benchmarks of education vis-a-vis international and regional standards were also analyzed. Moreover, the issue will delve into the major internal and external challenges confronting education in Yemen. Subsequently, it reviews key local and international actions to support the education sector from 2016 to 2022.

In conclusion, it furnishes a set of recommendations and proposed actions to ameliorate the education sector in Yemen.


¹ OCHA, Yemen Humanitarian Needs Overview, December, 2022.

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General



94.7%

of 10 year-olds are unable to read and understand (Poverty learning index in Yemen)

8.6+ million

Total boys and girls at school age need education-related assistance, whether inside or outside schools

Around 2.7 million

Total boys and girls at school age are out of school

43%

of the population in Yemen are able to read compared to an average of about **72%** for the Arab region and about **86%** global average.

9.8%

Illiteracy rate among youth aged (15 - 24 years) in 2020, compared to about **14.8%** in 2010

Attendance and Dropout



0.5%

Percentage of children age **36- 59 months** who are currently attending early childhood education

74.7%

Net attendance rate (adjusted)**among children of basic school (age **6- 14**)

33.9%

Net attendance rate (adjusted)*** among children of secondary school (age **15- 17**)

16%

Dropout rate in basic education in 2020, with an estimated **11.5%** for males and **22.1%** for females

SDG 4 (Quality Education)



53% & 37%

the completion rate (SDG 4.1.2) in basic education and secondary education; respectively

25.1%

the participation rate (SDG 4.2.2) in organized learning (one year before the official primary entry age)

Volume of Assistance



\$50.7 million

The actual funds provided to meet humanitarian educational needs during 2023 equivalent to **18.2%** of total humanitarian needs in the education sector, or **3.2%** of the total actual funding under the YHRP until November 2023

5.6%

Average support provided to the education sector out of total official development assistance for the period (2010 -2021); This is equivalent to **\$88.1 million** as an annual average for the same period

Damage Due to the War



2,783

Total number of schools affected by war, **10.8%** were completely damaged, **48.6%** partially damaged, while about **13.2%** were affected by torrential rains and floods

65%

percentage of male and female teachers affected by war and suspension of salaries and benefits in Yemen; **80%** of whom are males and **20%** are females

* All facts and indicators are referenced in the text to by source throughout this bulletin.

** Percentage of children of basic school age (as of the beginning of the school year) who are attending primary, lower or upper secondary school. **Source:** Central Statistical Organization and United Nations Children's Fund, 2023, Yemen Multiple Indicator Cluster Survey 2022-2023 (Statistical Snapshot).

*** Percentage of children of upper secondary school age (as of the beginning of the school year) who are attending upper secondary school or higher. **Source:** Central Statistical Organization and United Nations Children's Fund, 2023, Yemen Multiple Indicator Cluster Survey 2022-2023 (Statistical Snapshot).



I: The Role and Importance of Education

Education is the best approach for capacity building and shaping the behavior of individuals, helping them achieve their goals, and promoting their innovative skills. The benefits of education are not only limited to the individual but also the society as a whole.

Education has long been critical to human well-being, and is even more so at times of rapid economic and social changes. The best way to prepare children and youth for the future is to place their education at the center of government and community priorities.²

The role of education in human capital formation

The phrase "Role of education in human capital formation" refers to the information, expertise, potential, and skills that human possesses, which help them to progress personally and socially. The growth in this human capital is shaped and nurtured in large part through education, which is the cornerstone for human development"³.

The role of education in human capital formation can be summarized as follows ⁴:

1. An educated society facilitates development program better than an illiterate one.
2. Education improves productivity, prosperity, and standards of living.
3. It promotes the practical and scientific skills of individuals and contributes to the development and progress of societies.
4. Education increases income and other cultural richness of human capital.

These four policy actions can lead to a coherent education system with well-aligned components for practical learning. (Fig 1). Coherence and alignment toward learning are key factors for community investments in education to yield significant returns for individuals and communities, both financially and non-financially, and this may call for more investments in education. Investing in human capital leads to long-term benefits, including a shift in the perception towards work, increased creativity, improved productivity, higher revenues, in addition to enhanced services and products, and stronger relationships between customers and suppliers⁵. Furthermore, investing in human capital through education contributes to economic growth, as individuals acquire new skills, knowledge, and expertise⁶. Education contributes to the accumulation of human capital, and economic growth theories indicate that quality education increases the long-term economic growth rate. Technological progress, however, accelerates due to better educated workforce, which is therefore considered one of the sources of sustainable growth, leading improved and higher economic growth rate for the state. This impact can be seen in areas with a high

Fig (1): Human capital formation: coherence and alignment toward learning



Source: World Development Report 2018, LEARNING to Realize Education's Promise. The World Bank.
<https://www.worldbank.org/en/publication/wdr2018>

² World Development Report 2018, LEARNING to Realize Education's Promise. The World Bank.

³ Sgpacalculator, 17/Aug/2023, What is the role of education in human capital formation. <https://sgpacalculator.in/role-of-education-in-human-capital-formation/>

⁴ What is the role of education in human capital formation? <https://www.toppr.com/ask/question/what-is-the-role-of-education-in-human-capital-formation/>

⁵ Investing in education and its impact on human capital development, Faculty of Economic Sciences, Commercial Sciences and Management Sciences, Lounisi University, October 2017 - Blida - Algeria, Algeria asa case study. <https://www.bsu.edu.eg/Backend/Uploads/PDF/Conference/>

⁶ Adrar University The role of education in economic growth- Algeria - Hussein Bin Al-Aria – Algeria as a case study. <https://search.emarefa.net/ar/detail/BIM-293355->

proportion of qualified labor, which is able to direct its scientific knowledge and experiences towards tangible actions that spur economic and social development, compared to areas with low educated labor⁷.

The role of education in socio-economic development

Education is one of the fundamental elements that contribute to higher growth and development of economies. Through technology, knowledge and skills, education helps improving the economy, updating the economic system, and enhancing the country's economic capacity. Robust investment in human capital is essential for economic prosperity, better living for individuals and better productivity, creativity, and leadership skills. Education also plays a crucial role in improving income distribution, reducing poverty, and achieving equality among individuals. Moreover, it has a positive impact on the health and nutrition of individuals. No nation can make significant leaps without qualitative and quantitative education and knowledge building.

The gap in human development indicators in developing and least developed countries vs. industrialized nations are in favor of the latter, which confirms the relationship between HR development and living standards. This gap emphasizes the importance of education in human resource development and in improving the standards of living.

Theoretical and experimental studies demonstrate the important role that knowledge plays in spurring economic growth. Economic and social development is one fruit of investment in education, accumulation of human resources, and economic growth in particular. Education is equally important for increasing growth rates in developed and developing countries alike. The success and credibility of the system has much to do with the extent to which it can generate skilled labor that can respond to economic needs at various levels and specialties. Education system- including sound policies - can also positively impact the conventional economic system through financial resources it avails, thereby enhancing all-system efficiency⁸.

Education is a key driver of socioeconomic development in many countries. It helps:

1. Improving individual knowledge and culture, and equip them with the skills needed to keep up with scientific and technological developments.
2. Qualifying and training young people on professional and life skills necessary for the development of various economic sectors and job opportunities.
3. Promoting social justice, reducing poverty and unemployment, and promoting standard of living for all societies.
4. Strengthening the state's competitiveness in the global markets by providing qualified workforce and sophisticated technology.
5. Promoting democracy, developing government and societal capacity to run public affairs, and realizing sustainable development.⁹

Table (1): Potential benefits of education for the individual, the company and the state

Benefits	Private	Entrepreneurial	Public
Economic	Higher wages, pension Better job opportunities Higher savings Personal and professional mobility Career prospects	Profit maximization Labour productivity growth Improving the quality of management, marketing The increase of competitiveness of production Using the cheap highly skilled workforce	Growth of social productivity of labor Growth of the country's competitiveness The growth of scientific and technical potential Expansion of export opportunities Reduction of transfer payments The increase in tax revenues The increase in aggregate demand and supply Accelerated development of new innovation technologies
Social	Improving the quality of life Improving working conditions Satisfaction with work A healthier lifestyle Implementation of creative abilities	Formation of a favorable social and psychological climate Favorable conditions for refresher training Quick adaptation to the environment, to the needs of the information economy	The formation of the foundations of civil society Improving the health of the nation Formation of the middle class Reducing the criminalization of society The development of democratic values, attitudes and cultural norms

Source: IRMM, 2016, (International Review of Management and Marketing), The Role of Education in Economic and Social Development of the Country. <https://portfolio.vvsu.ru/files/PEC4441F-F4FA-4167-8518-769F42108936.pdf>

⁷ The role of education in enhancing the elements of economic development - Journal of Humanities and Natural Sciences - 1/7/2022.

⁸ Hussein bin Al-Aria, lecturer, Adrar University, Algeria. The role of education in economic growth, Algeria as case study. <https://search.emarefa.net/ar/detail/BIM-293355->

⁹ Ejaba, April 2023. <https://www.ejaba.com/question/>

Learning to earning

The transition from school-to-work, from learning to earning, involves serious challenges to the future of young people. The specific barriers that forcibly displaced youth face fall into three main, albeit mutually reinforcing, categories:

1. barriers related to developing relevant skills for work, comprising foundational, transferable, job-specific, entrepreneurship, and digital skills
2. barriers related to connecting with the labor markets.
3. barriers related to availability of decent jobs and livelihoods¹⁰.

To support education, employment, entrepreneurship and civil engagement, young people need to possess a set of interrelated skills including foundational, transferrable, entrepreneurial, job-specific and digital skills (Fig 2).

Foundational skills, namely literacy and numeracy.

Digital skills and knowledge support the development of digitally literate children and adolescents who can use and understand technology, search for and manage information, communicate, collaborate, create and share content, build knowledge, and solve problems.

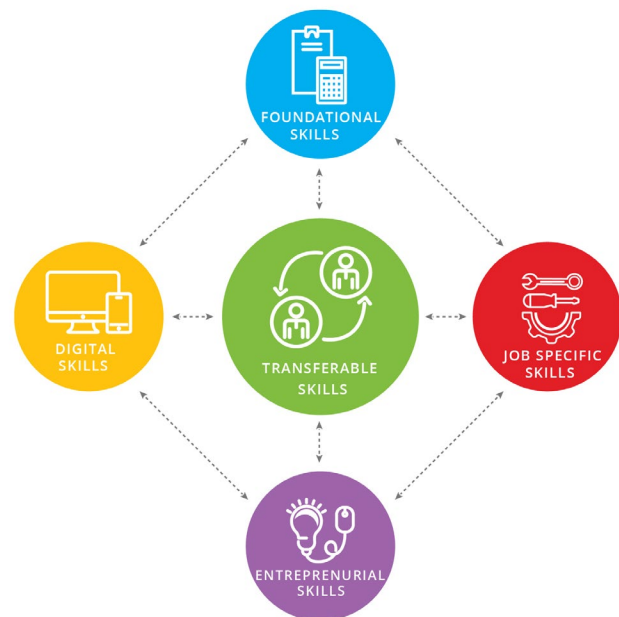
Transferable skills, also known as life skills, 21st-century skills, soft skills, or socio-emotional skills such as problem-solving, negotiation, managing emotions, empathy, and communication are the central glue that connects all skills and allows young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, social, and economic challenges.

Entrepreneurial skills, such as time management, goal setting, and financial literacy are closely interrelated with other types of skills and support business and social entrepreneurship.

Job-specific skills, also known as technical and vocational skills, are associated with one or more occupations, such as carpentry, accounting, or engineering, and support the transition of older adolescents into the workforce.

To promote these skills, efficient education systems should be in place to generate highly skilled outcomes that better respond to labor market needs. However, education systems and training systems across the Arab region, including Yemen, further exacerbate inequality issues. Approximately one-fifth of school students tend to drop out of school before completing their preparatory education, while over one-third of young individuals tend to drop out of general education before completing the secondary cycle. To ensure continuous learning and readiness for life and work, it is crucial to establish open and flexible education systems that promote multiple learning pathways that are sensitive to all social groups¹¹.

