



Transforming Education Summit 2022

National Consultations Report

June 2022

Republic of Yemen

Annex 3: National Consultations Report Form

The consultation report form is intended to record the outcomes of the consultation and assist in preparing the National Commitment Statement. Please complete the form on the TES portal for tracking by 15 August 2022.

1 - TES NATIONAL CONSULTATION PROCESS

Convenor's Name: Ministry of Education

Number of consultations (if more than one consultation takes place): 2 Basic information on all the consultation(s) convened

Date(s)	Jun 20 - Jun 21 Aug 11
Title(s)	National consultation on Transforming of Education Summit
Types (e.g. National/Subnational)	National and Subnational workshops and the consultations with Local Education Group members via Email and virtual conferences and meetings
Geographical Focus	The temporary capital of Yemen; Aden and all the governorates of Lahj, Abyan, Shabwah, and Al Dhale'
Number of Participants for each consultation	154
Language used	Arabic - English with the Local Education Group

Total number of participants:

Age Range of Participants: (insert number)	
9	0 – 17
10	18 – 29
62	30 -59
4	60+

Gender Participants: (insert number)

60	Male
15	Female
75	Total

2. PRINCIPLES OF ENGAGEMENT

Number of participants from each Stakeholder Group: (insert number)

6	- Teachers, educators, facilitators, and professors
9	- Youth and students (including children and adolescents)
	- School leaders (e.g., from UNESCO ASPnet school network)
	- City and local government representatives
	- Parents and caregivers
	- Small/medium enterprises/unions
	- Large national businesses
	- Members of Parliament
	- Multi-national corporations
	- Local authorities
	- Government and national institutions
64	- Public Servants
	- Regional economic community
	- Local Non-Governmental Organizations
	- International and/or Regional financial institutions
	- International Non-Governmental Organizations
	- Indigenous people and community leaders
3	- Scientific community, academic, universities and research institutes
2	- Media
	- Other (Please explain) _____

How did you organize the consultation to ensure the following principles of national consultations?

✓	- A whole-of-government approach
✓	- Inclusion and equality
✓	- Focusing on youth as 'agents of change'

3- Background:

The Government of Yemen thanks all development and humanitarian partners for their support for the Education Sector Plan in Yemen in general, and for their support for achieving the Sustainable Development Goals in particular.

According to UN reports, Yemen has remained for years the poorest country in the Middle East and North Africa (MENA) region and is now experiencing one of the worst humanitarian crises in the world. Amid the conflict that erupted in early 2015, hostilities have devastated Yemen's economy, leading to severe shortages of its food security, and destroying its vital infrastructure.

Despite the events that have ravaged Yemen since 2014, the economic collapse, the collapse of the state budget, insecurity, the spread of diseases and epidemics, food insecurity, rise in food and fuel prices, and the spread of poverty, ensuring access to quality, safe and quality education for all children remained a priority for the government. As a result of the war, the Yemeni government has been unable to prepare the National Education Strategy 2016-2030 that is in line with the International Sustainable Development Goals (SDGs) and instead the Yemeni government has prepared the Transitional Education Plan (TEP) which represents a collective effort with all partners and prioritizes education for all children in the country as a med-term emergency strategy with lower priorities that ensure the continued delivery of education service. In close cooperation between communities, the Government and partners, schools continued open during the war and were not closed. It was and still that close cooperation that kept the education system running and saved it from collapse. Nevertheless it is essential to strengthen the coordination with the donors, UN Agencies, World Bank and the local partners in all sectors which influence the educational system in Yemen and the ability of children to go to school (water, health, food security, school feeding, rehabilitation, private sector, etc). Add to this, the Ministry of Education in collaborative manner with its local and international partners set "Yemen COVID-19 Education Response Plan 3 JUNE 2020".

