

Yemeni State Policy Strategy in Improving the Quality of Education in the Contemporary Era

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Abstract

This research aims to understand the actual condition of the education sector in the Republic of Yemen, along with the strategies that have been prepared in the context of developing and improving the quality of education. The panorama that is being observed is not only a picture of Yemen which until now is still preoccupied by conflicts and political disputes. This paper is expected to be one of the scientific contributions for further research in related fields. The data in this paper was obtained using qualitative research methods by conducting literature studies from various sources. The data collected is presented as it is without providing any interpretation. From these various sources, some data was obtained from official documents. Although with the disclosure of the source of the document, statements or articles that are opinions are minimized so that scientific objectivity is maintained. Based on the studies that have been conducted, an important keyword has been found that covers development in all sectors (including education) in Yemen, namely the Yemen Strategic Vision 2025. Especially in the field of education, the Ministry of Education and Culture has prepared a set of plans and achievement parameters for a certain work period. This article is not proposed as a form of problem solving, but rather is intended as additional literature for a more comprehensive review.

Keywords: *conflict, education, strategy, transition, vision*

INTRODUCTION

With an area of 527,970 km² (15.00th MON – 48.00th LT) Republic of Yemen (*al-Jumhuriyah al-Yamaniah*) is located at the tip of the Arabian Peninsula bordering the Sultanate of Oman (east), the Kingdom of Saudi Arabia (north), the Arabian Sea (southeast), the Gulf of Aden (south) and the Red Sea (west). Republic of Yemen capital city Sana'a is located ± 2,300 m above sea level with an average temperature of 10th-26th C, except in December to February the average temperature is 3th-22th C (Ministry of Foreign Affairs of the Republic of Indonesia, 2018). Yemen's history, culture, economy, and population are all influenced by the country's strategic location at the southern entrance to the Red Sea (Wenner, 2024).

Yemen is predominantly Arab and speaks (dialect) Arabic. Ethnic minorities include the Mahras of eastern Yemen and the island of Socotra, who speak a variant of the ancient Himyarite language. The coastal population has African characteristics, while in the Aden area and eastern districts, Somali, Indonesian and Indian elements can be traced. In the far north there are still remnants of a Jewish community. A distinct social minority group is the Akhdam (Muhamashin) in coastal areas, who mostly perform menial tasks and occupy the lowest social class in Yemen (Diyarti, 2022).

Between the 12th century BC and the 6th century AD, Yemen was dominated by six civilizations, namely Ma'in, Qataban, Hadramaut, Awsan, Saba', and Himyar, who competed with each other, or allied with each other and dominated the spice trade -a profitable spice (The Metropolitan Museum of Art, 2000). Before consolidation (*unification*) in 1990, the area of Yemen was controlled by two countries with their respective governments; Republic Arab Yemen and South Yemen. The two countries have very contrasting political systems. In North Yemen policymaking is in the hands of a relatively progressive military elite working closely with a variety of civilian technocrats, major tribal leaders, and other traditional (religious) figures. The political and economic system of South Yemen has been based on Marxist ideology, of which the Yemeni Socialist Party the only one Legitimate political organization determine government policy and exercise control over state administrative, legislative and military systems (Diyarti, 2022).

The unification of Yemen was officially agreed upon by the two countries on 22 May 1990, with Ali Abdullah Saleh (previously President of the Yemen Arab Republic) serving as president, Ali Salim al-Beidh (previously President of South Yemen) serving as vice

president (BBC, 2019), and Haydar Abu Bakr al-Attas became prime minister. This united Yemen is now known as the Republic of Yemen.

Not long ago it was founded, in 1992 there was a food riot. This unrest triggered the formation of a new coalition government consisting of ruling parties in the two former Yemeni countries, which rendered PM Haydar's government ineffective. Negotiations to end the political stalemate continued until 1994 (U. S. Department of State, 2011). In *fact*, Yemen was again divided into two parts, north and south. On February 20, 1994 in Amman, Jordan signed a peace agreement between the northern and southern factions. But this agreement did nothing to stop the dispute which had developed into a civil war.