Figure (2): UNICEF skills TYPOLOGY



Source: UNICEF, Unlocking the Power of Digital Technologies to Support 'Learning to Earning' for Displaced Youth, UNICEF, New York, 2021. P7.
https://www.unicef.org/fileadmin/media/Infos_und_Medien/Info-Material/Kinder_und_Krieg/UNICEF-Learning_to_earning_for_displaced_youth.pdf

¹⁰ UNICEF, LEARNING TO EARNING, UNLOCKING THE POWER OF DIGITAL TECHNOLOGIES TO SUPPORT. EXECUTIVE SUMMARY.
<https://www.unicef.org/media/105701/file/%20Learning%20to%20earning%20%E2%80%99%20for%20displaced%20youth.pdf>

¹¹ UNICEF Regional High-Level Meeting on Youth Learning, Skills and Transitions to Decent Work, May 2022.
<https://www.unicef.org/mena/regional-hl-meeting-young-people>



II: The Reality of General Education in Yemen

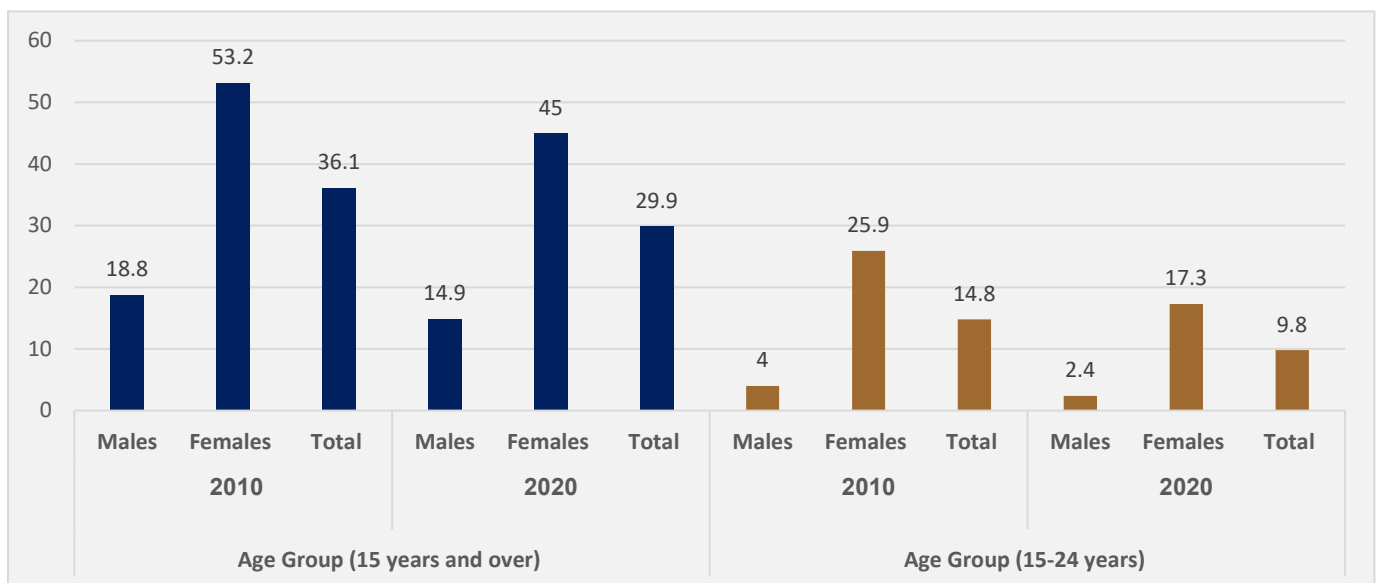
This section provides an analysis of the current state of child education in Yemen with primary focus on education indicators among the age group 3-17 years, including pre-school education, basic education, and secondary education as applied by the Ministry of Education, as well as indicators of vocational education for the age group under 17 years according to the Ministry of Technical and Vocational Education.

Evolution of illiteracy Indicators

Figure 3 shows that illiteracy rate among young people in Yemen aged 15-24 fell from 14.8% in 2010 to 9.8% in 2020. In 2020, this rate fell among females within the same age group from 25.9% in 2010 to 17.3%, and from 4% to 2.4% for males during the same period. The overall illiteracy rate among adults aged 15 and above in Yemen was estimated at approximately 29.9% in 2020, which is three times higher than the rate among the 15-24 age group for the same year.

Furthermore, there is a significant disparity in the illiteracy rate between females and males. Among females aged 15 and above, the rate was approximately 45% in 2020, which is more than three times higher compared to males. For the 15-24 age group, the rate among females was more than seven times higher compared to males. Therefore, it is crucial to address this issue and focus on eradicating illiteracy in Yemen to ensure all children and young individuals have the necessary life skills.

Figure (3): Illiteracy rates in Yemen in 2010 and 2020; (%)



Source: Arab Monetary Fund, 2022, The Joint Arab Economic Report.

As a comparison; the average illiteracy rate for Arab countries among youth aged (15-24 years) was about 13.7% for males in 2020 and 15.9% among females. Among adult females (15 years and older), it is estimated at around 31.8% of the total female population in Arab countries.¹²

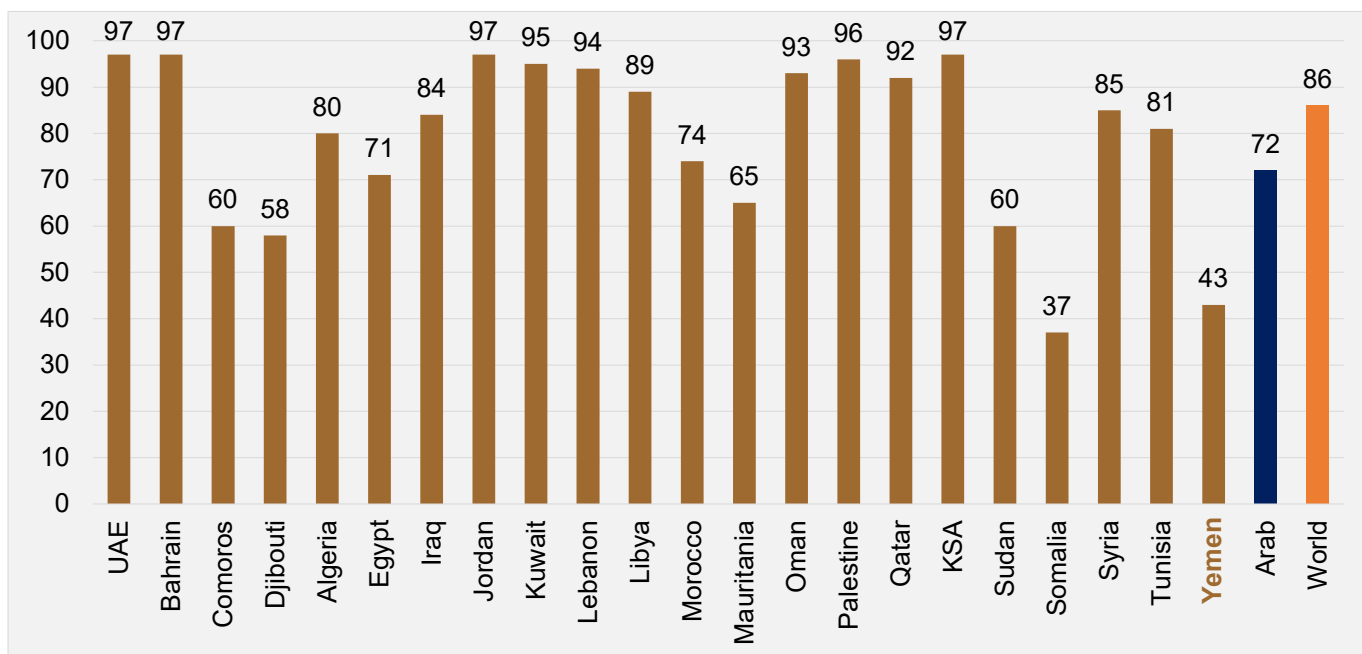
Literacy Proficiency Rate

Reading and writing are the minimum basic skills needed to continue education cycles. In 2020, the percentage of Yemen's population who can read was about 43% of the total population. Yemen, along with Somalia, has one of the lowest literacy rates among Arab countries, with an average literacy rate of about 72% in the Arab region and 86% globally. The high illiteracy rate among Yemeni females, particularly in rural areas, is a primary factor contributing to these low literacy rates. In rural areas, only 25% of female

¹² AMF, 2022, The Joint Arab Economic Report, P 54-55.

students complete preparatory school compared to 50% of male students¹³. Figure (4) shows the literacy Rate in Arab states, according to data from the latest available year for each state.

Figure (4): Literacy Rate in Arab Region; (%)



Source: 9th Alexo Observatory Statistical Bulletin, illiteracy in Arabic Region: the current situation future estimates by 2030, March 2023.

From Table (2), it is evidenced that:

- Educational status (read and write) by age group: The highest percentage is recorded among the age group 15-19 years, at 13.54%, compared to 13.15% for the age group 10-14 years.
- Educational status (read and write) by urban-rural status: The highest percentage is reported in rural areas among the age group 10-14 years, at 16.28%, compared to 15.13% for the age group 15-19 years.
- Educational status (read and write) by gender: Females in rural areas in the age group 10-14 years and the age group 15-19 years recorded the highest percentage, at 32.38% and 23.33%; respectively.

Table (2): Percentile distribution of children by age group and gender in urban and rural Yemen (Literacy proficiency rate); (%)

Age Group & Urban-Rural Status		Read and Write		
		Total	Female	Male
10-14	Total	13.15	24.93	6.77
	Urban	4.74	6.32	3.81
	Rural	16.28	32.38	7.83
15-19	Total	13.54	20.16	9.95
	Urban	9.25	12.24	7.49
	Rural	15.13	23.33	10.82

Source: UNICEF, 2018, Central Statistical Organization, Main Report on the Results of HBS Yemen 2014.

¹³ Arab Campaign for Education for All - ACEA, Trends in the future of education in the Arab region report- building the future 2020-2050.

Pre-school education indicators for the age group 3-5 years

Pre-school education is a crucial stage preceding formal schooling. It holds great importance as it helps children unleash their potentials and talents, while also honing their social and interactive skills with their surroundings. This, in turn, enhances the efficiency and quality of basic education.

Although the General Education Law of 1992 recognizes basic education as the starting point of the educational journey and considers nursery and kindergarten as pre-basic education. In this cycle, children aged 3 and over can be accepted with the objective to get acquainted with the process, prepare for the next stages, learn the good and positive behaviors and traits and develop healthily and socially and to accept others (Article 17). Attendance during this stage is not mandatory for children to progress to the next level. Instead, enrollment remains optional.

Data from the **Multiple Indicator Cluster Survey (MICS) 2022-2023** indicate that percentage of children age 36-59 months who are currently attending Early Childhood Education (ECE) is 0.5%.¹⁴

These results indicate that enrollment indicators in this type of education are relatively low compared to the number of children in this age group.¹⁵ There is still limited social demand for early education services, and the presence of kindergartens is primarily concentrated in urban areas, while they are absent in rural areas due to several reasons, including:

1. Lack of dedicated kindergarten buildings
2. Shortage in nannies
3. Limited parental awareness of the importance of early childhood education

Unlike other countries in the world, Yemen lacks a comprehensive kindergarten policy, and the presence of kindergartens is primarily limited to private schools since 2005. The absence of kindergartens in government schools poses a significant challenge.¹⁶

Basic education indicators for the age group 6-14 years

Basic education stage is the essence of the educational system, and it represents a critical period in the child's life. It has received significant attention in global educational discourse, with discussions and research taking place in international, regional, and local conferences and meetings. The vision for basic education has evolved from being a reform movement in developing countries to an inclusive approach that addresses the learning needs of all individuals, including preschool education, primary education, and adult learning.

Primary education, meanwhile, holds great importance in a child's academic life as it marks the beginning of formal education. It involves teaching foundational skills such as reading, writing, and arithmetic, while also fostering basic knowledge in subjects like science, social studies, and arts...etc.^{15F}¹⁷

Figure 5 shows that net16F¹⁸ enrollment rates in basic education reached 80.4% in 2010, further to 84.2% in 2020. Meanwhile, the number of students in basic education jumped from 90.5% in 2010 to 93.6% in 2020. It is noticed that enrollment rates in basic education have availed males and females with equal opportunities. The total enrolment rate for males reached 99.5% in 2010 which decreased to 98.6% in 2020, while for females the rate jumped from 81.2% to 87.1% for the same years; respectively. In 2010 and 2020, net enrolment rates among male students reached 88% and 88.2%, respectively. Likewise, the rate for females increased from 72.6% in 2010 to 77.7% in 2020.

¹⁴ YEMEN MULTI-INDICATOR CLUSTER SURVEY (MICS) 2022-2023. STATISTICAL SNAPSHOT. UNICEF, October 2023.

