

Ensuring quality education in the context of crisis in Yemen

Education means future

The challenge

Ever since the ongoing war in Yemen began in 2015, the education sector has been severely affected. For years, the situation in Yemen has been recognised as the world's worst humanitarian crisis; and the country is currently facing the most serious famine in decades. An estimated 8.1 million school-aged children need educational assistance and nearly three quarters of public-school teachers have received no (regular) salary since October 2016. More than 2500 schools are not in use. Classrooms stand empty or sink into rubble after military attacks, some are used for military purposes and others serve as accommodation for internally displaced people (IDPs) or refugees. The consequences of the ongoing war have disrupted school operations and resulted in a tremendous increase in the number of out-of-school children, from 1.6 million before the war to 2.05 million today, mainly in rural areas and in particular among girls. Among the almost 4 million IDPs, 50 % are school-aged children. Fearing for their children's safety in public places and due to increasing poverty, parents tend to keep their children at home. Out-of-school children are in turn at a higher risk of early marriage and child labour or being recruited for military operations, which increases the likelihood that poverty will be passed on to the next generation. Many children are distressed and traumatized and their psychological challenges also keep them from attending school or affect their performance at school. The lack of food leads to child malnutrition, which consequently affects students' physical development. In addition, there is a shortage of textbooks, school equipment and adequately trained (female) teachers, in particular in rural areas. The low number of female teachers has a significantly negative impact on girls' attendance at school. In summary, the devastating humanitarian situation has hit an already weak education system all the harder. The lack of quality education and inadequate access to schools has an effect on an entire generation of school-age children whose

future is uncertain. Traditionally weak, state institutions have been further undermined during the war. The limited administrative capacities of the Yemeni state and the deficits in providing basic public services have amplified the humanitarian crisis. Communities are trying their best to keep schools going against all odds in order to prevent the school system from collapsing.

Project name	Quality of Education Improvement Programme III (QEIP III)
Commissioned by	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ)
Project region	Governorates of Aden, Hajja and Sana'a City
Lead executing agency	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Implementing partners	Ministry of Education and its affiliated offices at governorate and district levels, faculties of education of the universities of Aden and Sana'a
Duration	02/2021 – 12/2023

Our approach

On behalf of the BMZ, GIZ is implementing the Quality of Education Improvement Programme (QEIP III) in Yemen. The objective of QEIP III is to strengthen the organisational and institutional capacities of central and decentralized educational institutions to ensure a qualitative range of services for education in crisis situations. Thereby, the project builds on the achievements of its predecessor projects (QEIP I and II). The focus of QEIP III lies on strengthening the planning, management, implementation and monitoring capacities on central, governorates and district levels as well as of selected local educational institutions for the implementation of the Transitional Education Plan (TEP). Furthermore, through part-



Left: "Hide and Seek" PSES activities, Grade 3, Al-Khansa School, Old Sana'a District, April 2018

"Tag-of-war", PSES activities, Grade 4, Awsan School, Al-Mua'allia District, Aden, Feb. 2020

time qualification programmes for teachers and school managers the quality of teaching at schools should be improved. Through the implementation of school development plans (SDPs), the capacities of the decentralised education administrations are strengthened in the area of school development with a focus on community participation to promote girls' education. Through the additional COVID-19 interventions students and teachers in those schools will benefit from school feeding, and improved water, sanitation and hygiene conditions and services along with awareness measures. School grants will be provided based on the SDPs.

Success factors


The project envisages to continue its quality and inclusive approach along the entire educational pyramid. In cooperation with the technical offices of the Ministry of Education (MoE) and the education offices on governorate and district levels, QEIP III assists primary and secondary schools in maintaining operations during the war and under the most difficult circumstances.

The coordination between DEOs, supervisors, school management and teachers improved as a result of school-based supervision, as the relationships were perceived as more supportive and constructive. As a result of the Psycho-social Educational Support (PSES) interventions, reduced drop-out rates and reduced absenteeism were observed among school children. Students showed improved self-confidence, motivation and creativity and generally better social interaction with others.


The Teacher Qualification Programme (TQP) bridged the gap between missing theoretical knowledge and existing practical



experiences, and new learning approaches and teaching strategies were applied by teachers in the classroom.



By building on existing initiatives, community resources were further mobilised to support school operations, especially through the reactivation and empowerment of Fathers' and Mothers' Councils. The school environment was improved through the embellishment of school buildings and school yards and became more conducive for students and teachers to enjoy teaching and learning resulting in improved performance and learning achievements.

 In **163** primary and secondary schools, **181,567** students (**54%** girls), including **9,579** IDPs and **8,350** members of school staff (**61%** women) benefited from school development activities and received psychosocial support (PSES) from **387** trained school-based trainers, **54%** of whom were women.

71 teachers (**87%** women) have completed the 3-year part-time bachelor's degree program and provide **15,961** students, **56%** of whom are girls, with better education.



 **189** Fathers' and mothers' councils have been reactivated and empowered to support activities such as contracting teachers, covering transport costs, providing food baskets, overcoming textbook shortages 

 Basic equipment such as **5,395** school desks, **451** white boards, markers, chalks and **8** solar systems were provided to the schools. In addition, **824** recreational kits for PSES activities were distributed. 

Education during COVID-19 – Crisis on top on an already existing crisis

COVID-19 has exacerbated many of the problems the Yemeni education sector has already been facing in various areas since the beginning of the war, among them high drop out rates of school children and frequent absenteeism of teachers as well as postponement or cancellation of teacher trainings and exams. The technical equipment, broadband connections and teaching materials for online teaching are hardly available. To adapt to the new challenges, QEIP has supported the e-learning departments in the Ministry of Education to strengthen its human and IT-capacities for reactivating learning platforms. QEIP also provided support to the examination departments in preparation of the national exams in grade 9 and 12 for the school year 2019/20. The educational authorities in Sana'a had planned and conducted these exams for nearly 450,000 students of whom around 83% passed successfully.

Awareness on COVID-19 is relatively low among school children, teachers, and parents, resulting in a high risk of infection. Therefore, QEIP III envisages the enhancement of WASH measures, as a key factor of COVID-19 prevention and, thus, an essential prerequisite for enabling face-to-face teaching, in addition to meeting the urgent need to further expansion of digital services.



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Girls wear medical masks, 2020

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On behalf of Federal Ministry for Economic Cooperation and Development (BMZ)