

# Overview of Gaps in Education Service Delivery in Yemen and the Drivers of Poor Educational Outcomes

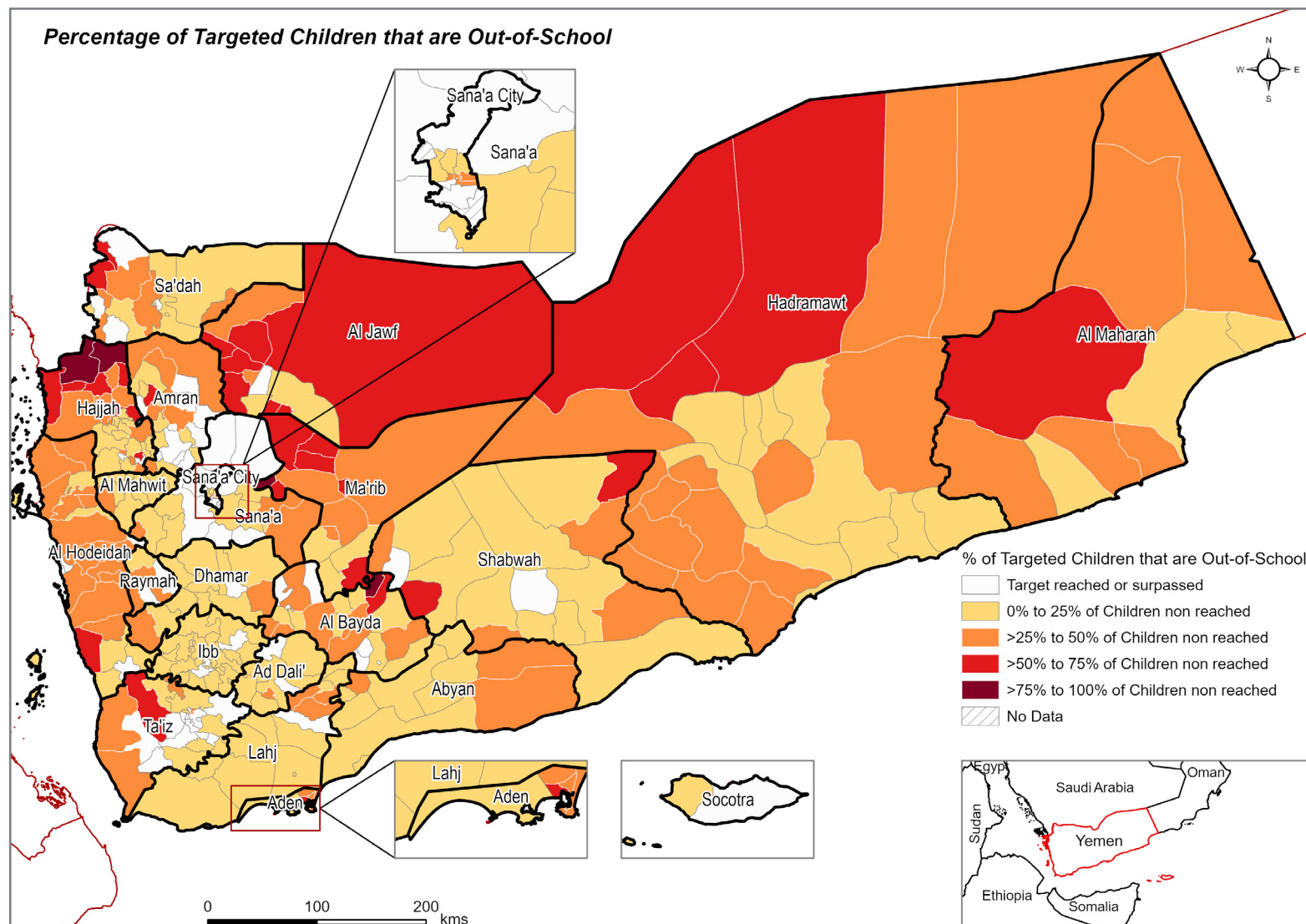


## Introduction

In July 2020, the Yemen Education Cluster (YEC) conducted a Secondary Data Review (SDR)<sup>1</sup> as part of the YEC's participation in the Joint Education Needs Assessment (JENA) Coaching Program. This factsheet summarizes the main findings of the SDR, the key gaps in the education service delivery in Yemen, and the multi-sectoral drivers of poor educational outcomes for Yemen's children, such as food insecurity, economy, displacement, etc. Moreover, the maps visualizing education indicators represent the gap (if present), the target that was not reached or that was sometimes overreached compared to the target set by the education cluster.

## High Rates of Out-of-School Children<sup>2</sup>

The crisis in Yemen has caused hundreds of schools to close, and thousands more to be only partially functional. The lack of functioning school infrastructures, coupled with limited capacity building support for teachers, and poor access to learning and teaching materials, have contributed to high rates of out-of-school children. Many children that drop out of school are unlikely to return to formal education. Poor economic conditions often lead to an increase in the number of children being out-of-school, as well as in the use of coping strategies such as child labour or child marriage (which might also be driven by social norms). Therefore, out-of-school children may face a wider range of protection concerns. Approximately, one million internally displaced children need educational support in Yemen.