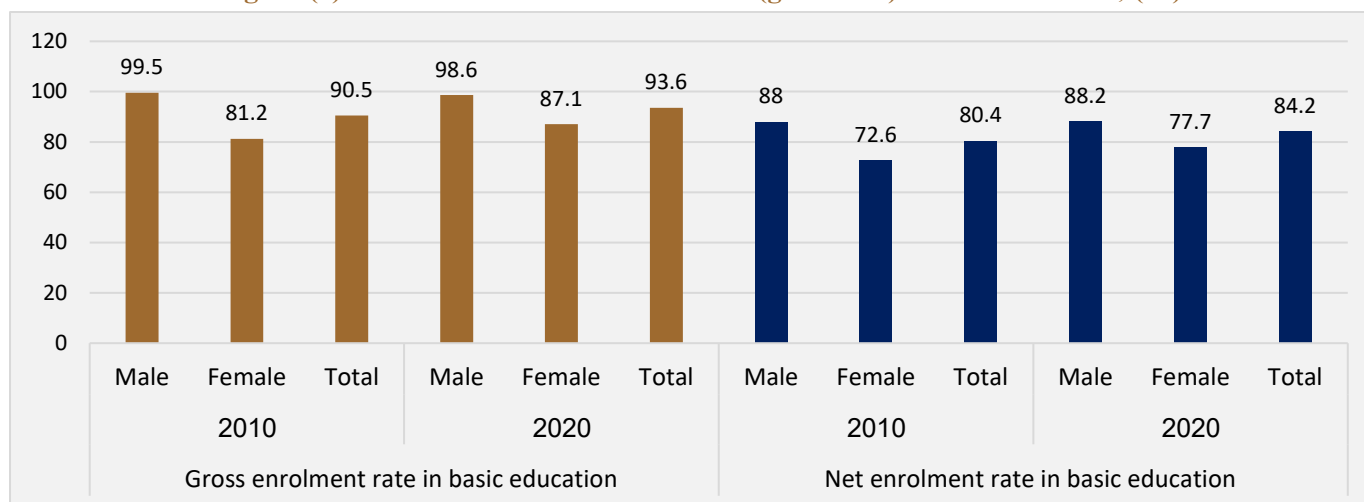
¹⁵ Transitional Education plan 2019/2020- 2021/2022. Yemen 2019.

¹⁶ World bank, The National Integrated Vision for Education System and Training: Diagnosing the current Situation of General and Pre-School Education, 2014.

¹⁷ 21 K School - World Class Education For Your World, Latest News, Tips, Guides about Education,9,Dec, 2023: <https://www.21kschool.com/blog>

¹⁸ Net enrolment rate: enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population. Gross enrolment rate: total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year. Source: unesco, SD glossary, December 27, 2023. <https://www.unescwa.org/ar/sd-glossary?combine=%D8%A7%D9%84%D8%A7%D9%84%D8%AA%D8%AD%D8%A7%D9%82&domain=All>

Figure (5): Basic education enrolment rate (gross- net) in 2010 and 2020; (%)



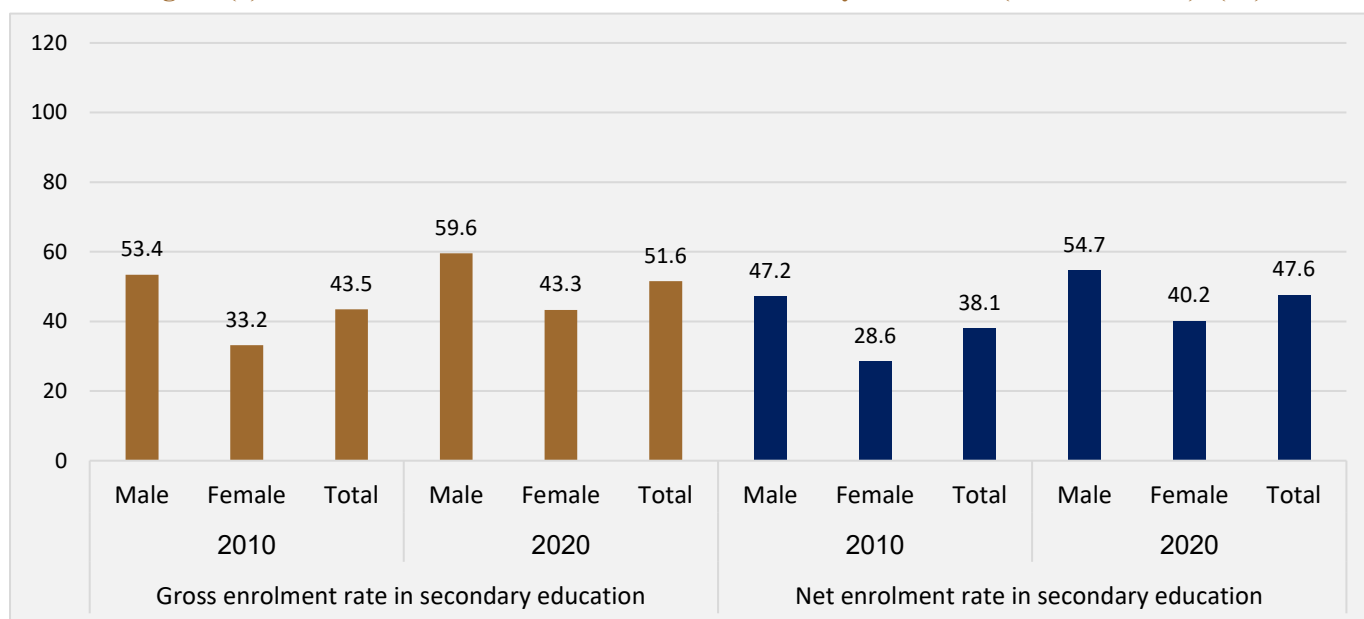
Source: Arab Monetary Fund, 2022, The Joint Arab Economic Report.

According to the **MICS 2022-2023**, school attendance among children of basic school age (net attendance rate; adjusted) is 74.7%.¹⁹

Indicators of secondary education for the age group 15-17 years

Figure 6 shows an increase in net enrollment rates from 38.1% in 2010 to 47.6% in 2020. Gross enrollment rates have also increased from 43.5% in 2010 to 51.6% in 2020.

Figure (6): Gross and Net Enrollment Rates in Secondary Education (2010 and 2020); (%)



Source: AMF, 2022, The Joint Arab Economic Report.

Fig 6 shows that male gross enrollment in secondary education reached around 53.4% in 2010 and rose to 59.6% in 2020. Similarly, for females, it increased from 33.2% to 43.3%. The net enrollment rates among males increased from 47.2% to 54.7%, compared to 28.6% and 40.2% for females during the same period.

According to the **MICS 2022-2023**, school attendance among children of secondary school age (net attendance rate; adjusted) is 33.9%.²⁰

¹⁹ Central Statistical Organization (CSO) and United Nations Children's Fund, 2023, Yemen Multiple Indicator Cluster Survey 2022-2023.

²⁰ Ibid.

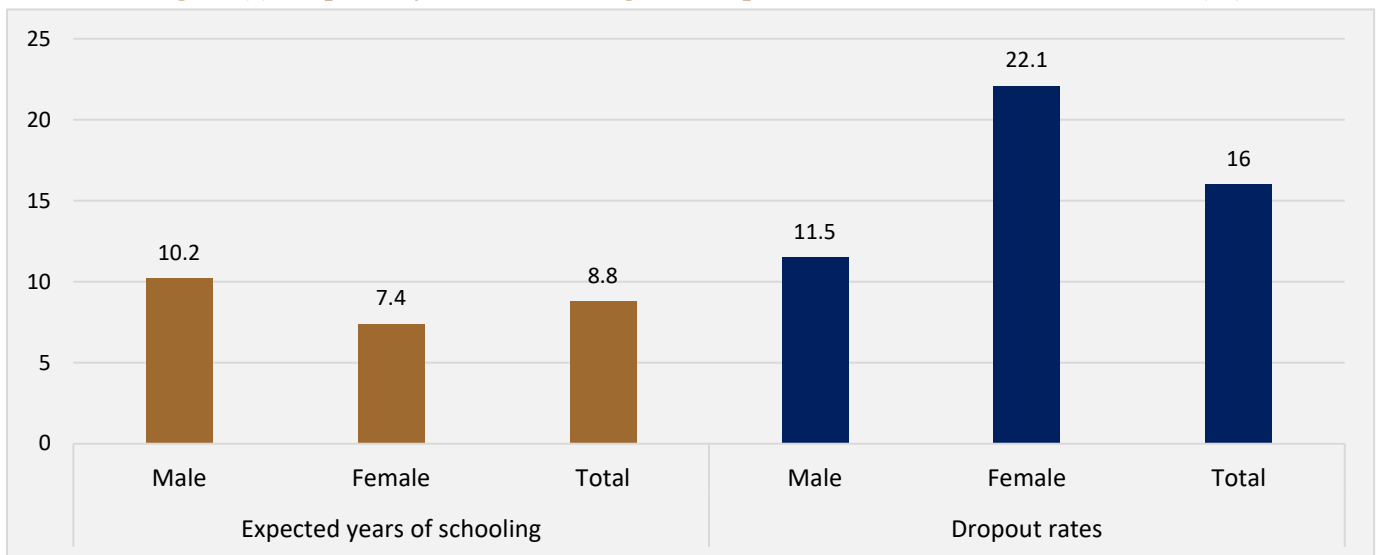
It is noteworthy that this decline in net attendance rates in basic and secondary education calls for further efforts not only to bring the situation back 2020 levels- according to the available data in Figures 5 and 6 - but even to higher levels, thereby contribute to achieving the sustainable development goals, especially SDG 4 (quality education).

Indicators of Dropout Rate and Out-of-School Children

The Yemen Humanitarian Needs Overview 2023 shows that approx. 2.7 million boys and girls in school age are out of school, and a significant portion of displaced children estimated at 1.5 million children had their education disrupted due to multiple displacements.²¹

Figure (7) shows that dropout rates in basic education in 2020 were estimated at approximately 16% nationwide, with males accounting for about 11.5% and females approximately twice as high at around 22.1%. The surge in dropout rates can be attributed to unaffordable costs of education, the need for children to contribute to family income, especially in rural areas, and the lack of conducive public schools in general. Dropout rates are a significant driver of unemployment, because of deprivation of study. Furthermore, high dropout rates negatively impact the expected years of schooling for children. The higher the dropout rate, the lower the expected years of schooling. This explains why the index of expected years of schooling is lower for females (7.4 years) compared to males (10.2 years).

Figure (7): Expected years of schooling and dropout rate in basic education in 2020:(%)



Source: AMF,2022, The Joint Arab Economic Report.