In 1999 a direct presidential election was held which was won by Ali Abdullah Saleh by a landslide with 96.2% of the vote over the only competitor, Najeeb Qathan al-Sha'abi. June 2004, the Shi'ite rebellion in Yemen occurred with Hussein Badreddin al-Houthi, who is also the leader of the Zaidiyah sect, as the leader of the rebellion against the legitimate government. One of the pretexts of this rebellion is, the rebels defend their community from government discrimination and aggression (BBC, 2008). September 27, 2006 for the second time Saleh was inaugurated as president of the Republic of Yemen after winning again on September 20 of the same year. Saleh again received the most votes with 77.2%, ahead of his competitor Faishal bin Shamlan who only received 21.8% of the votes (President Saleh Website, 2007).

The political crisis in the Republic of Yemen began in 2011, marked by a revolution against President Saleh's government. After Saleh stepped down as president in 2012 as part of an agreement between the Yemeni government and opposition groups, Abd. Rabbuh Mansur Hadi (who was previously Vice President) served as government leader (Johnsen, 2015). In 2014, Houthi forces overran the capital Sanaa and forced Hadi to negotiate a unity government with other political factions. The rebels continue to put pressure on the increasingly weakened government. After the presidential palace and his private residence were attacked by the Houthi group, Hadi resigned

along with his ministers in January 2015. The following month, the Houthis declared they were in control, disbanding parliament and forming a temporary Revolutionary Committee led by Mohammed Ali al-Houthi. Hadi fled to Aden, where he nevertheless declared himself Yemen's legitimate president, declared an interim capital, and called on government officials and loyal members of the military to unite with him (AA, 2015).

The Houthi movement, which has been waging an insurgency since 2004, began a gradual forcible takeover of Yemen. In 2014 the Houthis defeated government forces at the Battle of Amran and the Battle of Sana'a. The Houthis attacked Aden in March 2015 and then continued to move into the districts of Tawahi, Khormaksar, Crater. Things changed in mid-July 2015, when an anti-Houthi counterattack succeeded in trapping the Houthis on the peninsula. By August 6, 2015, Hadi's government had captured 75% of Taiz, and the Lahij rebellion had driven the Houthis from Lahij Governorate. Hadi's luck vanished on August 16, when Houthi forces successfully counterattacked and forced Hadi's forces to withdraw from Al-Salih Park and the Al-Dabab Mountains region. Hadi's forces attributed this setback to a lack of military equipment (AA, 2015).

In 2016 Hadi's government succeeded in defeating Houthi forces in battle *Port Midi*, and reclaimed Mukalla from *Al Qaeda in Arabian Peninsula/AQAP* in the battle of Mukalla (Hensch, 2017). After losing support from the Saudi-led coalition, Abd. Rabbuh Mansur Hadi resigned and in April 2022 the Presidential Leadership Council (*Presidential Leadership Council/PLC*) took power (MEMO, 2022). The PLC is the internationally recognized executive body of the Yemeni government. This body has eight members, chaired by Rashad Muhammad al-Alimi. The powers of the president and vice president have shifted to this body, including military leadership as well as the appointment of governors and other important officials (Ardemagni, 2022).

Under the current PLC rule, referring to the UN release dated 18 December 2023, Yemen is one of 45 countries listed as *Least Developed Countries* (LDCs) or least developed countries.

In the definition of LDC according to the UN, *Least Developed Country* are least developed, low-income countries that face severe structural barriers to sustainable development. The country is highly vulnerable to economic and environmental shocks and has low levels of human assets (United Nations, 2024). *Gross National Income* (GNI) per capita of the country of Yemen is only 350 US\$ based *triennial review* in 2024 (United Nations, 2024). This figure is far lower than data compiled by the World Bank, which was last recorded in 2018 with a GNI of 820 US\$ (World Bank Group, 2024), while Gross Domestic Income until the end of 2023 only reached 21.05 billion US\$ (Trading Economics, 2024).