4- Introduction to the National Consultation (TES)

Transforming Education Summit (TES) consultations in Yemen employed two primary workstreams for advancing preparations for the pre-summit to be organized in Paris in June/July 2022 and TES in New York on 19 September 2022. Around 75 participants from government and district levels, including Vice Minister of Education, **4 teachers** and **9 students** (13 to 15 years old) attended the 2-day workshop/consultations under the auspices of the Minister of Education in a consultative participatory approach from 21-22 June 2022. The national consultations were well attended and characterized by a wide range of representatives from important stakeholders including placing teachers and children/students to the fore of preparations and consultations, enriching the discussions and harnessing the consultative and participatory approach. (List of participants and titles for the 2-day workshop/consultations is attached).

A recent study Situation Analysis of Teaching System conducted by MoE with the support of UNICEF and funded by USAID informed a large part of the consultation workshop. This situation analysis of the teaching system (findings, challenges, and recommendations) feeds into the pre-summit

meeting of TES in Paris end of June 2022 and the TES/UNGA meeting in September 2022. Therefore, the studies fed into a larger process related to TES agenda and will directly inform TES of expected reports and commitments. TES will also draw on the findings emerging from the two studies and the subsequent consultations during the launching of the studies whereby the reporting consolidated the outcomes of the 2-day discussions, group work, and recommendations and shared with the Vice Minister of Education on 27 June 2022.

Add to this, the Ministry of Education -Yemen led consultations on the report of National Statement of Commitment and the National Consultation report where these consultations were via workshop , e-mail and Audio – Video conferences included 79 participants from the local education group and 23 of them are international donor employees (governments - governmental organizations, the World Bank and the Global Partnership for Education) , 39 employees of United Nations organizations concerned authorities in Yemen, 6 employees of international non-governmental organizations, and 11 employees of the Ministry of Education.

The 5 Thematic Action Tracks under TES are aligned with the general framework of the “Situation Analysis of Teaching System” and analysis/recommendations.

5. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic actiontracks* and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

* For the record, the five action tracks are:

1. Inclusive, equitable, safe and healthy schools
2. Learning and skills for life, work and sustainable development
3. Teachers, teaching and the teaching profession
4. Digital learning and transformation
5. Financing of education

5-1 Inclusive, equitable, safe and healthy schools	
Challenges and Issues	Solutions and recommendations
<ul style="list-style-type: none"> • Schools need rehabilitation as a result of war damage • Over-crowdedness in schools • Lack of WASH facilities • Lack of school supplies • lack of permanent electricity • Unavailability of budget for schools' operations • The scarcity of textbooks • A shortage of teaching staff 	<p><u>Girls Education:</u></p> <ul style="list-style-type: none"> • Building schools for girls • Building additional classrooms for girls' schools in rural areas • Providing financial in-kind incentives/cash transfers to girls • Training more female teachers, especially in rural and remote areas, to be role models among girls • Support female sponsorship projects to ensure having more graduate females from