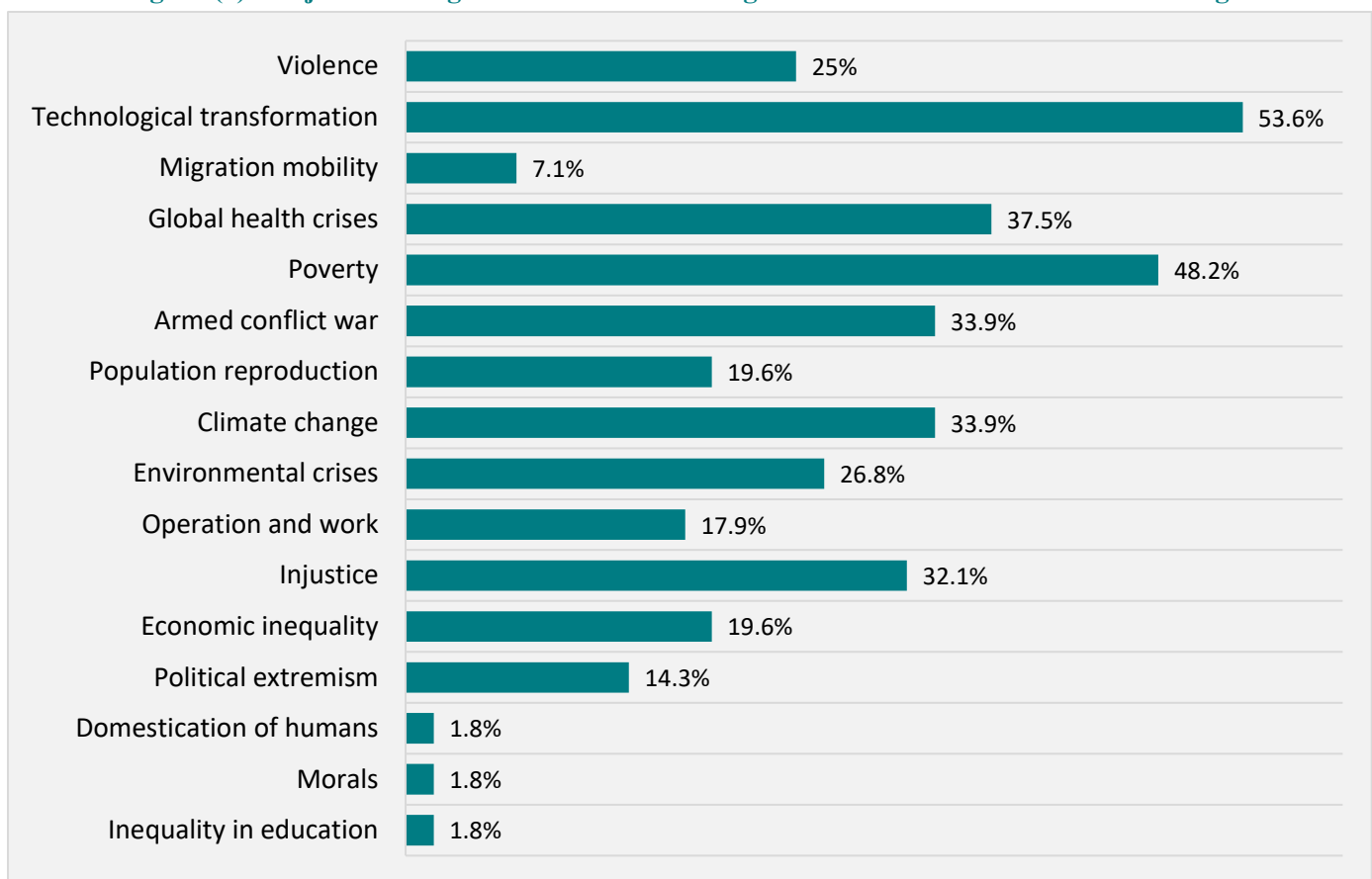
²¹ Yemen Humanitarian Needs Overview, 2023. p. 52.



III: Challenges Facing General Education in Yemen and Impact of the War/Conflict and Covid-19

Like Arab countries affected by conflicts, Yemen is grappling with serious challenges that further compromise the quality and level of learning and teaching dynamics, with sophisticated technology and digital transformation remaining the most critical challenges. The vast majority of Arab countries still follow outdated education systems focusing on rote-learning and repetition, rather than innovation and critical thinking. This means less skills to understand, analyze and apply knowledge. Yemen also suffers the lack of trained and qualified teachers and insufficient funding allocated for the education sector, which hinders developing of tools and programs and updating curricula. Figure 8 shows major challenges and obstacles affecting the level and quality of education in the Arab region.

Figure (8): Major Challenges and Obstacles Facing the Education Sector in the Arab Region



Source: Arab Campaign for Education for All - ACEA, Trends in the future of education in the Arab region report- building the future 2020-2050

Generally speaking, Yemen's educational challenges can be classified into two categories external and internal as follows:

External challenges

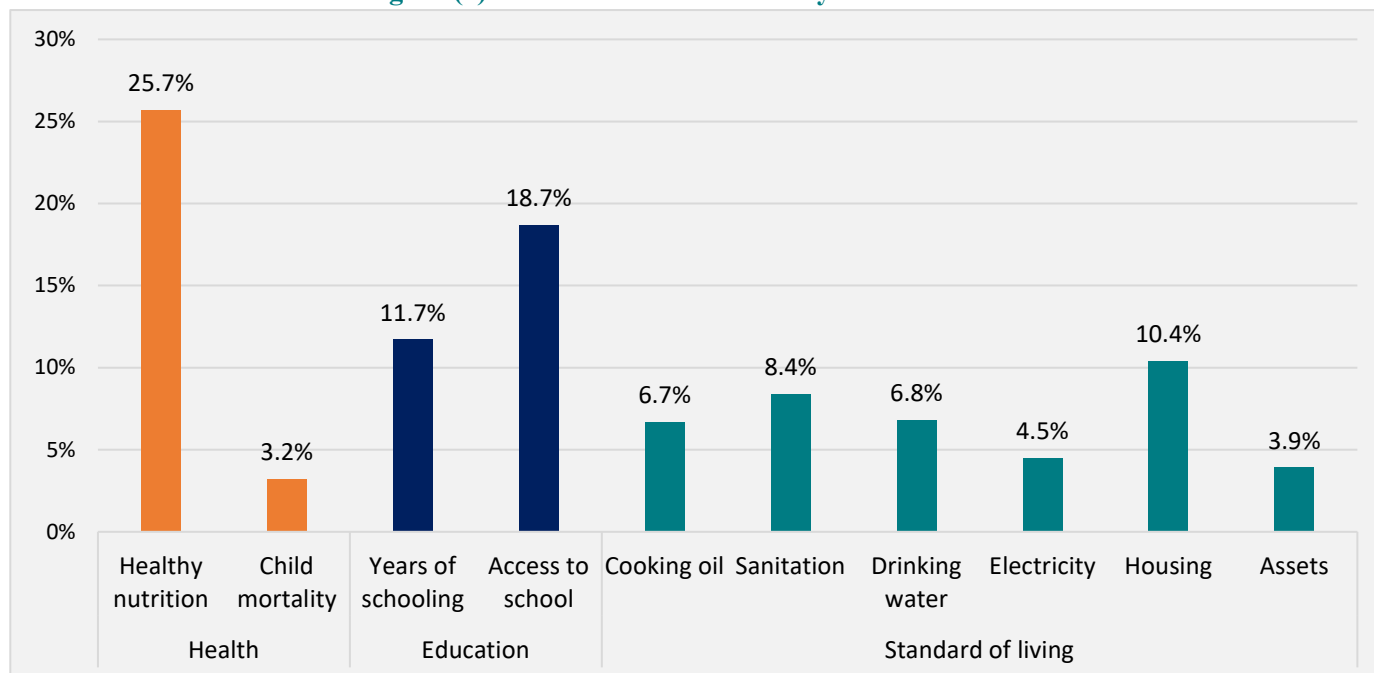
External challenges are the factors and causes that affect the level and quality of education in Yemen and are outside the control of the Yemen's educational system such as wars, conflicts, natural and health disasters, and social and cultural imbalances, which require collective local and international efforts to address.

1- Poor economic conditions (poverty)

A significant portion of Yemeni families suffer from poor economic conditions, which greatly affects enrollment and education quality; being unable to afford the costs of educating their children. Yemen is also

one of the Arab countries with high poverty in all its dimensions due to fragile economy, even prior to the war and conflict. As one of the countries most affected by the conflict, Yemen is also grappling with severe humanitarian crisis.

Figure (9): Multidimensional Poverty Index in Yemen



Source: UNDP, (UP data to December/8/2022), <https://hdr.undp.org/data-center/specific-country-data#/countries/YEM>

The economic and social deterioration in Yemen has pushed over 80% of the population below the poverty line due to income loss by many government and non-government employees, while devaluation of the local currency has reduced government revenues amid rising prices of basic commodities^{21F}²². In addition, the average per capita income from the Gross Domestic Product (GDP) at current prices decreased from about \$1,580 in 2014 to \$707 in 2022.²³ This, in turn, affected the ability of families to provide general education for their children. Based on Yemen Demographic and Health Surveys 2013, the education deprivation dimension contributes about 30.4% to the overall multidimensional poverty index, surpassing the health dimension, which accounts for approximately 29%, as shown in Figure (9). Also, the state cannot fund infrastructure or technology upgrades due to revenue declines.

2- Inequality and inclusion in education

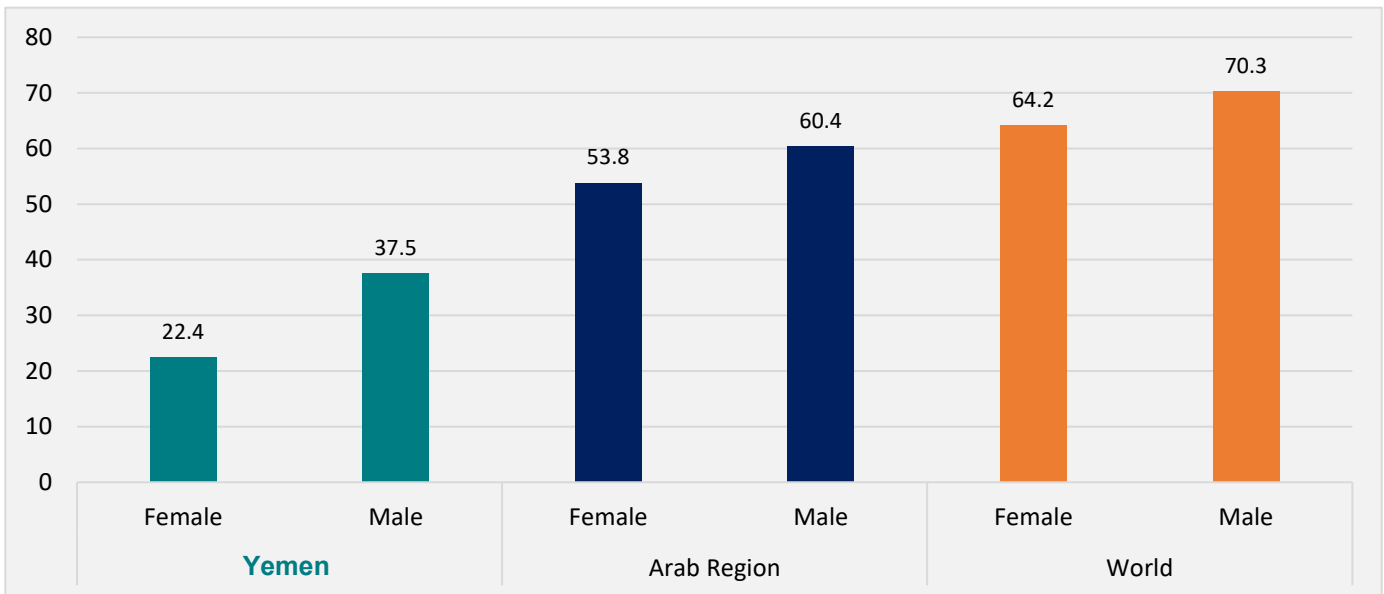
Yemen's girls' enrollment rate is the lowest rates in the Middle East and North Africa region, with huge disparity between boys and girls, and between urban and rural areas. Summary data Human Development for 2021 (Fig 10), shows the percentage of females with at least secondary education was about 22.4% compared to about 37.5% for males, which means a 15.1 points gap, compared to nearly 6.6 points in the Arab region, and 6.1 points globally. Low participation by girls can be attributed to several socio-cultural factors, mainly early marriage in rural areas which hinders girl education, leading to high dropout rates. Also, many parents feel reluctant to send their girls to mixed schools, which contributes to declining enrollment rates among girls. Only 25% of the female students in rural areas have completed their preparatory school compared to 50% for male students.²⁴

²² OCHA, Yemen Humanitarian Needs Overview, April 2022.

²³ IMF, World Economic Outlook Database, October 2023, <https://www.imf.org/en/Countries/YEM>

²⁴ Arab Campaign for Education for All - ACEA, Trends in the future of education in the Arab region report- building the future 2020-2050.