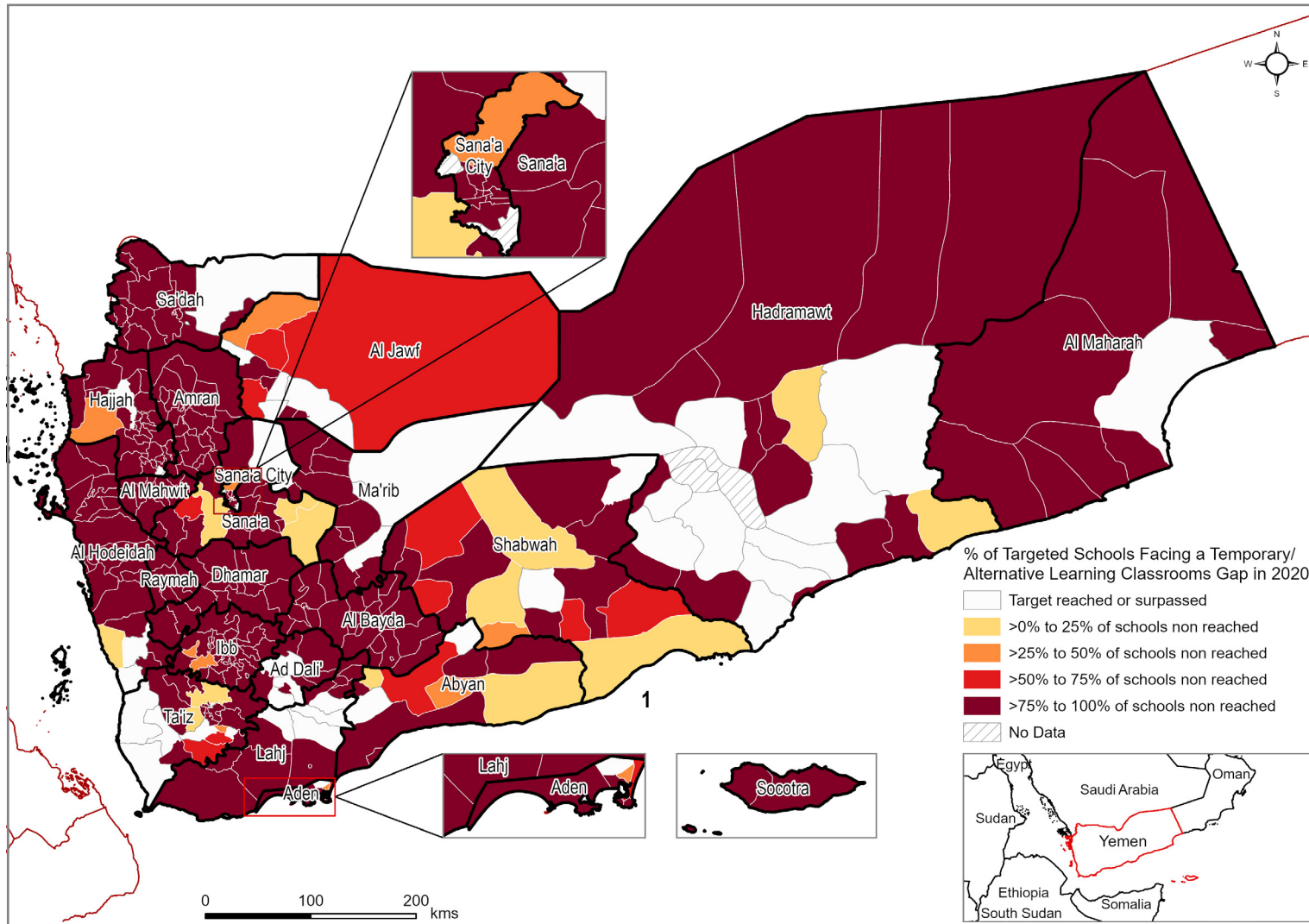


1.) [United Nations Children's Fund, Education Cluster Secondary Data Review \(SDR\)-2020, Yemen, January 2021](#) 2.) [United Nations Children's Fund, Gap Analysis 2020, Yemen, January 2021](#)

# Key Education Gaps in Yemen

## Insufficient School Infrastructure and Poor Access to Teaching and Learning Materials

### Percentage of Targeted Schools Facing a Temporary/Alternative Learning Classrooms Gap in 2020<sup>3</sup>



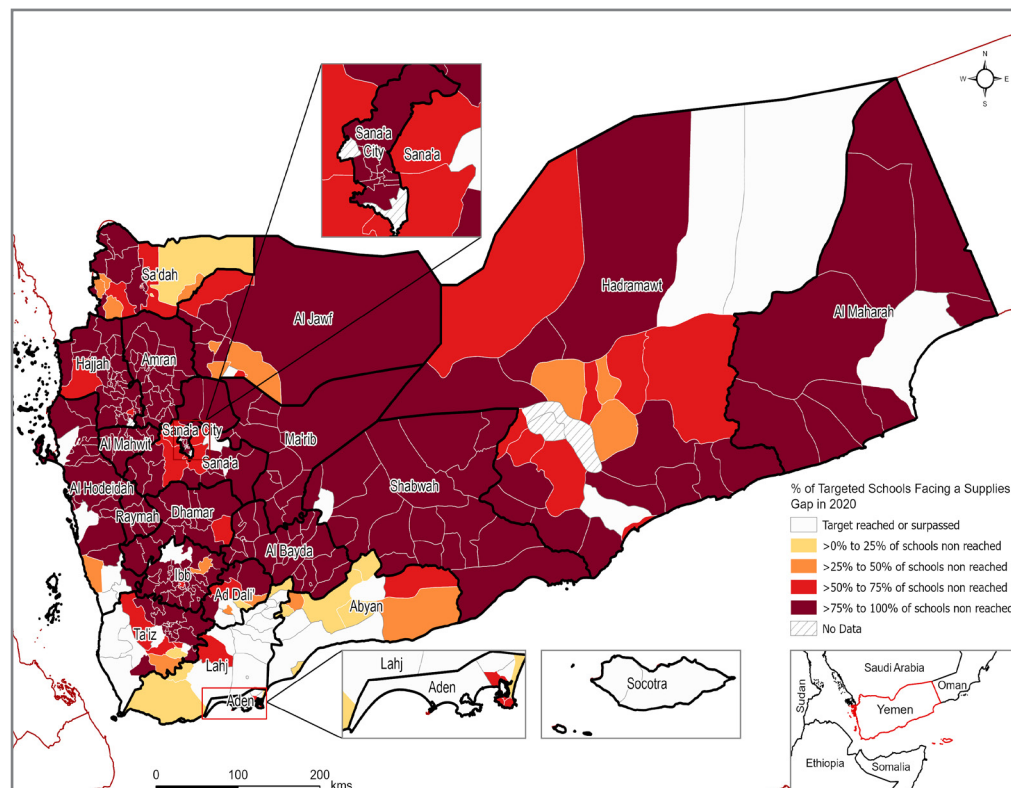
In some governorates like Sanaa city, Aden and Al Hodeidah where access incidents reached high numbers (1,869 in Sanaa city for example), the percentage of gaps in targeted schools facing a temporary/alternative learning classrooms in 2020 is over 75%.