<ul style="list-style-type: none"> • Low standard of living for teachers • Insufficient number of schools for girls • The scarcity of specialized schools for people with special needs • Lack of awareness in support of girls' education and education for children with special needs. 	<p>the educational institute.</p> <ul style="list-style-type: none"> • Awareness raising campaigns on the importance of girls' education. • Contracting additional rural teachers as a strategy to increase enrollment among girls. <p><u>Education for children with special needs:</u></p> <ul style="list-style-type: none"> • Building specialized schools for children with special needs • Establishment of learning resource classes in large schools • Hiring Special Education teachers • Capacity development and training courses for Special Education • Developing curriculum and tools to facilitate the teaching of children with special needs • Providing transportation &/or financial incentives for children with special needs. <p><u>Infrastructure (school building):</u></p> <ul style="list-style-type: none"> • Building new schools in highly populated areas • Rehabilitation of schools and installation of fencing • Adding classrooms to overcrowded schools • Building &/or rehabilitation of WASH facilities as needed • Separate bathrooms for girls and boys. • Provision of school furniture (student seats - equipment - laboratories - teaching aids) • Providing schools with solar energy to counteract electricity outage • Allocating grants for schools to conduct activities and to keep schools running smoothly • Supporting textbook printing. • Alternative schools for schools at risk of falling. • Provide spaces for school activities and gardens for their impact on students' well-being. <p><u>Healthy schools:</u></p> <ul style="list-style-type: none"> • Schools shall be built on the following strong and foundations: • Meet standards that serve children with special needs and girls' education. • Provide school meals to school children in the targeted food insecure and vulnerable communities • Meet standards that serve the implementation of an active learning strategy.
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	<ul style="list-style-type: none"> • Selection of schools to establish resource rooms as a pilot project to accommodate children with special needs, equip these resource rooms, and capacity building for staff and management on Special Education. • Others: • Securing safety by ensuring availability of proper ventilation of classrooms / securing electricity and alternative energy / ensuring the existence of emergency exits/stair railings/window shields/fire extinguishers. • Stair adjustment for students suffering from movement disorders. • Painting schools in colors for child's psychological comfort. • Providing sanitary materials for girls' bathrooms (sanitary pads) • Develop contingency plans to ensure continuity of learning in case of emergency. <ul style="list-style-type: none"> • Availability of a first aid kit and close-by health clinic. • Establishment of model secondary schools for gifted and first rank students who completed the ninth grade • Psychological support – mental health
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5-2 Learning and skills for life, work and sustainable development	
Challenges and Issues	Solutions and recommendations
<ul style="list-style-type: none"> • Lack of conducive environment in schools. • Parents' perception about education. • The abilities of some teachers are not commensurate with the mentality of the student. • Weak educational leadership competencies in the school • Educational curricula need to be linked to lifelong education and market needs. • Few teachers are not getting well with different age groups of students. • The school environment is not compatible with the implementation of the necessary teaching and learning process. • Inability to carry out recreational and sports activities. 	<ul style="list-style-type: none"> • Support conducive and child-friendly school environment • Awareness and guidance for parents to support and participate in school activities. • Professional capacity building for teachers to develop them professionally • Selection of qualified school management staff. • Training of head-teachers on leadership skills. • Integrating life skills education into the curriculum • Targeted children need to be empowered to face life challenges and meet the needs of the labor market. • Training teachers on life skills.

<ul style="list-style-type: none"> • Communication between school and society is still weak. • Poor learning outcomes. • The lack of coherence among the members of the school community and weakness of institutional work • Lack of life skills education affecting Education outcomes for students • Communication gap between teachers and learners <p><u>Early childhood Development:</u></p> <ul style="list-style-type: none"> • lack of kindergartens. • Lack of pre-school teachers • Lack of educational and recreational games • Weakness in keeping pace with the current curricula for sports <ul style="list-style-type: none"> • Lack of nutritious meals and need for transportation. <p><u>Foundational Education:</u></p> <ul style="list-style-type: none"> • Large number of illiterate people. • The curriculum is narrative and knowledge oriented. • Poor reading and writing skills • Poor performance of some teachers. • Lack of use of technology • Continuity of weakness in reading and writing in the upper grades <p><u>Sustainable development:</u></p> <ul style="list-style-type: none"> • Lack of bathrooms and clean water in schools. • Lack of safe spaces in schools. 	<ul style="list-style-type: none"> • Training on psychological support and best practices to deal with students. <p><u>Early childhood Development:</u></p> <ul style="list-style-type: none"> • Secure places for kindergarten with children’s libraries and playgrounds. • Recruit pre-school teachers. • Develop kindergarten curriculum. • Providing meals and secure transportation <p><u>Foundational Education:</u></p> <ul style="list-style-type: none"> • Opening of evening classes (literacy, remedial, accelerated). • Develop the curricula to achieve the students' ability to read, write & numeracy skills. • Support early reading and basic numeracy skills • Teacher training and capacity building programs. • Opening classroom teacher programs for reading and arithmetic in teachers’ colleges • Develop scientific material and open computer labs. • Develop a national strategy for reading and arithmetic methods in the classrooms <p><u>Sustainable development:</u></p> <ul style="list-style-type: none"> • Increase the construction of sanitation to be proportional/adequate to the number of students. • Provide play areas, preferably grassy outdoor areas
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5-3 Teachers, teaching and the teaching profession	
Challenges and Issues	Solutions and recommendations
<ul style="list-style-type: none"> • <u>Teaching challenges:</u> • Employment of teachers ceased in 2012 and its negative repercussions compounded with teachers leaving for better financial opportunities and of death of many teachers (many teachers have retired) • Teachers lacking university educational qualification 	<ul style="list-style-type: none"> • Opening the door for employment of teachers • Training teachers to develop teaching skills • Reconsidering the salaries (wages) of teachers. • Increase orientation and supervision visits