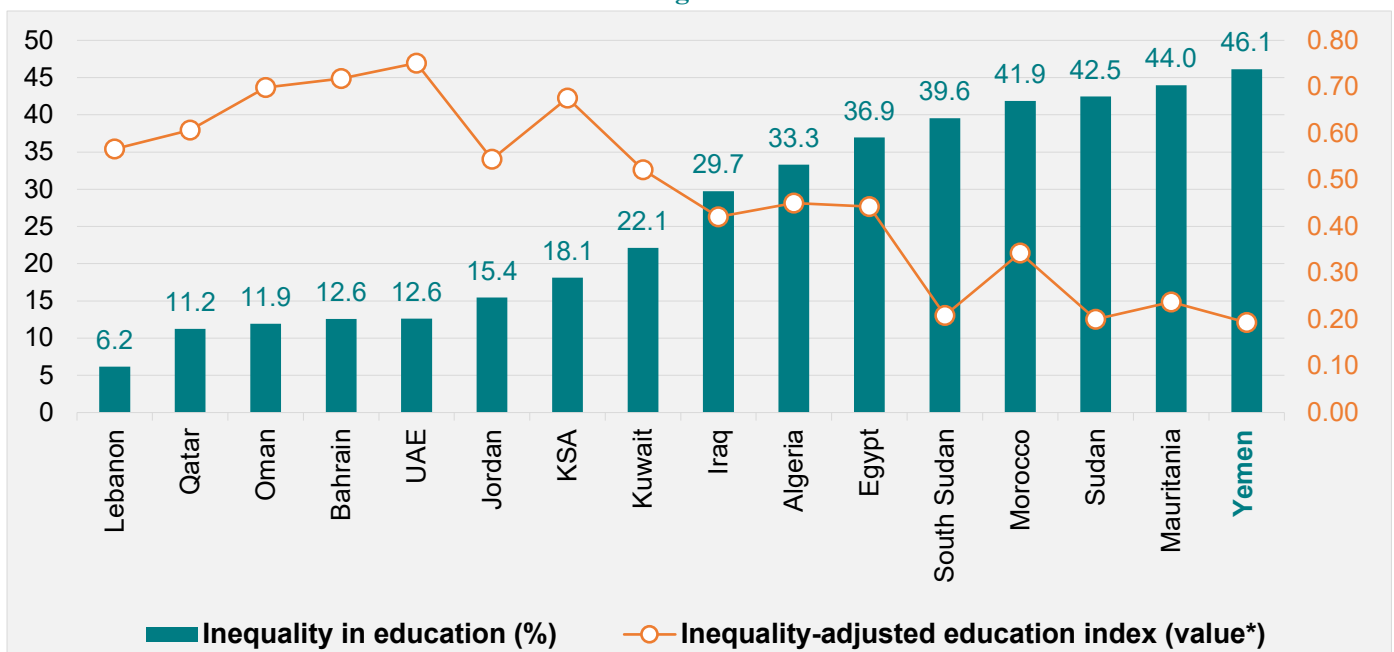
Figure (10); Percentage of population with at least secondary education; (%)



Source: UNDP, Human Development Report 2021/2022, Summary of Yemen human development. <https://hdr.undp.org/data-center/specific-country-data#/countries/YEM>

This, in turn, exacerbates inequality and inclusion issues in Yemen. According to the Human Development Summary 2021 (Fig 11), the percentage of Yemen’s education inequality is about 46.1%. This weakens Yemen's education inequality-adjusted Human Development Index (HDI). Yemen is ranked lowest among Arab and world countries in the HDI, and has lost 32.5% of HDI value in 2021, due mainly to this education gap.²⁵

Figure (11): Inequality in education & inequality-adjusted education index for Yemen and some other Arab states according to HDI 2021/2022



Source: UNDP, Human Development Report 2021/2022, Summary of Yemen human development. <https://hdr.undp.org/data-center/specific-country-data#/countries/YEM>
 * The value range is 0 (Inequality) to 1 (Equality).

3- Exceptional circumstances

The exceptional circumstances that Yemen witnessed have harmed students, teachers, and infrastructure of the education system. The crisis destroyed long-term opportunities for millions of children. Yemen is experiencing a serious educational crisis with far-reaching consequences for children and human capital in

²⁵ UNDP, Human Development Report: Uncertain times, uncertain lives: shaping our future in a changing world, 2021/2022.

the future. Around 8.6 million Yemeni boys and girls require assistance inside or outside the school²⁶. Moreover, many families are no longer able to afford nutrition needs and quality education expenses for their children.²⁷ In addition, some 2,783 schools (10.8%) were severely damaged and 1,352 (48.6%) sustained partial damage, while floods destroyed 368 additional schools (13.2%). Others were repurposed as health quarantines or IDP hosting sites, disrupting continuous education across Yemen and worsening the system. Table (3) shows damaged schools by type of damage in 2023:

Table (3): Damaged schools by type of damage, 2023

Damage	Completely damaged	Partially damaged	Hosting IDPs	For quarantine	Affected by floods	Total
# of affected schools	300	1,352	658	105	368	2783
%	10.8%	48.6%	23.6%	3.8%	13.2%	100%

Source:

- YEMEN HUMANITARIAN NEEDS OVERVIEW, 2023. P 52.

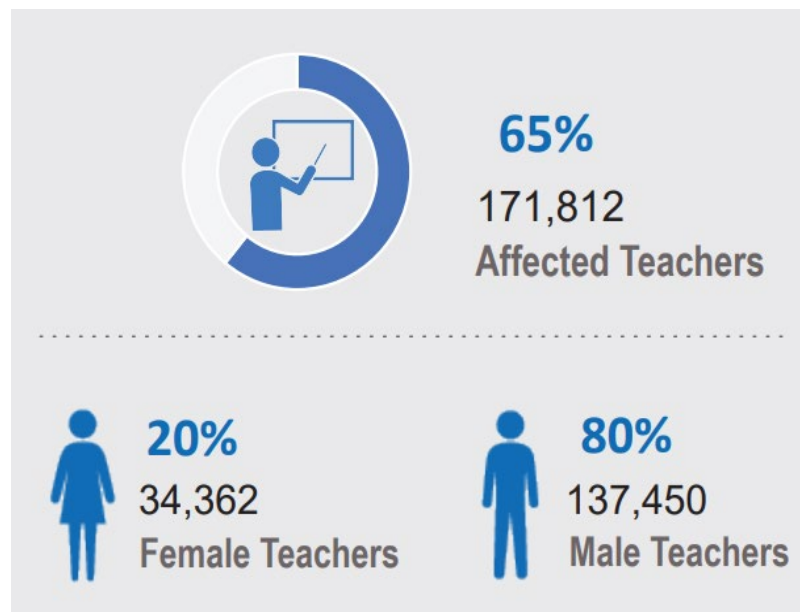
- Education Cluster Yemen. Updated 2 July 2021 | Reference Period: July 02, 2021-October 21, 2023.

<https://data.humdata.org/dataset/affected-schools-september-2017-included-july-2021-updated>

The impact of war and conflict is not limited to destroying schools and education infrastructure, as it also forced many IDPs to stop education due to displacement. Since 1.5 million children were internally displaced at school-going age unable to enroll in schools, increasing their risk of dropping out.²⁸

Approximately 171.8 thousand male and female teachers, mainly in northern governorates, were affected by the war and conflict, including suspension of salaries and delayed payments. This makes up for about 65% of the total teachers in Yemen, with 80% being male and 20% being female teachers. The parameters for 2022 are shown in Figure (12). This situation discourages teachers from pursuing their profession and forces them to seek alternative jobs to improve their income, since only a few receive allowances or incentives on an ad hoc basis.²⁹

Figure (12): % of teachers affected by the conflict in Yemen



Source: UNICEF, Yemen: Education Cluster Teacher Salary Status 2022

4- Health crises “Covid-19”

Education in the Middle East and North Africa was negatively impacted by school closures due to Covid-19³⁰, as well as conflicts and economic shocks, leading to increasing the fear of a lost generation in the learning and skills acquisition. Between March 2020 and January 2021, the period of school closures in the Middle East and North Africa, was 4 to 6 weeks longer than the global average, according to UNESCO estimates. This indicates an estimated loss of about two-thirds of a standard school year on average (22 weeks).³¹

The State of Kuwait was one of the countries most affected by school closures, as the average number of weeks of closure reached 47 weeks, while in Yemen it reached 36 weeks. Sudan was the least affected among Arab countries, as closure did not last more than a week, as shown in Figure 13.

²⁶ OCHA, Yemen Humanitarian Needs Overview, December, 2022.

²⁷ World Bank, Battling Hunger and Ensuring Yemeni Children Can Get Back to School. (2023, February 1). Retrieved May 26, 2023, from <https://www.worldbank.org/en/news/feature/2023/02/01/battling-hunger-and-ensuring-yemeni-children-can-get-back-to-school>

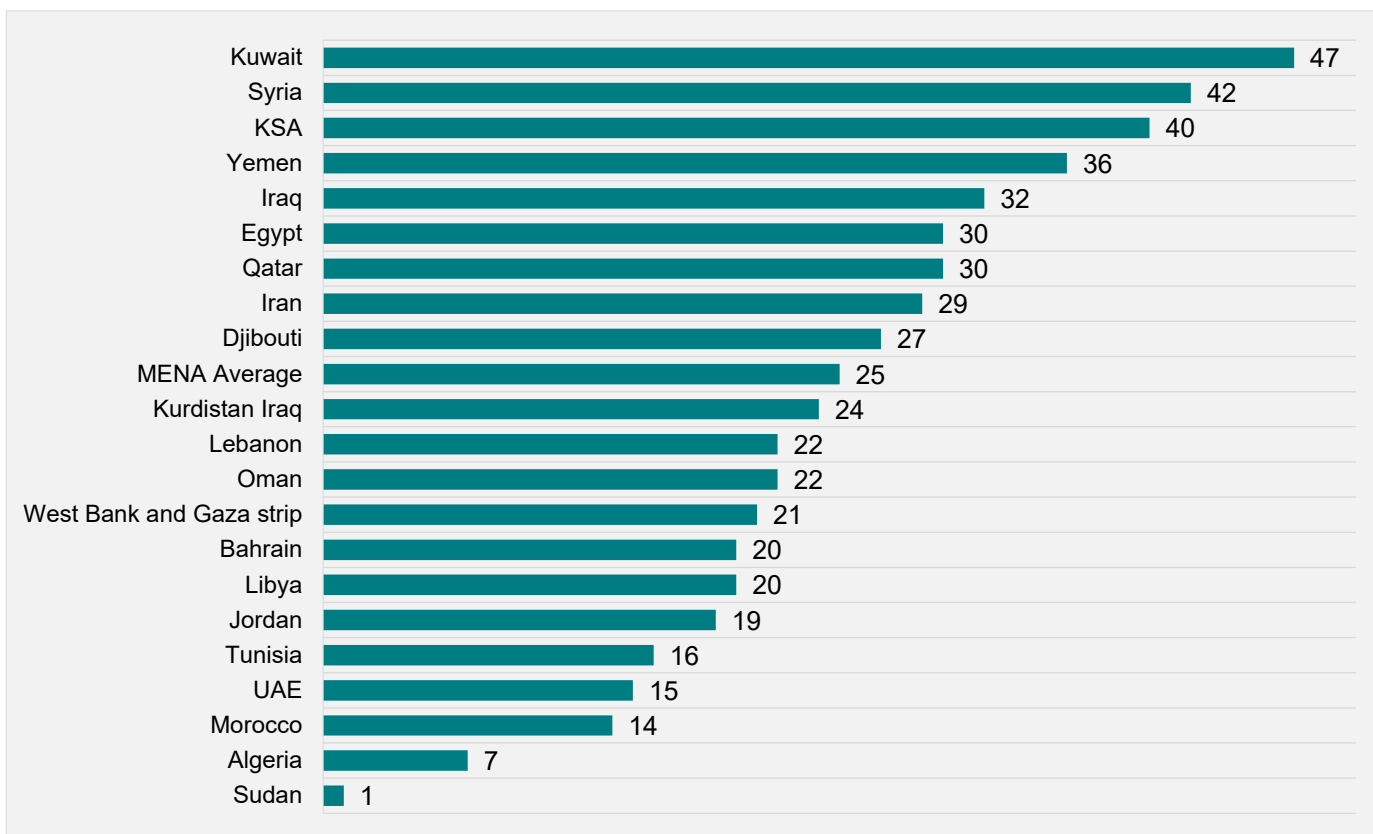
²⁸ OCHA, (April 30, 2022). Yemen Humanitarian Response Plan 2022. <https://reliefweb.int/report/yemen/yemen-humanitarian-response-plan-2022-april-2022>

²⁹ School closure refers to closure of school buildings, freeze of normal class attendance, but distance learning.

³⁰ School closure refers to the closing of school buildings and the cessation of regular in-person instruction. It does not include distance education.

³¹ COVID-19 learning loss: Rebuilding quality learning for all in the MENA region 2022. UNESCO, UNICEF and the World Bank,

Figure (13): Average Duration of School Closures (in weeks) in MENA region, March 2020 until January 2021



Source: UNESCO, Monitoring Global School Closures, 2021.