3.)United Nations Children's Fund, Gap Analysis 2020, Yemen, January 2021

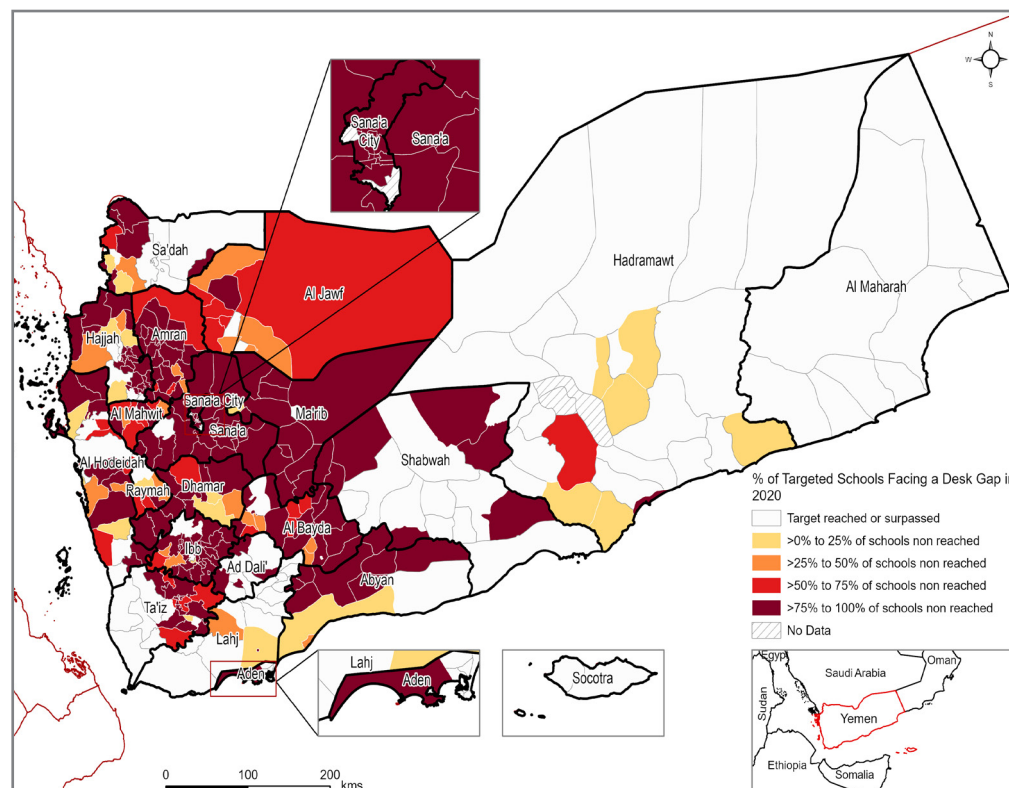
# Key Education Gaps in Yemen

## Insufficient School Infrastructure and Poor Access to Teaching and Learning Materials

Percentage of Targeted Schools Facing a Supplies Gap in 2020<sup>4</sup>



Percentage of Targeted Schools Facing a Desk Gap in 2020<sup>5</sup>



According to the Office for the Coordination of Humanitarian Affairs (OCHA), the Education Cluster and its partners, poor school infrastructure, a lack of temporary learning spaces and alternative learning classrooms are some of the most critical gaps in Yemen's Education Sector. Inadequate school supplies and furniture limit the ability of students with access to classrooms to engage in learning.

4.) [United Nations Children's Fund. Gap Analysis 2020. Yemen. January 2021](#)

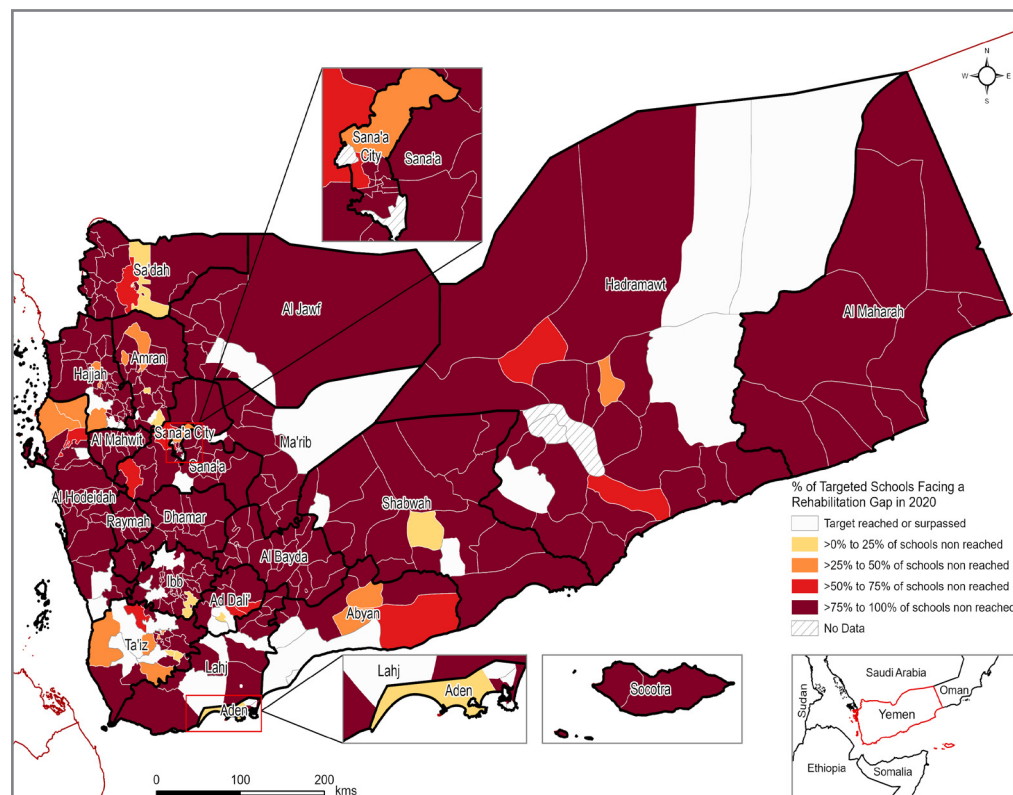
5.) [United Nations Children's Fund. Gap Analysis 2020. Yemen. January 2021](#)



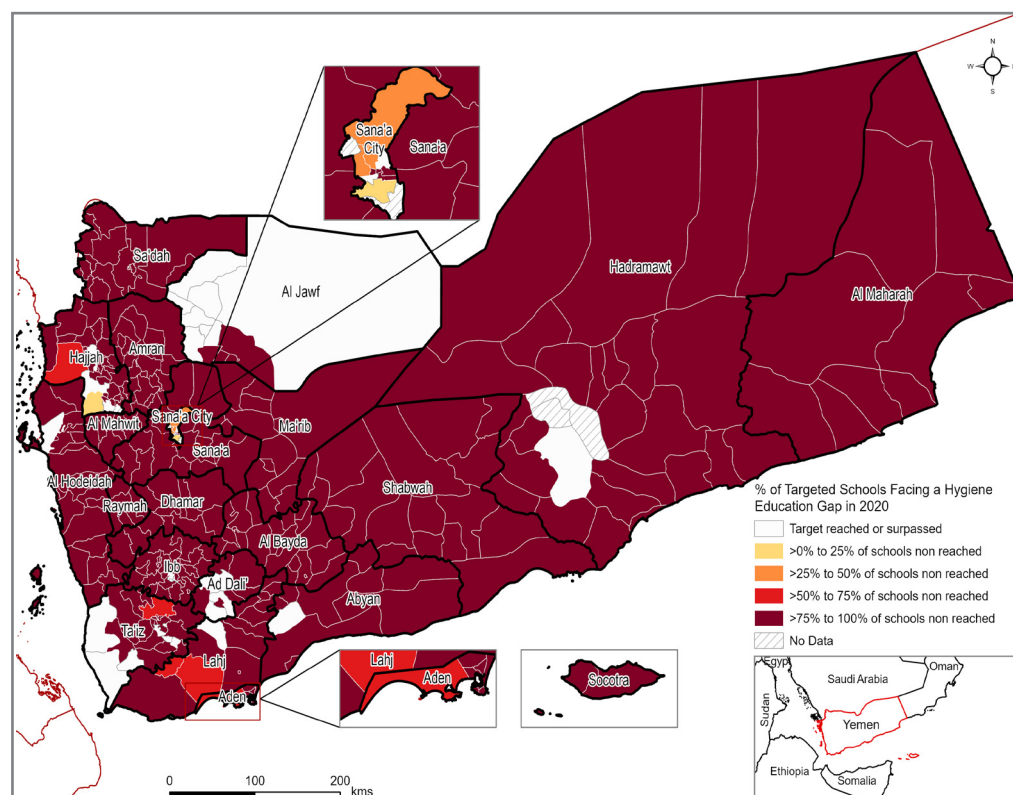
# Key Education Gaps in Yemen

## Insufficient School Infrastructure and Poor Access to Teaching and Learning Materials

Percentage of Targeted Schools Facing a Rehabilitation Gap in 2020<sup>6</sup>



Percentage of Targeted Schools Facing a Hygiene Education Gap in 2020<sup>7</sup>



Inadequate Water, Sanitation and Hygiene (WASH) facilities in schools puts children at risk of contracting Cholera and other water-borne diseases. The lack of segregated, safe and functioning latrines is a cause of drop-out among girls, especially adolescents. Across Yemen, more than half of schools have insufficient infrastructure and materials to provide an appropriate teaching and learning environment.