<ul style="list-style-type: none"> • Unstable teacher job as a result of war affecting the psychological well-being and financial stability of teachers. • Limited teacher training programs • Lack of specialized training programs in subject matters • Training manuals are obsolete and need to be converted into procedural manuals. • The timing does not match the intensity of some of the training courses. • Implementation of training courses during ongoing classes affecting classrooms • Lack of national teacher training plan • Inadequate number of professional trainers • Lack of the role of the Higher Institute for Teacher Training • Lack of follow-up on the impact of training and professional evaluation of training • Lack of technical role of school administrations • Lack of planning to implement classroom activities programs (internal and external) • Class visits to exchange experiences (internal qualification) • Student over-crowdedness • Some schools' environment are not safe for learning due to the damaged buildings. • The scarcity of school supplies, the most important of which is the textbook. 	<ul style="list-style-type: none"> • Converting the teaching job to teaching profession. • Capacity building of teachers • Allow sufficient time for training • Develop national teacher training plan • Activating the role of the Higher Institute for Teachers during service. • Strengthening supervisory department • Expansion of the school building. • Improving the school environment. • Providing school equipment. • Diversity of training programs and converting them into procedural manuals <p><u>Financing:</u></p> <ul style="list-style-type: none"> • Education to meet realistic needs. • Providing financial incentives for teachers to suit their needs • Opening the door to employment. • Supporting girl's education in the best way and support screening programs.
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5-4 Digital learning and transformation	
Challenges and Issues	Solutions and recommendations
<ul style="list-style-type: none"> • Limited pre-planning for digital learning (limited number of computers, equitable distribution of computers, and lack of internet for all schools) • Conversion of curricula into interactive lessons is very limited • Lack of training programs and capacity building for specialized technical staff to raise the level of digital education • Difficulty in teaching and communicating the digital learning material • Lack of specialized technical staff • Absence of a technical supervision role 	<ul style="list-style-type: none"> • Include strategic plans for digital learning • The participation of the Ministry of Communications with the Ministry of Education is vital to the success of digital learning • Preparing curricula and converting them into interactive lessons • Preparing advanced programs and courses for digital education • Providing electricity or alternative energy for the continuity of digital learning • Protocols of agreements between the Ministry of Education and Ministry of Communications to facilitate communication network and internet to schools

<ul style="list-style-type: none"> • Constant power outages, weakness of the electricity and communications system in Yemen • The underappreciation of digital education • There is no clear national government vision for a smooth transformation to digital learning • The deteriorating economic situation rendered increased burdens on families. • Weak coordination between Ministries (Education - Higher Education – Technical Institutes). • Weak funding of digital education programs from partners/Donors. • Weak alternative education pathways and social justice for children in remotes areas with no access to technology • Weak societal and institutional awareness of digital education. 	<ul style="list-style-type: none"> • Providing and equipping additional study sections (English from Early Grades)
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5-5 Financing of education	
Challenges and Issues	Solutions and recommendations
<p><u>Funding for education:</u></p> <ul style="list-style-type: none"> • Donors’ funding for education is limited. • Donor grants must be optimally employed and utilized to meet educational needs. • Unavailability of local resources to support education. • Financing some projects are not aligned with the real need of schools and temporary class installation since they are not in accordance with the standards approved by the government. • There are no incentives for the teacher and the educational staff in general, and the salary of teachers is inadequate compared to the standards of living. 	<ul style="list-style-type: none"> • Government to ensure sufficient funds are made available for education • Donor countries to increase funding to education, including funding allocations as incentives for teachers, to prevent the education system from collapsing • Rehabilitation of schools and WASH facilities • Advocate and ensure sufficient funding for the school meals • Ministry of Education to support inclusive education and allocate funding for marginalized groups (girls’ education, children with special needs, and displaced children)

6- What are the main outcomes regarding the four key components* of the national consultation(s)?