The impact of Covid-19 pandemic was not limited to closure only, as it also affected learning levels for children around the world, as learning poverty rates increased by a third in low- and middle-income countries, where 70% of 10-year-olds are unable to read and understand a simple text after the pandemic. This percentage was about 57% before the pandemic³². This in turn exposes this generation of students in these countries to the risk of losing \$21 trillion in potential lifetime income in current terms, or equivalent to 17% of the world's GDP today, up from \$17 trillion estimated in 2021.³³

The report published by UNESCO entitled "The State of Learning Poverty in the World: 2022 Update" indicates that prolonged school closures, weak mitigation measures, and shocks to household incomes had the greatest impact on increasing learning poverty among children in poor and conflict-affected countries.

In Yemen, despite health measures and sterilization of millions of children in schools, the pandemic sweeping the country since mid-2020 did not alleviate. On 16 March 2020, schools, universities and other educational institutions closed their doors, stopping education of 5.8 million primary and secondary school children, including 2.5 million girls.³⁴ Millions of boys and girls in Yemen were unable to go to school, especially after reports of several infection cases, as many schools remained closed for a period of six months. And although schools reopened, many children did not return to schooling³⁵ as the pandemic forbade students from sitting the national exams as scheduled.

5- Disabled and displaced children

Children with disabilities represent one of the most vulnerable groups with limited access to services even prior to the war and conflict, which have further increased vulnerability. The Yemen Education Cluster's dashboard indicates that the total number of children with disabilities at school age will reach about 950,309 students across the country, including 503,661 girls (stats for 2024). Meanwhile, the total number of displaced school-age children will reach approximately 1,257,702 students, including 666,580 boys³⁶. These

³² World Bank, UNESCO, UNICEF, 2022 Update, The State of Learning Poverty in the World Report

³³ World Bank, 70% of 10-year-olds now in learning poverty and unable to read and understand a simple text, press statement, June 2022:

<https://www.albankaldawli.org/ar/news/press-release/2022/06/23/70-of-10-year-olds-now-in-learning-poverty-unable-to-read-and-understand-a-simple-text>

³⁴ UNICEF, July 2022, When Education is Disrupted: The impact of conflict on children's education in Yemen.

³⁵ ECW in Yemen. (n.d.). Education Cannot Wait. Retrieved May 26, 2023, from <https://www.educationcannotwait.org/our-investments/where-we-work/yemen>

³⁶ Yemen Education Cluster Dashboard HNO Statistical Data 2024. <https://response.reliefweb.int/yemen/education-cluster>

children had their education suddenly interrupted due to multiple displacements. Girls and boys who go to schools in areas of displacement are also forced to adapt to overcrowded classrooms and overburdened and unequipped teachers. Assessments have shown that girls and boys are particularly vulnerable to protection risks and are exposed to discrimination, especially if they had to stay in a new community.³⁷ Low quality and limited access to education in Yemen is driven by social, economic and protection-related barriers. These issues remain relevant in 2023 and constitute a source of particular concern to the most vulnerable populations, internally displaced school-age boys and girls, including those with disabilities, which increases discrimination and protection related risks against them.

Internal factors

1- Lack of trained and qualified teachers

The high number of volunteers and contract teachers, who are not graduates of education and whose number in some areas exceeds permanent teachers, is an important reason for the deterioration of education in Yemen. Another primary reason for the deterioration of education in Yemen is poorly qualified teachers, both at basic school cycle to higher education. This has produced new generations without up-to-date skills and competencies. It is crucial to qualify the educational staff; otherwise, any efforts to improve the educational process will be in vain. The shortage of educational staff, including male and female teachers, can be attributed to suspension of salaries, teachers not receiving the minimum wage, and the absence of recruitment to fill vacancies at schools since 2011; due to lack of budget. Moreover, educational staff in Yemen face numerous difficulties, including:

- Insufficient financial support for teachers.
- Marginalization and lack of interest in the teaching profession.
- Weakness school leadership and administrative staff.
- Weakness of the state to improve the infrastructure and technology basis.
- Poor educational attainment and the lack of parental involvement in their children's education.

2- Overcrowded classrooms

The number of overcrowded schools with insufficient resources and mixed learning environments and ages continues to rise. Children who had to displace several times have stopped going to school and they are in need for educational materials in the form of Rapid Response Mechanisms (RRM) to enable them to stay in touch and enjoy the sense of natural life.³⁸ Children in Yemen suffer from overcrowded classrooms, especially in public schools. This weakens their academic achievement and increases the burden on teachers dealing with large numbers of students, including follow-ups their academic problems. In overcrowded areas and IDP sites, approximately 523 thousand displaced students face learning difficulties due to the inadequate space provided to them in the alternative temporary classrooms.³⁹

3- Lack of textbooks and learning aides

Insufficient textbooks and educational supplies are yet another challenge. Each academic year, the same problems persist, including the lack of teachers and school buildings. The unavailability rate of school textbooks has increased from 88.7% in 2015 to 96.10% in 2019. The ongoing war and conflict have further hindered access to school textbooks and other learning aids such as desks and chairs.⁴⁰

4 - Limited Use of Technology in Education

The lack of technology and computers is common in most schools of Yemen. Yemen also suffers a scarcity of qualified technicians who can impart computer skills, which is further compounded by limited access to technology and the Internet. In addition, school labs suffer a shortage of computers, and if any, are often outdated. These challenges are primarily attributable to the lack of financial funding to support technology in the Yemeni educational system.

³⁷ OCHA, 2023, HUMANITARIAN NEEDS OVERVIEW YEMEN.

³⁸ YEMEN HUMANITARIAN NEEDS OVERVIEW, 2023. P 53.

³⁹ When education is disrupted: The impact of conflict on children's education in Yemen, UNICEF July 2021.

⁴⁰ HUMANITARIAN NEEDS OVERVIEW YEMEN, 2023. P 53

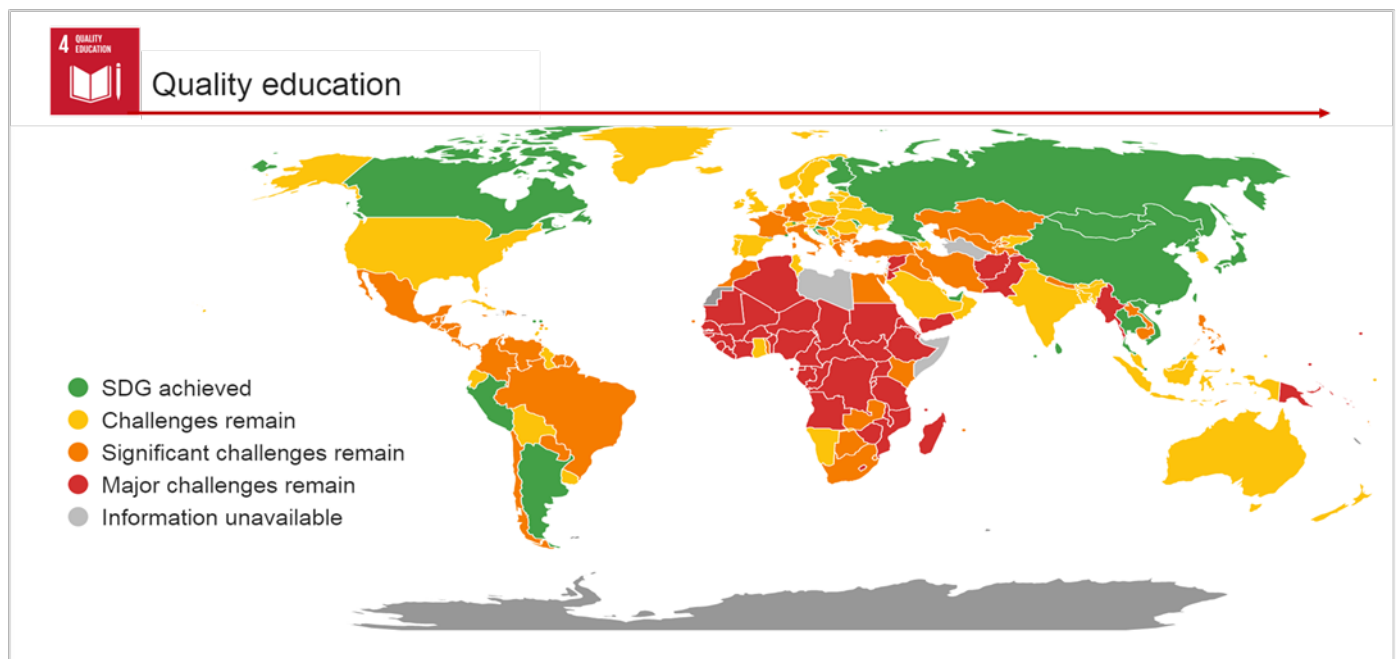


IV: Yemen in the Global Education Indexes

Sustainable Development Goals (SDG 4)

The education sector in Yemen is one of the sectors to have sustained severe damage. Children continue facing restrictions in accessing quality education. Poor quality, early dropouts, unsafe learning environments and other challenges - as already explained in section III- limit overall development and hinder achieving SDG 4 and other SDGs. For example, without quality education in Yemen as shown in figure (14); poverty reduction under SDG 1 and empowering women and girls to delay marriage and childbearing under SDG 5 would not be attainable.

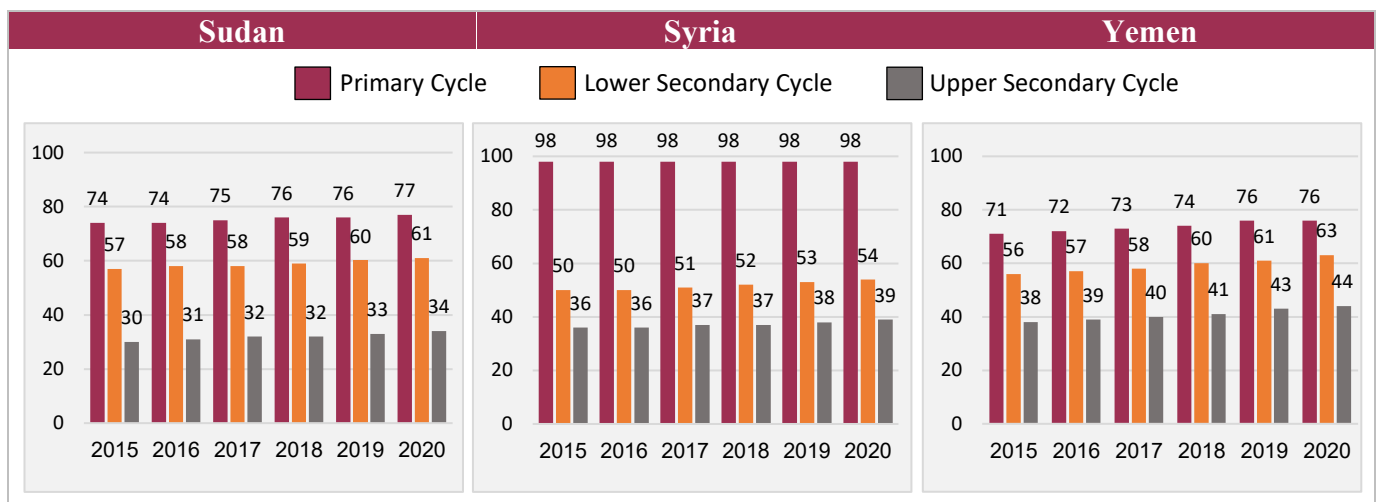
Figure (14) Yemen’s rank in SDG 4



Source: <https://dashboards.sdgindex.org/map/goals/SDG4>

School completion rates (**SDG 4.1.2**) in conflict-affected Arab countries like Yemen, Syria and Sudan were the lowest. The higher age group, the higher dropout rates we get. In Yemen, about 76% of students completed primary education in 2020, 63% completed lower secondary, and 44% completed upper secondary. Figure (15) below shows completion rates by education level for the period (2015-2020) in Yemen, Syria and Sudan:

Figure (15): Completion rate by education level, 2015-2020 in Yemen, Syria and Sudan



Source: UNESCO, Link between SDG 4 education monitoring in the Arab Region, regional report For Arab countries November, 2021.