This quite worrying economic condition is no better than the political and security situation in Yemen which is still unstable *and impacting the* civil war that has been going on since 2014. Despite peace efforts between the warring parties, the reconstruction of various structures is not something that will be realized immediately if reconciliation occurs.

One area that requires significant attention and investment in the post-conflict reconstruction process is education. The conflict in the country has damaged an already fragile education system. Schools have been destroyed by ground fighting and airstrikes, taken over by armed groups and used as a training facility, and reused for housing internal refugees. Many public-school teachers have not received a salary for years, leading to an exodus from the profession and an extremely high student-teacher ratio. Rates of unregistered children, and especially young women and girls, have skyrocketed amid the violence. The warring parties have recruited thousands of these children to join their forces (Kochenburger, 2023).

The Euro-Mediterranean Human Rights Monitor reported that as of February 2021, since 2014 the Houthi rebels had forcibly recruited 10,300 children to demilitarization then placed in the areas under his control. From July to August 2021 alone, it was documented that 111 children died on the battlefield (reliefweb.int, 2021). Apart from fatalities among school age children, until July 2021 *Yemen Education Cluster* estimates that the conflict in the country has

directly impacted more than 2,300 schools in Yemen. Most of these schools are no longer in use (Kochenburger, 2023).

According to UNICEF estimates, when schools reopened in 2015, 1,000 schools were damaged and 184 school buildings were used as refugee camps (Transfeld, 2021). Another pressure on the education system in Yemen currently is the salary crisis. As of September 2017, as many as 12,240 schools did not carry out teaching and learning activities because teachers left their profession as a form of protest over unpaid salaries (Shukri, 2017). Organization *Save The Children* estimates that more than 50% of teachers in Yemen have not received a regular salary since 2016 (Kochenburger, 2023).

The COVID-19 pandemic forced schools to close for most of the 2019-2021 school year, disrupting the education of nearly 5.8 million students including 2.5 million girls. Two million children were out of school before the COVID-19 pandemic. Multiple displacements, distant schools, safety and security including explosion hazards, lack of female teachers (80% male) and minimal WASH facilities (*water, sanitation and hygiene*) that is gender sensitive and easily accessible is a driving factor in increasing vulnerability. Girls who drop out of school are at risk of early marriage and domestic violence, while boys are at higher risk of being recruited into armed groups (UNICEF, 2021).

METHOD

The journal writing process is based on qualitative research data collected using document analysis techniques. According toutama (Nasution, 2023), qualitative research data can be interpreted as data that is present or expressed in the form of words, sentences, narrative expressions and images. According to Nasution (2023), qualitative research data obtained through document analysis techniques can be personal documents, official documents, popular culture documents, photography and films, found photos, and found photos.

RESULTS AND DISCUSSION

Education is a lifelong cultural process that enhances human dignity and worth. Education continues to develop and always faces changing

times. Therefore, whether we like it or not, education must be regulated according to the rhythm of change. If education is not regulated according to the rhythm of change, then education depends on the pace of development of that era. Public education must be in harmony with the rhythm of community needs and changes. For example, in agrarian social development, education is designed to adapt the rhythm of development of agrarian social civilization to the needs of that society. Likewise, in the industrialization civilization and information society, education is designed according to the rhythm of change and social needs such as industrialization and the information age. This cycle is what develops changes in the world of education. On the other hand, education will be left behind by changing times quickly. Therefore, changes in education must be adapted to changing times and the needs of society in terms of educational institutions and their objectives (Khoiruddin, 2018).

