Yemen Transitional Education Plan 2019/20-2021/22

Endorsement

Introduction

With its long sea border between eastern and western civilizations, Yemen has long existed at a crossroads of cultures on the west of the Arabian Peninsula. Large settlements for their era existed in the mountains of northern Yemen as early as 5000 B.C. Yemen is renowned for its cultural diversity and contributions to humanity.

The modern-era Yemen, however, has become synonymous with conflicts and resulting fragility and exacerbating vulnerabilities of Yemeni populations. The ongoing conflict, that started in 2015, has been one of the world's worst humanitarian protracted crisis and has no sign of abatement.

This situation has hit the education system hard. The earlier *Yemen education sector plan: Mid-term results framework 2013-2015* was crafted for a country that in 2011 ranked 154th out of 184 on the Human Development Index, and that had been experiencing political unrest, armed conflict, and deterioration of social services. The education sector was affected by damage to and occupation of schools, teacher absenteeism, and shortages of educational equipment and materials. The Mid-term results framework accepted an estimate of 1.15 million children of primary school age (6 to 14) as being out of school, 69 per cent of them female. The *Transitional Education Plan* has thus been developed for a country which in 2015 found itself with an education system that was already severely stressed.

Transitional Education Plan: process and observations

Amidst severely constrained operational environments, the TEP took more than two years to develop (2017 to 2019), during which time conditions in the country had steadily worsened. It was challenging to sketch alternative scenarios for education with a reasonable level of confidence. The plan proposes measures to address the conditions created by the war, but also includes activities carried forward from the previous full pre-tertiary sector plans.

The situation in Yemen has been and continues to be characterized by armed conflict in many parts of the country, with significant numbers of internally displaced persons, damaged infrastructure, and shortages of food and medical supplies. The presence of refugees in the country and environmental factors such as flash floods further exacerbates the situation. Economically, Yemen has been negatively affected by the war and port blockades, which have impacted on the currency exchange rate and availability of funds to government.

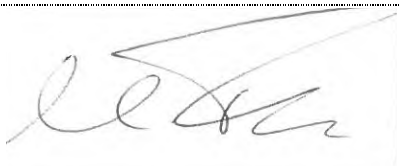
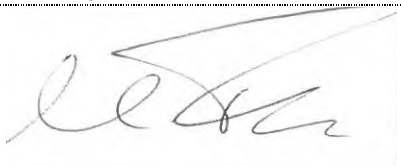
Led by the Ministry of Education with technical facilitation by UNESCO IIEP and GIZ and financial support from GPE, the TEP is a well-structured document, covering all the aspects required in a transitional plan. The situation analysis is thorough. Updating some of the humanitarian data in the analysis would not have led to different priority programs and strategies in the plan. The four priority programs give a balanced approach to addressing some of the worst deficiencies caused by the crisis in the country, alongside measures for longer-term improvements in the quality of teaching and learning. An important step is to expand and agree on the implementation mechanism inclusive of monitoring framework.

The TEP development is a result of a two year-long process of consensus building amongst education authorities at all levels across the country, and technical and capacity development support provided

to them by the Development Partners Group. Coupled with the successfully conducted independent appraisal, this inclusive and participatory process gives much credibility and strength to the quality of TEP, and it lays a strong foundation on which to build for a successful implementation.

Conclusion

Overall, the TEP is credible and addresses key priority issues to save Yemen's fragile education system from collapse and to ensure provision of learning for all children in the country. Although ambitious in extremely fragile operational environments, the development partners are confident that the TEP can be implemented successfully provided all education authorities remain fully involved and engaged in dialogue, coordination and corresponding actions. The Yemen Development Partners Group – both of humanitarian and development - wholeheartedly endorse the TEP and commit to continuing their efforts to support Yemen's education sector development in a coherent, coordinated manner. The success of TEP implementation, thus learning of all Yemeni children, will depend on efficient and effective coordination and collaboration of education authorities and development partners to meet the common goal of achieving the results as set out in the TEP.

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