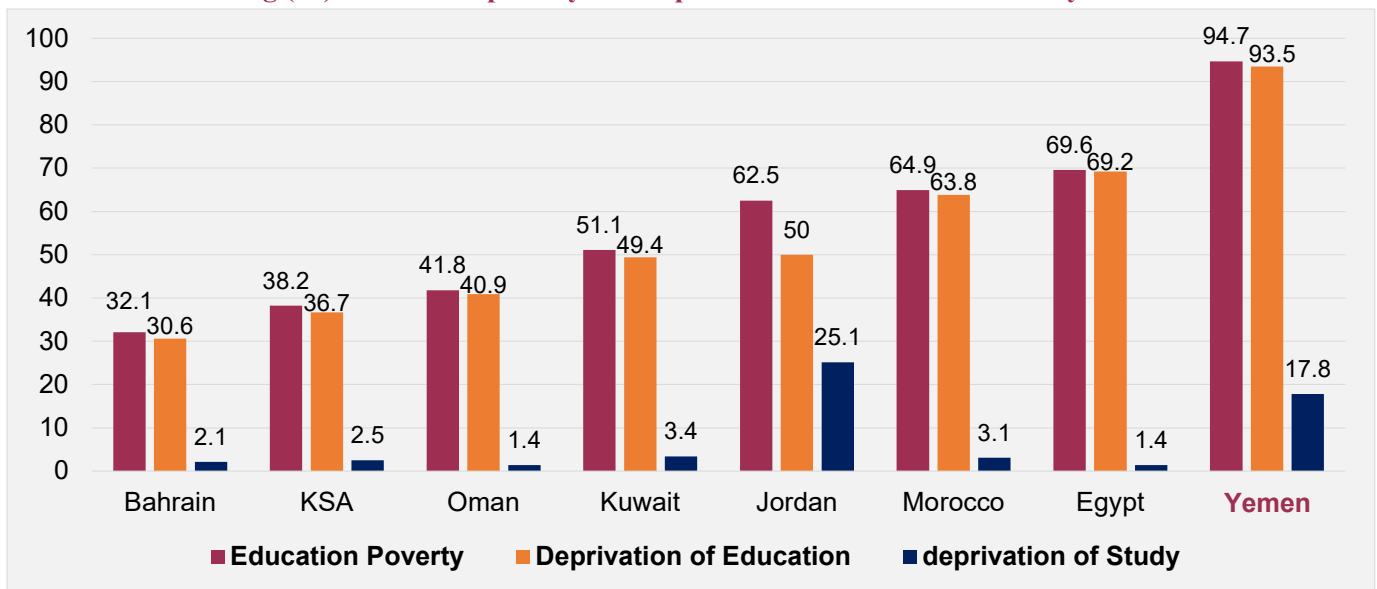
The latest data of **MICS 2022-2023** indicates that the completion rate (**SDG 4.1.2**) in Yemen dropped further - in comparison with 2020 as in Fig 15- to 68.1%, 52.8%, and 36.5% in primary school, lower and upper secondary schools; respectively. As for (**SDG 4.2.2**), the participation rate in organized learning (one year before the official primary entry age); the MICS also reveals that it is 25.1%.

Once again, it must be noted that this decline in completion rates requires further efforts not only to return to 2020 levels, but to higher levels, contributing to achieving the sustainable development goals, especially SDG 4 (quality education).

Learning poverty index

Learning poverty is yet another indicator to measure the quality of education, which refers to the inability to read and understand basic text by age 10. This index combines teaching-learning indicators starting with the percentage of children who did not attain the minimum literacy skills in Yemen as a ratio of OOSC, assuming they cannot read and write efficiently. In low- and middle-income countries, nearly 53% of children are unable to read and understand a simple story by the end of primary school. In poor countries, the rate is 80%. These high levels of illiteracy are an early warning sign that all global education goals and other relevant sustainable development goals are at risk.⁴¹ Fig 16 below shows the education poverty and deprivation of study index for some Arab countries in 2022.

Fig (16): Education poverty and deprivation of education and study index



Source: UNESCO, the State of Global Learning Poverty Update 2022 pdf

In the case of Yemen, this problem is no longer a warning but rather a sign of danger. According to UNESCO's Report "the State of Global Learning Poverty Update 2022", learning poverty index in Yemen reached 94.7%, meaning that 94 of 10 year-old children are unable to read and understand, while deprivation of education index reached 93.5%, and 17.8% for the deprivation of study index, placing Yemen among the top Arab countries in terms of learning poverty index, a situation expected to hamper progress towards achieving SDG4 which calls for "inclusive and equitable education for all".

Average expected and actual years of schooling indicator

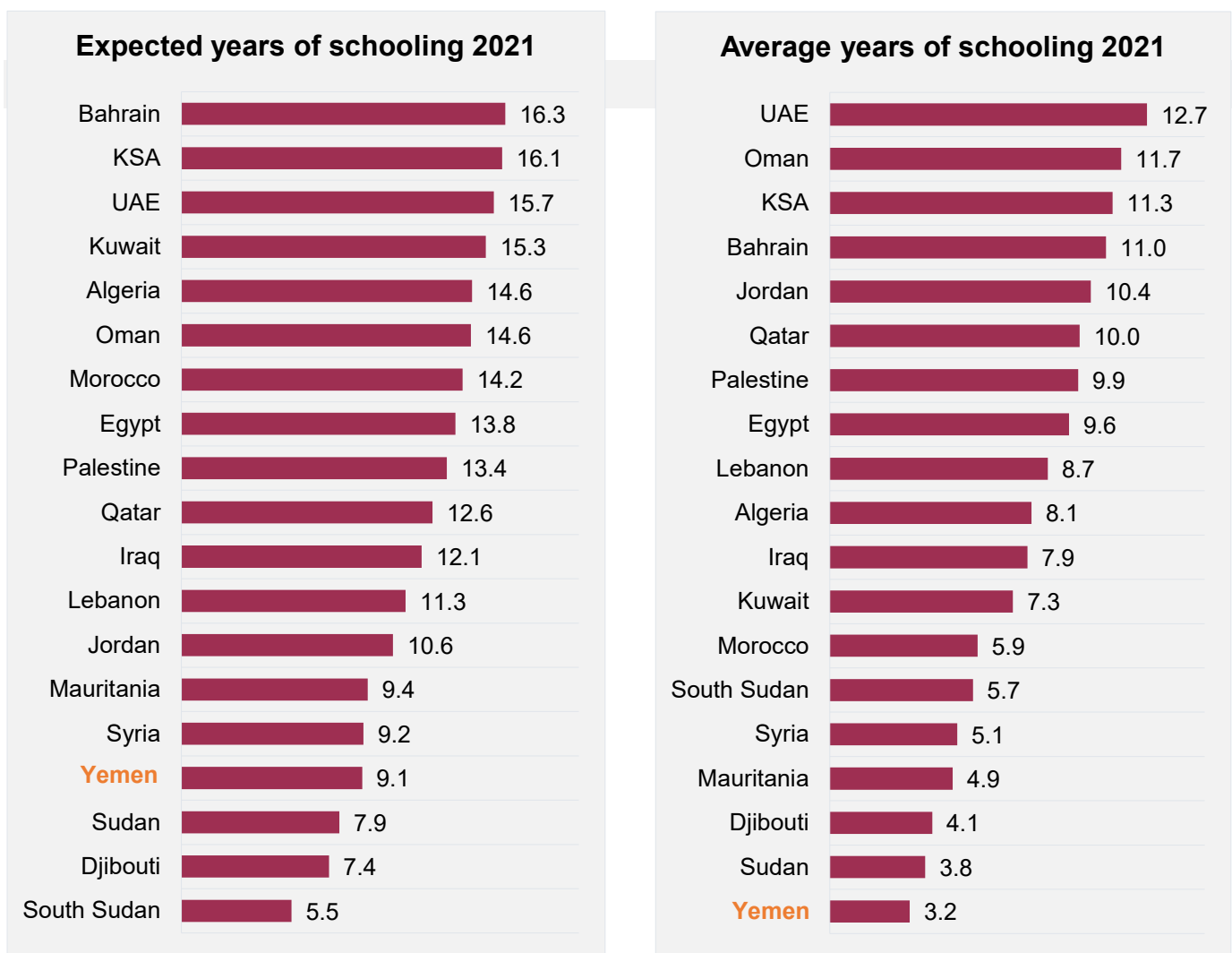
The **Mean Years of Schooling (MYS)** and **Expected Years of Schooling (EYS)** indicators are important measures of the level of education and knowledge in a country. They are considered fundamental dimensions of human development that measure the level of access to knowledge.

⁴¹ World bank, What is Learning Poverty?, April, 2021: <https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty>

The **MYS indicator** measures the average number of years of schooling that children are expected to receive in the future, while the **EYS indicator** measures the average number of years of schooling that adults aged 25 and older have received.

In Yemen, the average actual years of schooling is estimated at about 3.2 years, compared to about 8 years in the Arab region, and 8.1 globally. In 2021, the expected years of schooling for children in Yemen are estimated at about 9.1 years, compared to about 12.4 years for the Arab region, and 12.8 years globally.⁴² A significant portion of Yemenis face difficulty accessing education due to unavailability of the service in some regions with harsh economic conditions, such as remote rural areas that are located far from government schools, or unaffordability. Therefore, quite many families stop sending their children to school because of high costs of food and school-related expenses⁴³ This makes the average actual and expected years of schooling in Yemen the lowest compared to the Arab and world averages, as shown in Figure (17).

Figure (17): Average expected years of schooling and average actual years in Yemen vs. Arab countries, 2021



Source: Nations United Development Program, 2021/2022 Human Development Report: Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World.

⁴² UNDP, Human Development Report: Uncertain times, uncertain lives: shaping our future in a changing world, 2021/2022.

⁴³ Battling Hunger and Ensuring Yemeni Children Can Get Back to School. (2023, February 1). World Bank. Retrieved May 26, 2023, from <https://www.worldbank.org/en/news/feature/2023/02/01/battling-hunger-and-ensuring-yemeni-children-can-get-back-to-school>



V: National and International Efforts to Support Education in Yemen

Due to the difficulties and challenges facing education in Yemen, most notably the ongoing conflict and instability, the emergence of Covid-19 pandemic, as well as other changes and disruptions previously explained, the service of providing education for overall education levels in Yemen has declined. This is exacerbated by the accelerating global cognitive and technological advances. As a result, efforts must be made to overcome and address these obstacles, and support the education development to contribute to socioeconomic change, and advance national development drive, mainly sustainable development.

Government efforts

The expenditure on education in Yemen was about 5.9% of the Nominal Gross Domestic Product (Nominal GDP) and about 15.7% of total public expenditure in 2014⁴⁴. Due to lack of available recent data; significant declines are expected in expenditure on education because of the exceptional circumstance facing Yemen that led to the very limited government budget. Even if some funding is available for education expenses, it will go to pay salaries for some teachers.

Currently the Yemeni government, represented by the Ministry of Planning and International Cooperation, is making efforts to prioritize the sector's development by harnessing regional and international donor funds for education programs and projects. Simultaneously, the Ministry of Education is exerting great efforts to overcome the financial and other challenges - mentioned in section III- faced by the sector.

The Yemeni government has implemented various strategies for the development of education, including the Literacy Eradication and Adult Learning Strategy of 1998, the Girls' Education Strategy of 1998, and the National Strategy for Basic Education (2002-2015) and Secondary Education Strategy (2006-2015).

Among the recent actions specifically related to out-of-school children; the Ministry of Education has established the General Directorate of Compensatory Education to manage and address issues of out-of-school children and those at risk of dropping out, and overseeing the implementation of several pathways for compensatory education. These pathways include: the self-education pathway, the preventive educational support pathway, and the second chance pathway. It should be noted that there are other options that are useful in addressing the issue of out-of-school, including through specialized teams.

Private Sector and Community Participation

Although private schools and the students they accommodate remain limited compared to public schools. Yet, the private sector has remarkably contributed to improving Yemen's education system, education quality, employment, Gross Domestic Product (GDP), and creating jobs for male and female teachers. In 2019, the sector through private schools accommodated around 5.2% of total students in the educational system.⁴⁵

In terms of community participation, there are numerous facets to be considered, particularly in light of the extraordinary circumstances facing Yemen. One notable aspect is the active role undertaken by many families in supporting and salvaging the education of their children through financial contributions to pay teachers incentives. It is estimated that around 49,000 teachers in 8,000 schools benefited from the support offered by these families⁴⁶.

⁴⁴ Central Statistical Organization; Statistical Yearbook 2015.