* For the record, the four key components are:

1. Recovery from Covid-19 disruption [short-term]
2. Transformation of education [medium-longer-term]
3. Review of national education targets and benchmarks
4. Ensuring sustainable public financing

Please refer to the [national consultation guidelines](#) (pp.4-7) for detailed questions related to each component.

6-1 Recovery from Covid-19 disruption [short-term]

- Covid-19 has outbreaked in Yemen in early 2020 leading to the closure of all schools, universities nationwide preventing 5.8 million children (including 2.5 million girls), between 6-17 years old, to timely conclude the school year 2019/2020.
- alternative ways of learning in Yemen such as distance and e-learning platforms, self-learning or other innovative transmission of learning contents are not common practice
- Education sector and humanitarian partners have joined efforts to respond to the MoE's call to support alternatives to educational opportunities, i.e. the provision of a holistic response package, including but not limited to distance learning. Intervention strategies presented in this Response plan therefore include a complementary package with a variety of activities that can be tailored to local contexts within the country. The Response Plan aims at scale, i.e. overarching principles to be implemented at national levels with strengthened community engagement and ownership at local levels. The Response Plan also encourages parents and students to invest in public education platforms and channels provided by the MoE.

6-2 Transformation of education [medium-longer-term]

- Despite gains made in enrolment before the start of the current conflict, Yemen did not achieve the Education Millennium Development Goals (MDGs) and is far from reaching the Sustainable Development Goals (SDGs) 2030. Today, 8.5 million ¹estimated school-aged children (6 to 17-year-olds), are in need to education assistance to continue their education compared with 1.1 million in 2014.
- The existing Education Frameworks in the sector include the Transitional Education Plan (TEP, 2019/2020 – 2022/2023), the Yemen Humanitarian Response Plan (YHRP 2022) and the COVID-19 Education Response Plan (2020).
- During the past 5 years, MoE and the wider donor community have shifted their interventions towards humanitarian responses. While the immediate focus on service delivery aimed at preventing the Education system from collapse, the importance to invest in parallel in Education systems became evident.

6-3 Review of national education targets and benchmarks

During the annual meeting of the Local Education Group for the year 2022, the members of the Local Education Group (LEG) reaffirmed their commitment to support the education

¹ YHRP 2022

sector and to make collective efforts, cooperation and partnerships under the umbrella of a common national vision, and based on rich and interactive discussions, the Local Education Group and representatives of the Ministry of Education across Yemen agreed to extend the current Transitional Education Plan until the end of 2023, and at the same time, a formal review of this plan to consider its comprehensive implementation and to be guided by the achievements, challenges and current needs to chart the way forward (Development of the new national educational strategy, education sector plan (2024-2028) to achieve the whole of Yemen approach) where the national education target and benchmarks will be reviewed.

6-4 Ensuring sustainable public financing

The long-lasting conflict in Yemen has ravaged the country since 2014 and collapse its economic, state budget, insecurity, spread of diseases and epidemics and the spread of poverty, however the GoY still commits to the allocation of education budget at 15.6% of the Public Recurrent Expenditures and 3.9% of GDP.

Way forward: National Conference on Education (NCE)

The GoY will continue the National consultation by conducting a NCE soon. This NCE will engage the MoE Key staff at all levels such as local communities, Local and international partners , the concerned government entities to ensure multi-sectoral representation beyond education include (Ministry of Finance, Ministry of Planning and International Cooperation, Ministry of Social Affairs and Labor, Ministry of Civil Services and Insurance, Ministry of Local Administration and Ministry of Health), the Chambers of Commerce , NGOs. , Sociologists, academic, universities and research & studies institutes, Members of Parliament, Local authorities etc. to stand on Education Challenges and come up with Action Plan.