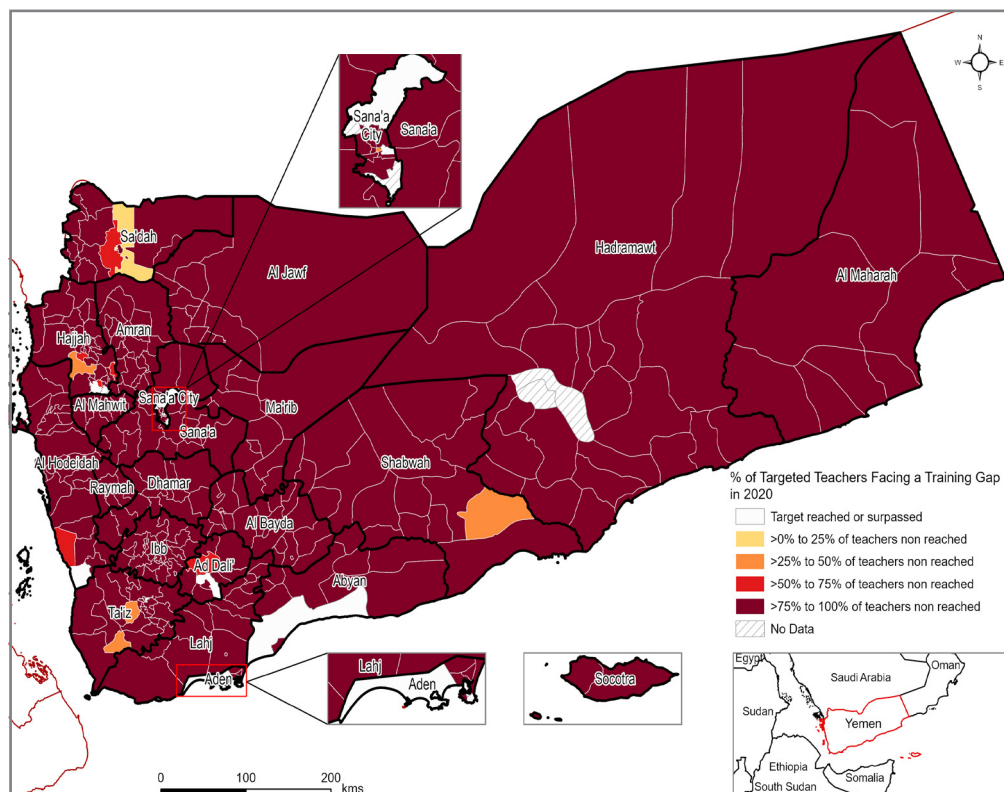
6.) [United Nations Children's Fund, Gap Analysis 2020, Yemen, January 2021](#)

7.) [United Nations Children's Fund, Gap Analysis 2020, Yemen, January 2021](#)

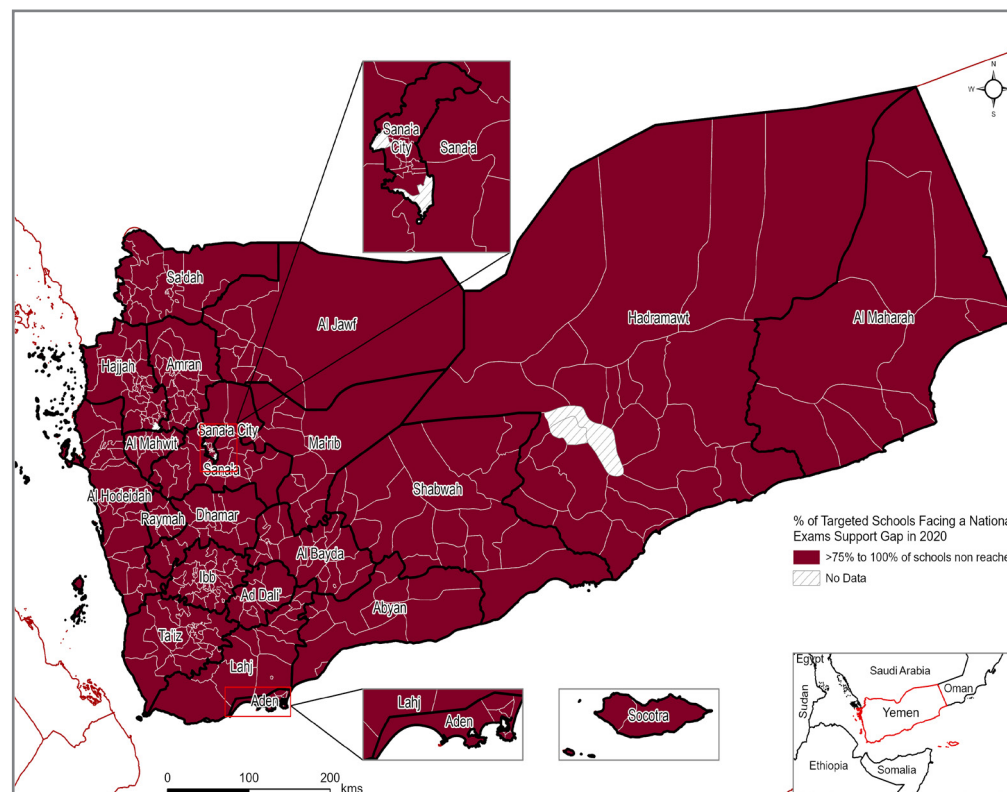
# Key Education Gaps in Yemen

## Poor Quality Instruction

Percentage of Targeted Teachers Facing a Training Gap in 2020<sup>8</sup>



Percentage of Targeted Schools Facing a National Exams Support Gap in 2020<sup>9</sup>



The Yemen Education Cluster's SDR<sup>10</sup> recommends strengthening the quality of instruction and the quality of school management by training teachers, school managers, school supervisors and family councils. Moreover, teachers need to receive trainings on referrals, especially for children that require psycho-social and protection services. Teachers and school administrators also require support in preparing for and administering national exams, which allow children to progress within the educational system. Across Yemen, more than 75% of teachers have not received adequate training and more than 75% of schools have not received adequate support in rolling out exams.