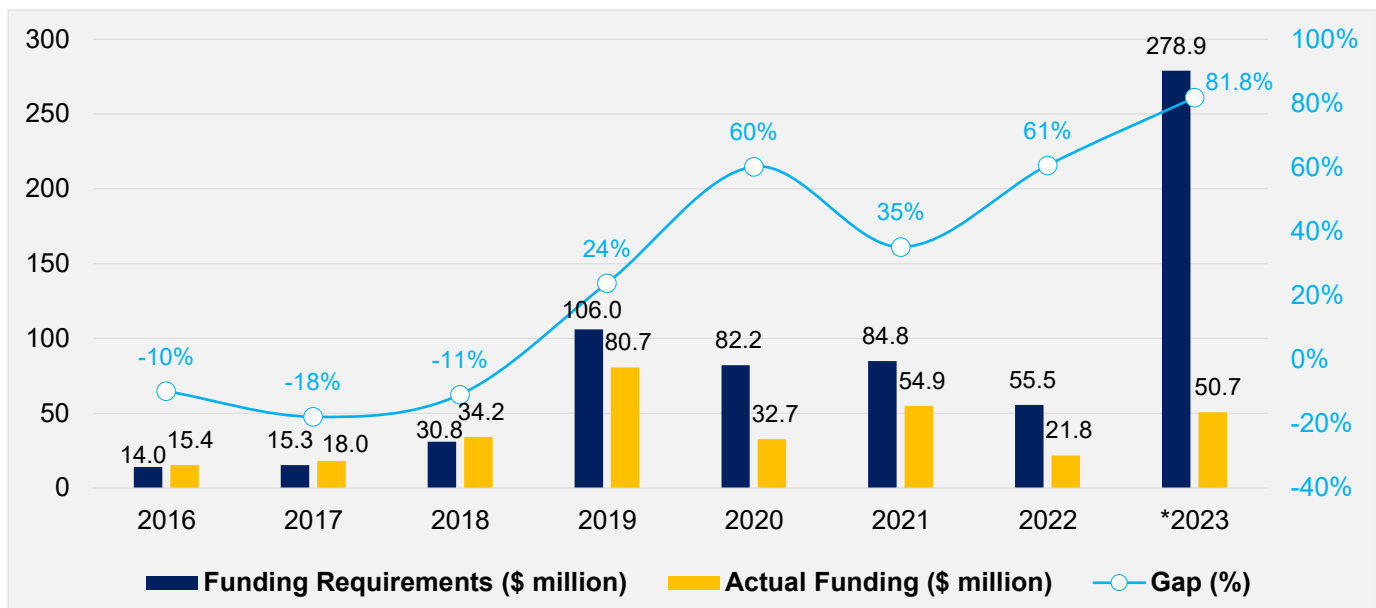
⁴⁵ Transitional Education Plan 2021/22 Yemen, October 2019. P20. <https://www.unesco.org/sites/default/files/medias/fichiers/2023/05/TEP%20Yemen.pdf>

⁴⁶ The New Humanitarian, (March 2020), How Yemeni parents are banding together to keep their kids in school; <https://www.thenewhumanitarian.org/news-feature/2022/03/08/how-yemeni-parents-are-banding-together-keep-their-kids-school>.

International Finance of Humanitarian and Development Educational Needs

According to latest November 2023 data of Financial Tracking Service (FTS)⁴⁷, the actual 2023 education humanitarian funding reached \$50.7 million⁴⁸, representing 3.2% of total humanitarian response funding for 2023. Figure (18) shows external education funding steadily increased during 2016-2019, peaking at \$80.7 million in 2019 before declining to \$32.7 million in 2020, but rose again to \$54.9 million in 2021 but then declined to \$21.8 million in 2022.

Figure (18): Humanitarian Response for the Education Sector; during (2016-2023)



Source:

- Data for the years (2016-2022): UNICEF, Humanitarian Situation Report, and Country Office - Yemen, during December for the period 2016-2022

- Data for the year 2023: Financial Tracking Service (FTS), Yemen 2023. data as of 4/11/2023, <https://fts.unocha.org/countries/248/summary/2023>

The funding gap rose from 35% in 2021 to 61% in 2022, reaching 81.8% by November 2023. While regional and international support to Yemen's education sector is there, yet stronger donor support is still needed to ensure the minimum education services, prioritizing vulnerable populations in remote, affected and most in need areas. Barriers like social, economic and protection challenges must also be addressed to better facilitate access to school for boys and girls at the school age.⁴⁹

Figure (19) clearly demonstrates that the education sector received an average of \$88.1 million as ODA during the period 2010-2021, reaching its peak in 2021 at \$179.7 million. As a percentage of total ODA received by Yemen, the education sector accounted for an average of only 5.6% during the same period.

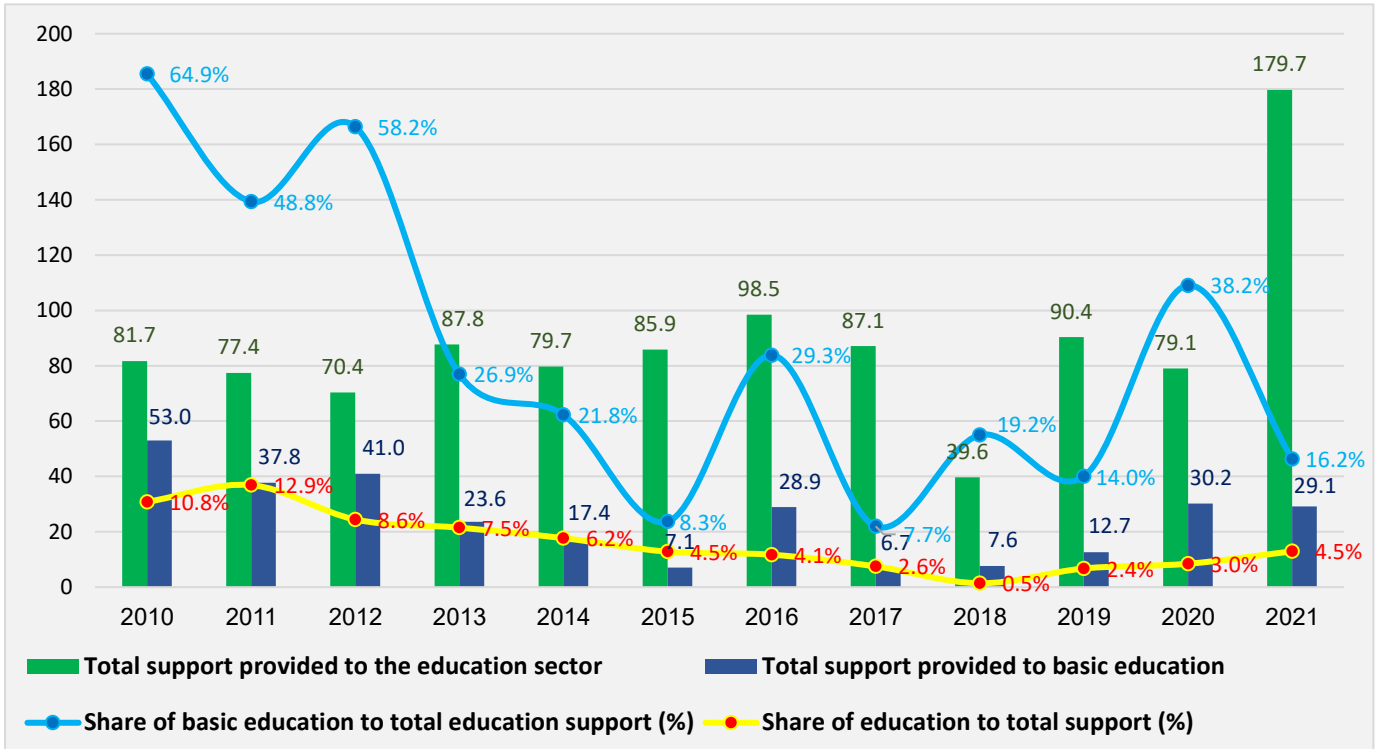
In terms of basic education, the average support received as a proportion of total funding allocated to the education sector was \$24.6 million, representing 29.5% from 2010 to 2021. It is worth highlighting that in 2021, the support for basic education reached \$29.1 million, as compared to \$53 million in 2010.

⁴⁷ Financial Tracking Service (FTS), Yemen 2023.. data as of 11/4/2023, <https://fts.unocha.org/countries/248/summary/2023>

⁴⁸ Includes the level of all humanitarian funding reported for the country inside and outside the response plan.

⁴⁹ OCHA, Humanitarian Response Plan for Yemen 2023. December 2022. p. 52.

Figure (19): Volume of support provided for the education sector to total ODA for the period 2010 to 2021; (\$ million)



Source: OECD, QWIDS; <https://stats.oecd.org/qwids>



VI: Recommendations and Proposed Actions to Develop Education in Yemen

Below are a set of proposed recommendations aimed at advancing the educational process across various domains:

Teachers' salaries and qualifications

Paying the salaries of teachers who have lost their income and prioritizing their training and qualifications are essential and pressing requirements for the advancement of education.

Rehabilitation of educational infrastructure

- Rehabilitating educational facilities that were completely or partially damaged as a result of the war and conflict, with careful attention to continuing educational services and grants to restore buildings, including WASH facilities, and development of institutional capacities and facilities.
- Making urgent contributions to maintaining, rehabilitating and upgrading school buildings, furniture and equipment, including specialized rooms, workshops and technology labs, as well as sustainable resources for facility maintenance and rehabilitation, and funding to cover operational expenses in cooperation with international and regional organizations.
- Constructing, renovating, and repairing WASH facilities which are either lacking in many schools or are non-functional – plus other learning environment factors - which make the school a semi-repellent environment.
- Providing educational equipment and supplies like desks, textbooks, labs, activity rooms, computer labs, halls, and workshops.

Developing the Educational Ladder Setup

- Adjusting the current educational ladder setup to include early childhood development as a mandatory phase of education to establish the basic skills of children at an early age.
- Considering the possibility of introducing new academic courses, both in scientific and literary sections, as well as vocational education in various branches, particularly those aligned with sustainable development remains an option.

Educational environment

- Providing a motivation for learning environment to children. This will help in attracting children to school as well as encourage children to continue their education.
- Devising a strategy to promote community/family engagement in education,

Developing school curricula

- Upgrading natural sciences and mathematics schoolbooks that would enable the learners to contribute to advancing their nation and practice these skills in real life.
- Adjusting curriculum according to quality requirements for acquiring skills and competencies within a given period.
- Applying new education-learning experiences given outdated maps and lack of technology together with meticulous supervision of curricula.
- Introducing more specialized curricula like technology, life skills, and other subjects that the learners need, as well as upgrading science subjects to keep pace with modern education standards.
- Designing supportive resources to diversify learning to keep abreast with curricula development.
- Devising a set of guidelines, skills, and concepts that reinforce the values of Islamic identity and personality, encompassing religious, cultural, and national dimensions. This will create positive behaviors and values among students as part of the curriculum.

- Ensuring coordination between mass media outlets and educational institutions to build cultural identity, development, and national belonging.
- Empowering learners with competencies that would help them contribute to integrated development and global competitiveness.
- Designing and implementing hands-on programs and activities to develop learners' skills and competencies that promote citizenship values, loyalty, and homeland belonging.
- Promoting extracurricular activities to develop the learners' personalities and instilling citizenship values, loyalty, and homeland belonging.

Educational and administrative staff

- Ensuring decent living standards for teachers by resuming payment of salaries and incentives.
- Activating on-job teacher professional development, especially those with lower qualifications, according to a clear career development mechanism.
- Addressing quantitative and qualitative shortages of teachers at the school nationwide including through thoughtful combined schools and schools with highly-performing teachers at the districts/governorates.
- Maintaining close and meaningful coordination between the Ministries of Education and Ministry of Higher Education regarding teacher preparation/qualification programs, tracking curricula/subjects and linking that to education realities.

Financing and investment

- Increasing allocations to education in percentage to GDP and raising general Expenditure, prioritizing “most marginalized”
- Improving the investment environment to encourage long-term investments, which would significantly increase the efficiency of private schools in accommodating more population groups, thereby reducing the pressure of public schools given their limited capacity, especially in major cities, as the ratio now is 50+ students per classroom.
- Introducing new mechanisms for financing basic/secondary education, including incentives encouraging private sector financing of public education.
- Resuming donor support for the education sector mainly development funding- and addressing funding gaps for organizations working in education.
- Restructuring TVET majors to respond to labor market needs.
- Developing teacher recruitment policies and incentives in the area of TEVT.

Additional recommendations

- Activating the appropriate pedagogical techniques designed to attain the desired objectives, and fostering conducive learning environment for students.
- Adopting E-digital concepts, educational platforms, and virtual labs to support leveraging education .
- Evacuating IDP-inhabited schools by providing alternative shelters for displaced people while enabling IDP children to continue their study in the areas where they displaced to.



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