Before the 1960s, the education system in the Yemen Arab Republic was limited primarily to religious education. *Kuttab* Islamic (“schools” usually located inside mosques) can be found in every major city and most small towns. This form of education is very exclusive, with only around 5% of young people attending. After the coup in 1962, a military government with a secular outlook took power and began to dramatically change and secularize the education system. Egypt, which had troops and advisors in the country during most of the internal conflict between the republicans and the loyalist which occurred during the period 1962-1970, provided considerable assistance. More than 50 schools were founded, including vocational schools. New topics are taught for the first time formally, such as mathematics, English, and social and natural sciences. For the first time, schools for girls were established in the big cities of Sana'a, Ta'izz, al-Baydha (education.stateuniversity.com, 2024).

In the 1970s and 1980s secular education expanded dramatically and became more accessible. The Ministry of Education was established, following a 1963 decree by the military government, to monitor the public school system. Throughout the republican period

(1962–1990), religious schools continued to operate, and several private schools were also established. The school system includes six years of primary education, three years of preparatory, and three years of secondary education, followed by tertiary studies at universities or abroad. Primary education revolves around basic skills, preparatory on practical and vocational skills, and secondary on one of five elections: general (arts and science), vocational, commercial, agricultural, and teacher training (education.stateuniversity.com, 2024).

The first and most important step in developing an indigenous higher education system was the creation of Sana'a University in 1970, which remained the only university of the Yemen Arab Republic (YAR) until it merged with the Republic of Yemen in 1990. The university was founded with Kuwaiti assistance and had a small start; at the time of formation, it had only 61 students and 15 staff across three colleges (law, science and arts). The university is led by the Minister of Education as University President and includes a Secretary General who is responsible for day-to-day operations. In the late 1970s the school added a college of economics and education. The university grew to more than 5,000 students by the late 1980s. Government scholarships created jointly with universities to help students study abroad for degrees not available at Sana'a University (education.stateuniversity.com, 2024).

Dependence on foreign teachers under the British left South Yemen in a difficult situation after they claimed their independence in 1967. Education expanded dramatically and access there was very widespread after that time. The high school level is actually quite flexible with alternative options such as a two-year vocational program or a five-year specialized high school program. Education was not compulsory, but its presence was considerable and widespread, in marked contrast to previous periods. Girls are underrepresented in education with female primary school enrollment being around 20 to 25 percent in the 1970s and increasing to around 35 to 40 percent in the 1980s (education.stateuniversity.com, 2024).

The education system is completely free at all levels, with children provided with free

textbooks and transport. In rural areas without schools, students are also provided with free dormitories. At university level, students are also given a monthly stipend equivalent to about half of the average salary. The higher education level consists of only one university, Aden University, which opened in 1975. Six faculties were established in the fields of agriculture, law, economics, education, technology, and medicine. Some students also studied abroad, mostly in the Soviet Union and Eastern Europe, but also in other Arab countries. Other higher education is provided through teacher training institutes, which complement teacher training at Aden University. Graduates of teaching institutions can go straight into teaching at lower levels with Colleges of Education providing further training for teaching at secondary level. The Ministry of Education also provides training. In both cases, practical experience is included in the curriculum (education.stateuniversity.com, 2024).

Looking back before the conflict which is still raging today, the government of the Republic of Yemen had *wants* as well as *effort* which is quite large in advancing education at various levels. Prior to Yemen's unification in 1990, education in the country experienced significant cumulative qualitative development. However, post-unification, there was a marked revival in quantitative terms, matched by a sharp decline in quality. Enrollment rates in pre-primary education remain very low, not exceeding 2% for children in a country where 40% of the population is under 14 years old. Only 13% of Yemeni adults have some type of education, studying in schools of which 53% have no sanitation or water facilities. The gender parity ratio is 69 girls for every 100 boys, and government spending on secondary school students amounts to only \$471 per year (Global Education Monitoring Report, 2016).

