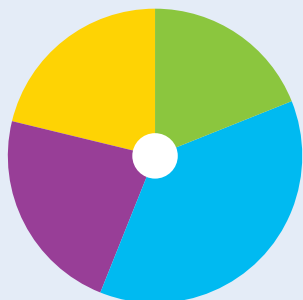


Resource Gap



SG1	\$2,855,333.00
SG2	\$3,000,000.00
SG3	\$4,855,333.00
SG4	\$2,555,333.00
Total	\$13,265,999.00

Partners

- Global Partnership for Education (GPE)
- Yemen Development Partner Group (DPG)
- Yemen Local Education Group (LEG)
- UNICEF
- Kingdom of Saudi Arabia
- Ministry of Education

Stay in touch

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Country Plan Update 2019

Yemen



Context & Data

Yemen is one of the poorest countries in the Arab region as well as the world's largest humanitarian crisis. Yemen ranked 178 out of 189 countries and territories on the Human Development Index¹. Conflict, protracted displacement, disease and deprivation continue to inflict suffering on the country's population. Disruption to commercial imports, inflation, lack of salary payment to civil servants and rising prices of basic commodities exacerbate people's vulnerability. According to the 2018 UN OCHA Humanitarian Needs Overview, a staggering 22.2 million people – or approximately 76% of Yemen's population – need some kind of humanitarian assistance. This includes anything from emergency food or water to psychosocial support and temporary learning spaces.

On the education front, approximately 2 million, or 27% of school-age children have no access to education, while 4.1 million need support to access education². 2,000 schools have been damaged or occupied by internally displaced persons (IDPs). With immense impact of the almost four-year war on education, approximately 170,000 teachers across 11 governorates of Yemen remain unpaid, putting at risk the learning of 3.7 million students. When students do attend school, the instructional time is reduced and materials are often in short supply.

Despite these challenges, education authorities and 242 international and national partners³ in Yemen have been striving to keep the education system from collapsing and have adopted measures within their available resources to ensure continued education. This includes facilitating admission procedures for displaced students in the areas of displacement; creating temporary alternative educational facilities; implementing emergency school schedules to reduce the daily workload of teachers; and activating and encouraging community initiatives in support of the educational process⁴.

- ¹ Human Development Indices and Indicators: 2018 Statistical Update, UNDP.
- ² Education Cluster 2017, 2018 UN OCHA Yemen Humanitarian Needs Overview
- ³ OCHA, January 2019
- ⁴ Draft Yemen Transitional Education Plan 2019-2021

2 M
Out of School Children

4.1 M
Need Support to Access
Education

2,000
Destroyed Schools

22.2 M
Need Humanitarian
Assistance

170,000
Teachers unpaid

3 M
IDPs & Returnees

Source: UNOCHA Yemen
<https://www.unocha.org/yemen>

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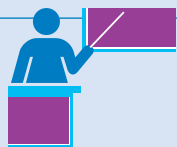


Education
2030

UNESCO Key Achievements 2018



Engaged with Yemen in the revision of Arab Regional Convention on the Recognition of Studies, Diplomas and Degrees



Supported the development of teacher guide on psychosocial support (PSS), delivered 2 PSS sessions for teachers and trained 8 Master Trainers from 12 schools in 2 Governorates



Supported the development of Yemen Transitional Education Plan (TEP) 2019-2021, through organization of two policy and technical consultations and five training workshop for 72 government officials, including 29 females



Prepared 1 policy framework for alternative and multiple pathways to learning and supported to establish Directorate of Non-Formal Education at the Ministry of Education



Supported the production of 1 Multi-Grade teaching resource kit, delivered 10 Training of Trainers (ToT) sessions where 20 trainers and teachers from 10 Governorates are trained in Multi-Grade strategies. 10 learners benefitted from the implementation of Multi-Grade teaching programme



Led Yemen Local Education Group (LEG) and Development Partners Group (DPG)

Response Plan 2019

Strategic Goal and Expected Results

SG1: Children and youth affected by crisis benefit from quality learning opportunities

- 1 ER1 Increased support to access and remain in relevant educational opportunities
- 2 ER2 Improved access to recognized diverse learning pathways

SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work

- 1 ER1 Enhanced learner knowledge, values and skills to prevent violent extremism (PVE) and promote social cohesion and global citizenship
- 2 ER2 Enhanced learner preparedness for better livelihood opportunities

SG3: Education actors provide quality education for better learning outcomes

- 1 ER1 Enhanced teacher capacity to respond to learner needs

SG4: Education systems are responsive and resilient to crisis

- 1 ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems
- 2 ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies

Activities

- Provide teaching and learning materials and equipment
- Support alternative and accelerated learning programme in basic education
- Reintegrate out of school children and socialize catch-up program through curriculum development and teacher trainings
- Support learning opportunities in PVE, Global Citizenship Education and to sustain basic learning
- Training of teachers and school managers in accelerated and alternative learning programmes in basic education
- Training of teachers in comprehensive package of psychosocial support, active learning and multi-grade teaching and continuous assessment
- Develop capacity for a School Integrated Management Information System (SIMIS)
- Develop capacity at national and governorate level in monitoring and reporting for the implementation of newly developed Transitional Education Plan
- Support the capacity building for curriculum review process
- Support to align curriculum, teachers and learning assessment
- Implement National Policy Framework for Alternative Education through capacity development at national and governorate levels
- Enhance the institutionalized partnerships between TVET institutions and partners
- Involve Yemen in regional conference on higher education and support enhancement of higher education sub-sector