8.) [United Nations Children's Fund. Gap Analysis 2020. Yemen. January 2021](#)

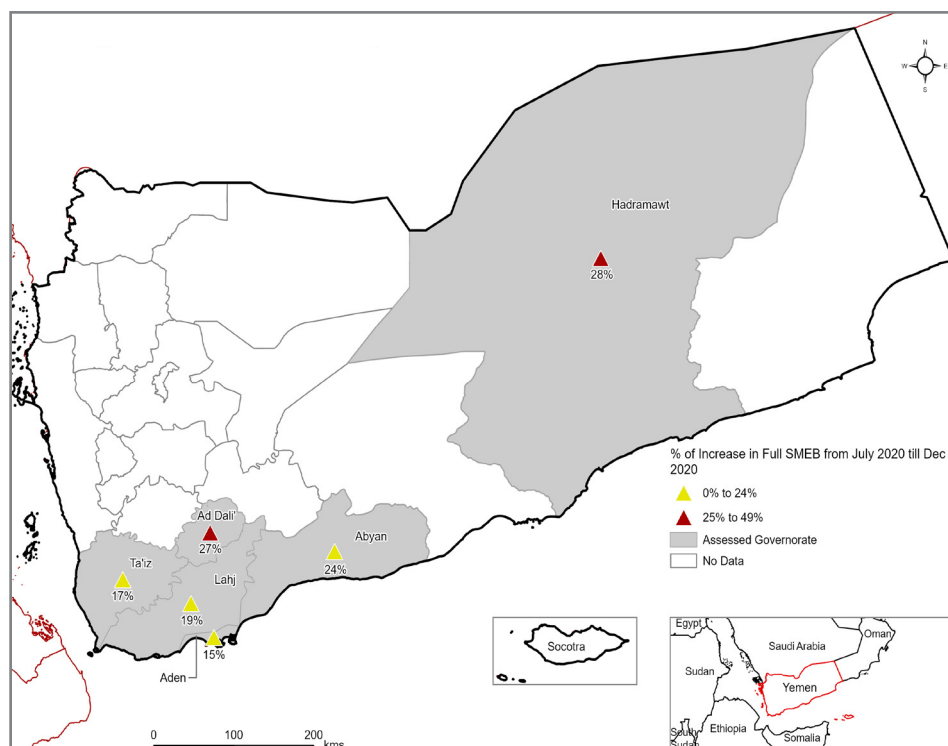
9.) [United Nations Children's Fund. Gap Analysis 2020. Yemen. January 2021](#)

10) [United Nations Children's Fund. Education Cluster Secondary Data Review \(SDR\)-2020. Yemen.](#)

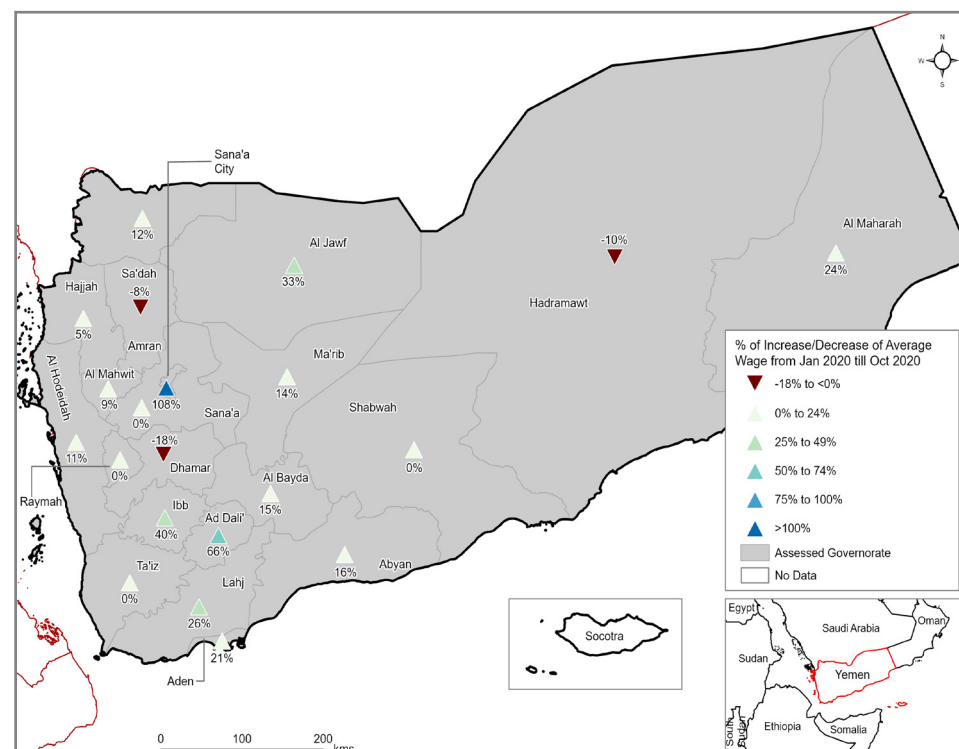
# Key Drivers of Poor Educational Outcomes

## Limited Financial Resources among Student Households

Percentage of Increase in the price of the Full Survival Minimum Expenditure Basket (SMEB) from July 2020 till December 2020<sup>11</sup>



Percentage of Increase/Decrease of Average Wage from January till October 2020<sup>12</sup>



In most governorates across Yemen, families face severe financial difficulties. Limited household financial resources and reduced household purchasing power are key factors affecting children's access to education. As mentioned in the SDR, poverty among Yemeni families has increased by one-third over the course of the conflict, with more than 80% of Yemenis currently living below the poverty line. School fees (added informally by schools, as a result of the non-payment of teacher salaries by the authorities) discourage families from sending children to school. In some locations, high drop-out rates have been directly attributed to fees.

In times of economic crisis, girls may be considered an additional economic burden, which puts them at risk of child marriage. Families with less resources deprioritize girls' education. In Yemen, child marriage underwent a threefold increase between 2017 and 2018 and will likely get worse as the result of COVID-19. While parents are aware of the dangers and harms of child marriage, reducing household size is often seen as an economic imperative.

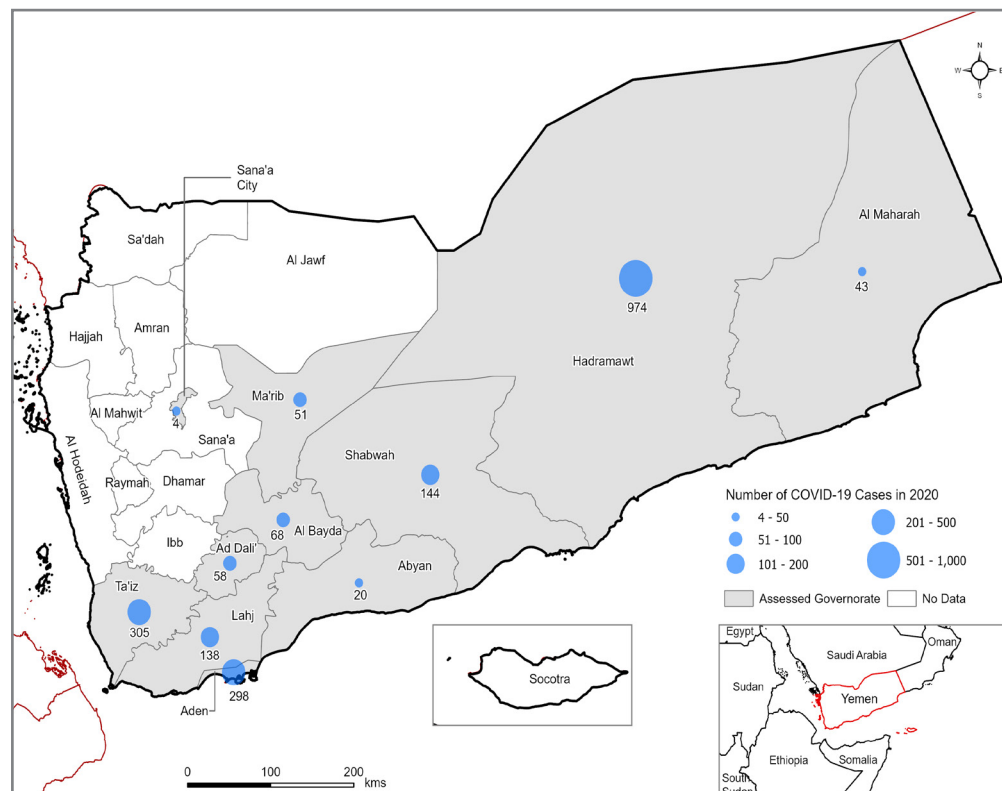
11.) REACH Yemen, Yemen Joint Market Monitoring Initiative, Yemen, December 2020 12.) World Food Programme (WFP), mVam Food Prices, Yemen, December 2020