In Article 54 of the Constitution of the Republic of Yemen which was amended in 2015, it is stated that, "*Education is a right for all citizens. The state shall guarantee education in accordance with the law through building various schools and cultural and educational institutions. Basic education is obligatory. The state shall do its best to obliterate illiteracy and give special care to expanding technical and*

vocational education. The state shall give special attention to young people and protect them against perversions, provide them with religious, mental and physical education, and the appropriate environment to develop their aptitude in all fields" (Constitution of the Republic of Yemen, 2020).

Based on the Constitution of the Republic of Yemen, education is a right for all citizens. The state guarantees education in accordance with the law through the construction of various schools and cultural and educational institutions. Basic education is mandatory. The country should do its best to eradicate illiteracy and pay special attention to the expansion of technical and vocational education. The state pays special attention to the younger generation and protects them from deviation, providing them with religious, mental and physical education, as well as a suitable environment to develop their talents in all fields.

To manifest the constitutional mandate in Article 54 of the Constitution of the Republic of Yemen, the Yemeni government has prepared several strategic plans accompanied by a series of action packages in the education sector. Several strategies of the Yemeni government towards the education sector are visible as can be found in the report *The Development of Education In The Republic Of Yemen* presented at the 48th International Education Conference. Despite the uncertain situation, the education sector's development plans have not experienced a decline (although results may appear disproportionate in reality) as stated in a document from the Yemeni Ministry of Education *Mid Term Results Framework (MTRF) 2013-2015*. Taking into consideration the domestic situation in Yemen, in 2019 the Government of the Republic of Yemen launched the *Transitional Education Plan 2019/20-2021/22*.

Even though the political crisis is occurring in Yemen, not a few international students remain in the country to study and during the crisis very few international students leave the country. Especially international students who come to Yemen to study religion (Hazhami, 2023). From Indonesia alone, according to the Ambassador of the Republic of

Yemen to Indonesia, Abdulghani Nassr Ali al-Shamiri, said that currently no less than four thousand Indonesian students are continuing their education in the Republic of Yemen. They, continued the Ambassador, mostly studied at Darul Mustofa, Tarem or Hadramaut University (Ministry of Religion of the Republic of Indonesia, 2020).

In Yemen, the education level includes nine years of compulsory primary education and three years of secondary education. Basic education is compulsory and free and lasts for nine years. The typical age to start education is six, meaning that students generally enroll in primary school from 6 to 14 years of age and then secondary school from 15 to 17 years of age. Secondary education accepts students who have successfully obtained a primary education certificate. The duration of study is three years, and according to the results in the first year, students in the second year are directed to a scientific or literary path. Students can also pursue technical and vocational secondary education to obtain the equivalent of a general secondary school. Law 45 of 1992 and the Constitution of 2015 stipulate that education is a basic right guaranteed by the State and provided to all citizens. In 2015, government schools accounted for 94.8% of educational provision. In 2020, the number of students enrolled in public education was approximately 6 million, including 4,940,829 in primary education and 690,326 in secondary education (education-profiles.org, 2021).

1. Educational Strategy in Yemen Strategic Vision 2025

The government of the Republic of Yemen has actually designed the Strategic Vision for Yemen 2025 (*Yemen Strategic Vision 2025*). This strategic vision aims to increase the level of human development over the next 25 years (2000-2025) so that Yemen becomes one of the middle developing countries by improving the standard of living of society and individuals and ensuring a dignified life for them (Ministry of Education, 2008).

To achieve that goal requires improving the status of democracy, health, eradicating illiteracy and increasing participation in primary education especially among women, in addition, increasing

individual per capita income to the level of middle per capita income linked to verification of local production resources rather than relying entirely on the reproduction of oil and natural gas through the identification of growth resources and promising sectors as well as the creation of jobs and achieving a strong boost in exports (Ministry of Education, 2008).