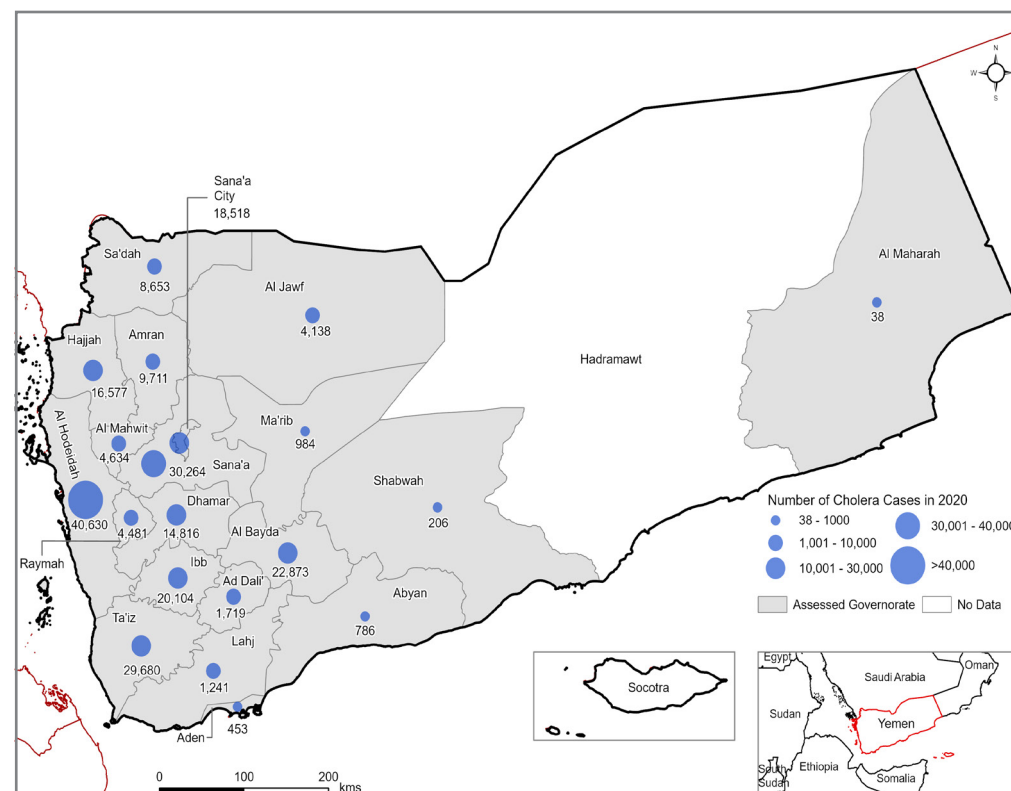
# Key Drivers of Poor Educational Outcomes

## High Rates of Disease and Water-Borne Illness

Number of COVID-19 Cases in 2020<sup>13</sup>



Number of Cholera Cases in 2020<sup>14</sup>



According to the YEC's SDR<sup>15</sup>, the COVID-19 pandemic has negatively affected livelihoods and income in three ways: (1) loss of jobs owing to containment measures and businesses closures (temporary and permanent); (2) disruption in the local supply chains; and (3) the distortion of consumption patterns due to reduced purchasing power. Cholera outbreaks and COVID-19 impede school enrolment, because increased health care costs contribute to families' inability to afford school fees, uniforms or supplies.

Girls are often given the responsibility to stay at home and assist sick family members. Gender-based violence has increased during the COVID-19 outbreak, as the movement of female children is more restricted.

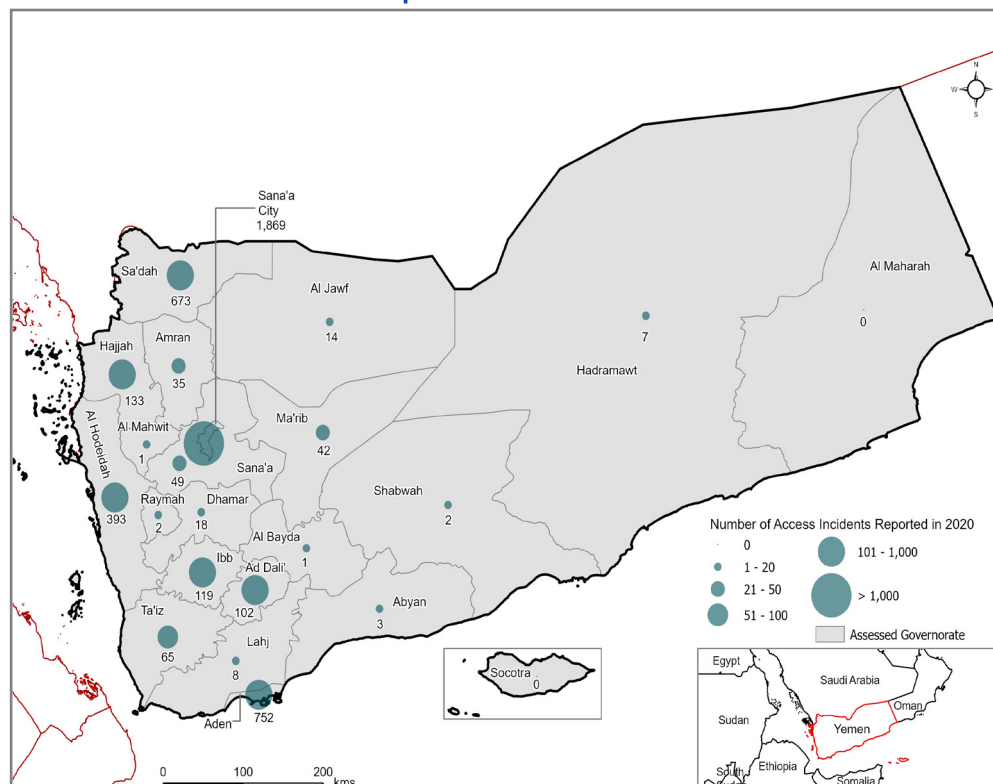
13.) Humanitarian Country Team, COVID-19 Preparedness and response monthly report (December 2020), Yemen, January 2021 14.) Emergency Operation Center (EOC), Cholera Dashboard, Yemen, 2017/2020

15.) United Nations Children's Fund, Education Cluster Secondary Data Review (SDR)-2020, Yemen, January 2021

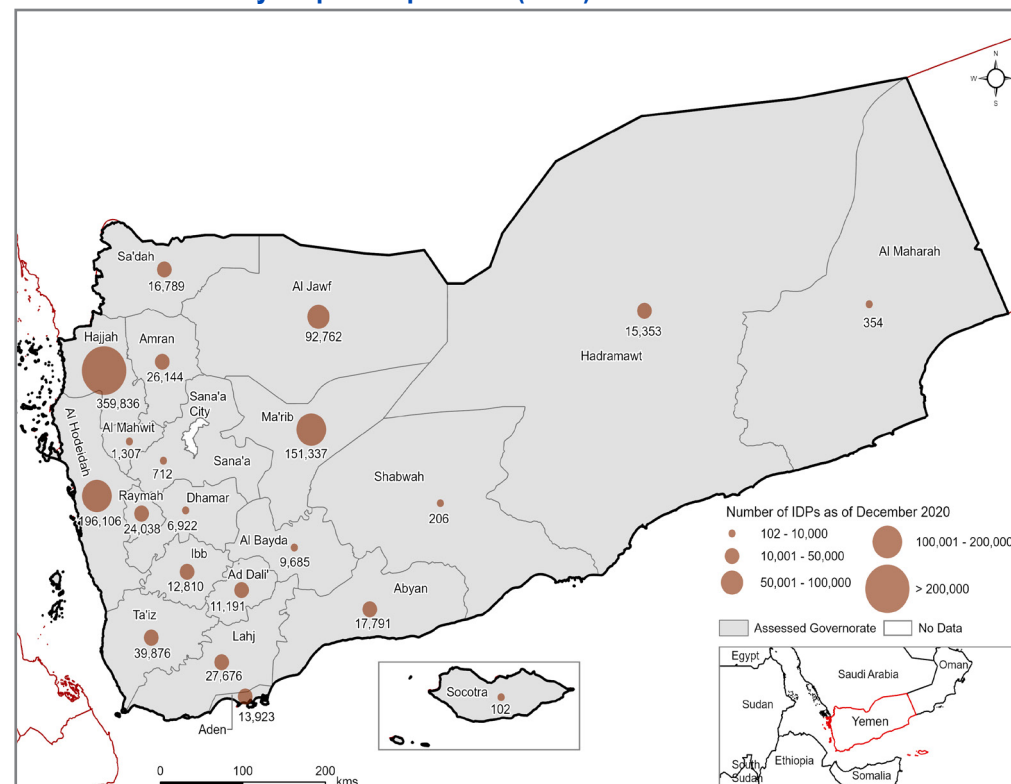
# Key Drivers of Poor Educational Outcomes

## Displacement & Reduced Access to Services

Number of Access Incidents Reported in 2020<sup>16</sup>



Number of internally displaced persons (IDPs) as of December 2020<sup>17</sup>



The crisis in Yemen has caused hundreds of schools to close, and thousands more to be only partially functional. The key root cause of this is the ongoing conflict, which has damaged and destroyed school infrastructure.

Displacement contributes to child drop-outs due to a lack of temporary schools for IDPs, overcrowding in existing schools, and the closure of schools used as shelters. In addition, displaced families are less likely to have the financial resources to enroll their children in local schools, while safety concerns in a new community may discourage even those IDP families with economic resources to send their children to school. The conflict and resulting population displacement in Yemen exacerbated an already fragile system and generated immense pressure on communities, which has necessitated the reconsideration of the absorptive capacity of local educational facilities.

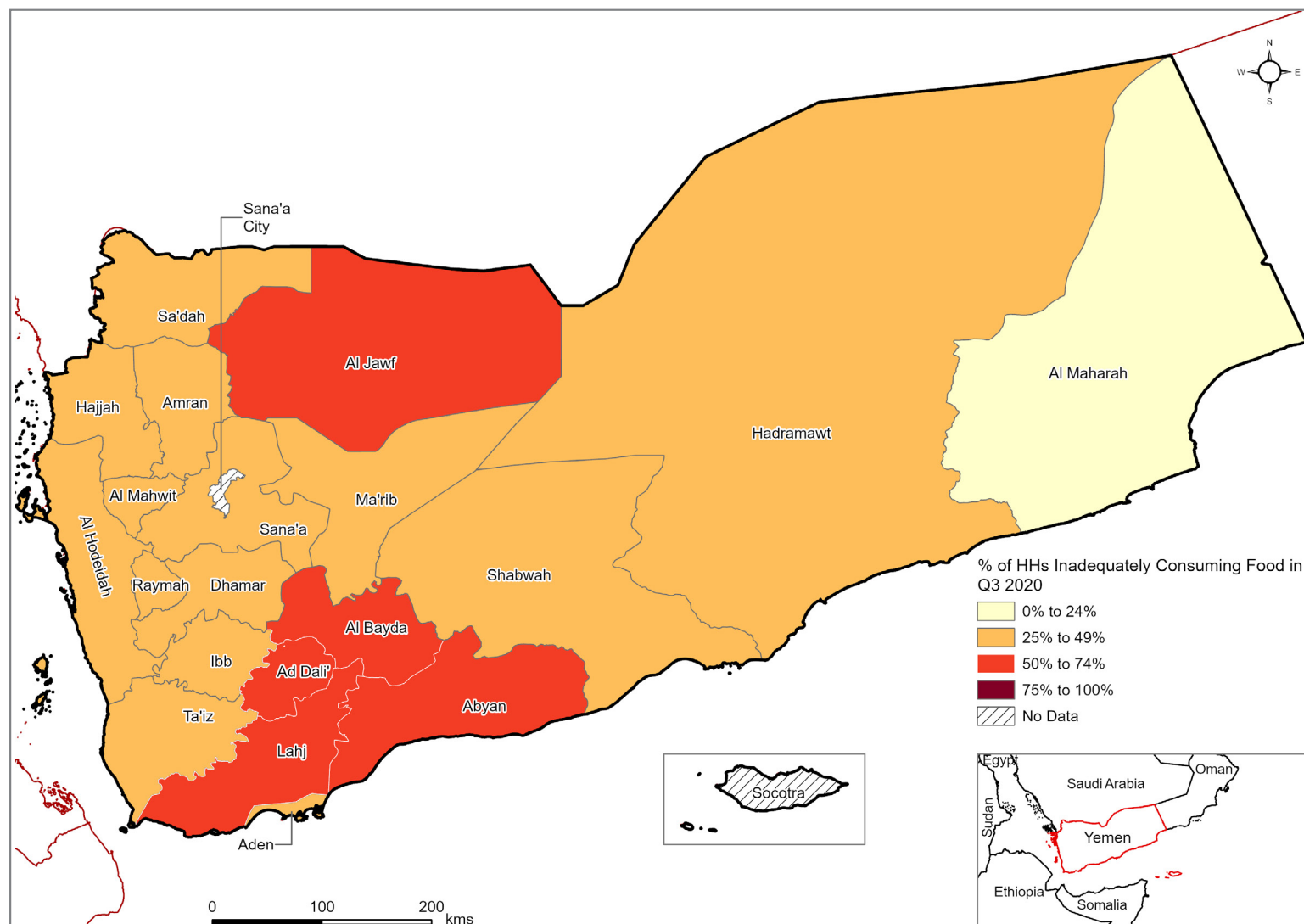
16.) United Nations Office for the Coordination of Humanitarian Affairs (OCHA), Humanitarian Access Snapshot (November-December 2020), Yemen, January 2021. 17.) CCCM Cluster, IDP Site Master List, Yemen, December 2020



# Key Drivers of Poor Educational Outcomes

## Food Insecurity & Malnutrition

Percentage of Households Inadequately<sup>18</sup> Consuming Food in the Third Quarter of 2020<sup>19</sup>



Children struggle to learn when hungry or when suffering from malnutrition. Families that are food insecure are less likely to send their children to school because they will prioritize their already limited resources for the purchase of food.

In fact, it seems that in governorates where there is a high percentage of inadequate food consumption such as Al Jawf, Lahj, Ad Dali, Al Bayda and Abyan, the school feeding gap remains high.

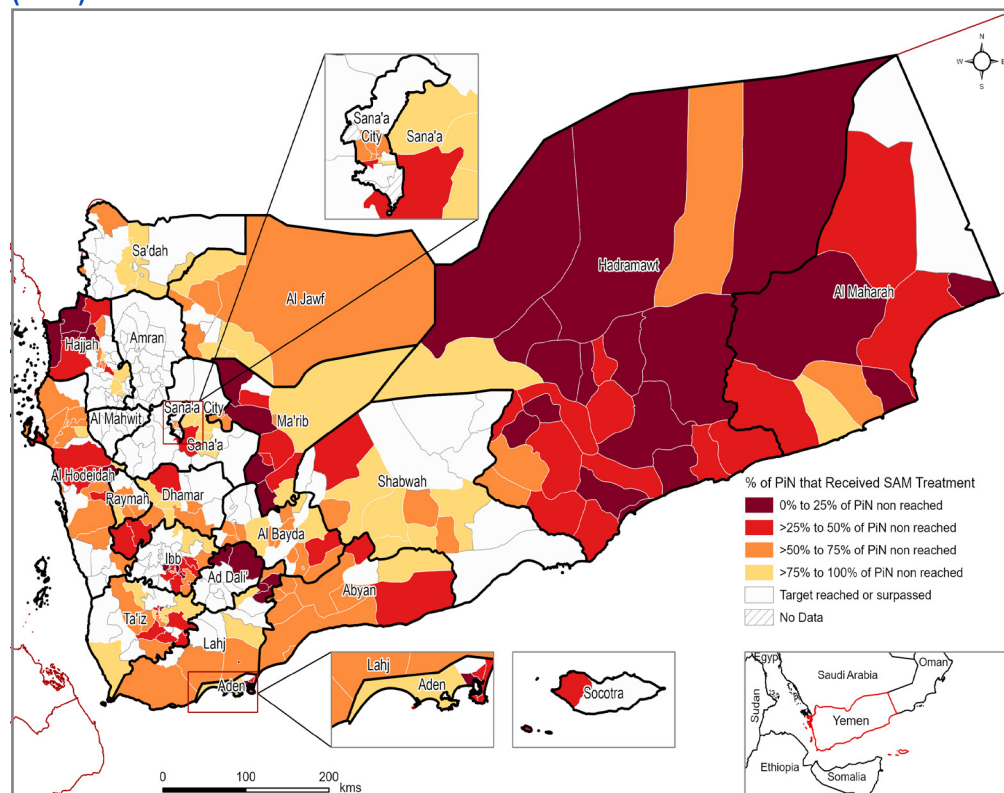
18.) According to WFP, Inadequate means poor or borderline Food Consumption Score (FCS)

19.) World Food Programme (WFP), mVAM Food Security and Vulnerability Update No.54 (July-August-September 2020), Yemen, September 2020.

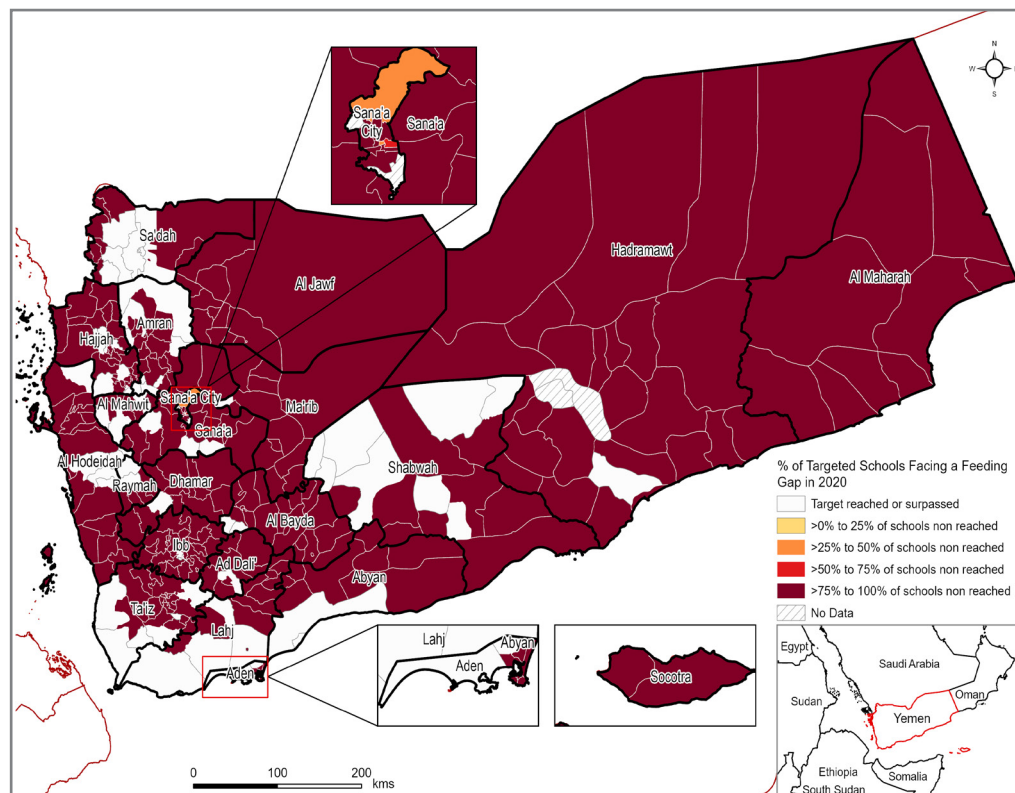
# Key Drivers of Poor Educational Outcomes

## Food Insecurity & Malnutrition

Percentage of People in Need (PiN) that Received Severe Acute Malnutrition (SAM) Treatment<sup>20</sup>



Percentage of Targeted Schools Facing a Feeding Gap in 2020<sup>21</sup>



In most governorates, between 25% and 75% of households have inadequate food consumption. Access to treatment for SAM is also limited. School feeding programs (consistently reported as a 'must have' for children's attendance) are present in only a fraction of schools in Yemen, cutting this important lifeline, which often keeps children from the most vulnerable families enrolled in school.

20.)United Nations Children's Fund, Nutrition Cluster Monthly Update December, 2020, Yemen, February 2021

21)United Nations Children's Fund, Gap Analysis 2020, Yemen, January 2021