The education and training system in the Republic of Yemen works on a set of sectoral strategies that identify quantitative and qualitative objectives for each subsector. These strategies are (Ministry of Education, 2008):

1.1. National Strategy for Eradicating Illiteracy and Adult Education (*The National Strategy of Illiteracy Eradication and Adult Education*)

Efforts to eradicate illiteracy and adult education focus on the following policies:

- Ensuring the obligation of education and closing the source of illiteracy.
- Opening centers for eradicating illiteracy and adult education in urban and rural residential areas.
- Encourage registration for literacy and adult education programs and increase the number of those who have registered both in urban and rural areas, especially women, through providing food incentives and other things.
- Developing literacy eradication and adult education in both functional and alphabetical dimensions as well as implementing training and refresher programs for staff in the field of training and teaching.
- Verify and update basic and previous training programs for women that enable them to acquire technical knowledge and life skills that help rural women to integrate in the labor market and become independent, especially poor women.
- The participation of local councils, NGOs and local communities in opening literacy and adult education classes also allows a different role for the media to raise awareness of the risks behind illiteracy.

- Implementing an illiteracy eradication program for communities affiliated with associations by government civil and non-civil bodies.
- Provide teachers and trainees, especially women to meet the shortage and increase their income level.
- Improve coordination mechanisms with the Ministry of Education to limit the dropout phenomenon (third five-year plan).

1.2. National Strategy for Basic Education Development (*The National Strategy of Basic Education Development*)

The government has ratified the 2003 National Basic Education Development Strategy which aims to reform and develop the basic education system to provide equal high-quality basic education opportunities for every Yemeni student aged 6-14. In terms of quantity, the ambition of the strategy is to provide basic education to 95% of Yemeni children aged [6-14], and reduce the gap between men and women and urban and rural areas by 2015. Strategy programs and activities focuses on the following:

- Develop coverage levels with the aim of providing basic education to 95% of the 6-14 age category, reducing the gap between boys and girls, urban, rural and marginalized categories, by increasing the enrollment of children with special needs in a way that can make us concentrate on status especially children with special needs and under-marginalized children. Also paying special attention to the curriculum for children with special needs, and distributing educational resources between provinces and districts ensuring the distribution of education in accordance with criteria that meet equality criteria.
- Developing the quality of basic education and making students and teachers the vocals of the education system and society, by improving the performance of basic education teachers, increasing the level of

qualifications and competence of school administration, developing a curriculum for the basic education stage, eliminating class overcrowding and providing equipment schools, activating communication channels between educational institutions and society, encouraging the private sector in expanding the preschool education system in all areas. Carry out qualitative development in the role and methodology of educational guidance to become a leader and supervisor of targeted change processes and budget restructuring to activate the qualitative side.

- Improving the efficiency of education and decentralized education by strengthening and supporting technical and institutional structures in governor and district education offices, improving and supporting the legal structure of community participation in education, increasing awareness of the importance of this participation for all parties concerned, reducing educational waste by redistributing labor unemployed or partially employed. Increase funding for basic education and verify its sources, and reduce educational waste that results from school revisions and dropouts.

1.3. National Strategy for the Development of Secondary Education (*The National Strategy of Secondary Education Development*)

The Yemeni government has approved the 2006 National Secondary Education Strategy which seeks to empower Yemen to have general secondary education features with justice and equity in providing quality education and educational opportunities, as well as domain verification that allows graduates to continue higher education or join work life. The strategy also aims to provide general secondary education for basic education outcomes, which meets fairness and equality in enrollment and quality education and verification in the domain to

achieve an estimated graduation rate of 56% by 2015. The strategy focuses on:

- a. Expansion and dissemination through:
 - Updated school mapping survey and collateral covering all governorates in the Republic of Yemen.
 - Carry out general awareness campaigns, especially for girls' education in target areas that will be selected according to the results of the school mapping survey.
 - Building new schools and expanding and maintaining existing ones, providing furniture and appropriate facilities taking into account the needs of students with special needs.
 - Provide incentives to increase enrollment and retention of girls in schools, especially in rural areas.
 - Develop and implement interventions aimed at reducing rates of repetition and dropping out of school.
 - Encourage the private sector to invest in general secondary education.
- b. Improving the quality level of general secondary education through:
 - Reconsidering the current verification of general secondary education by taking advantage of regional and international experience, leading to harmonization with students' needs and allowing them to join in working life.
 - Develop and pilot a new school curriculum that translates the skills, competencies and knowledge required to be acquired.
 - Develop in-service training programs for teachers that comply with the new curriculum and approve general secondary education verification.
 - Develop pre-service training programs to train teachers according to the new curriculum and approved verification of general secondary education.
 - Develop a system for evaluating educational achievements in accordance with the new curriculum and approved verification for general secondary education.
- c. Strengthen institutional capacity and improve the efficiency of the general

secondary education system at all levels (Ministry of Education, governorates, districts and communities) through:

- Strengthening educational information systems.
- Building a school environment that allows school administration to be improved at all levels.
- Implement programs to provide authority to the lowest decision-making levels and ensure transparency.
- Develop interventions to increase efficiency.

1.4. National Strategy for Vocational Training and Technical Education (*The National Strategy of Vocational and Technical Education*)

The National Strategy for Vocational Training and Technical Education is aimed at achieving balance between secondary and university education on the one hand and vocational training and technical education on the other, and promoting vocational training and technical education programs and curricula and increasing their effectiveness and efficiency. This strategy seeks to fulfill the following objectives:

1. Achieving a proportional balance between general secondary education on the one hand and vocational training and technical education on the other hand by increasing the capacity of vocational training and technical education to 7% of total secondary education enrollment by 2010.
2. Expand vocational training and technical education vertically and horizontally, and increase the number of centers and institutions and community colleges to 145 institutions by 2010.

To achieve these goals, the following policies will be followed:

- Increase institutional and organizational capacity for the vocational training and technical education sectors, and restructure them

to address training needs for the business and community sectors.

- Expand colleges, vocational and technical institutions and communities and restore existing ones.
- Encourage the private sector to contribute in establishing and equipping qualitative institutions.
- Expand partnerships among the training, workforce and production sectors to align training opportunities and operational requirements.
- Continue developing vocational training and technical education curricula to be in line with developments in science and technology, and verify technical experience with basic competencies and general skills, and open pathways that are comfortable with labor market needs, including information technology systems. It is also important to provide spare parts used in training.
- Establish institutions and qualitative domains suitable for women, and encourage the enrollment of women in vocational training and technical education.
- Establish special vocational training institutions to enable those living in rural areas to acquire skills that will enable them to join the labor market.
- Setting up targeted programs for the unemployed and transfer training programs to absorb the surplus workforce by treating shortages in several careers, especially maintenance and equipment repair shops.
- Expand the cooperative education system to improve staff performance and facilitate the admission of the poor, and integrate people with special needs in vocational training and technical education programs.
- Promote the career level and scientific capacity to train cadres through special programs, and coordinate with universities to qualify vocational training education teachers and trainers, and initiate domains that

prepare cadres to teach in vocational training and technical education institutions and centers, in addition, send those honorable to update their knowledge, and use appropriate incentives to attract qualified cadres.

- Paying attention to professional, educational, guidance and awareness programs as well as increasing social perspectives on vocational training and technical education.
- Integrate population and environmental concepts in vocational training and technical education curricula.
- Use of educational channels in disseminating technical education and vocational training and culture.
- Activate the role of vocational training and technology funds, and verify funding resources, and increase the trend of beneficiary participation in costing.
- Motivate the private sector to fund the training of those seeking work and allow them to acquire skills that expand their opportunities to find work.
- Providing consulting services, and practical training production marketing, and benefiting from trainees to create works of art for the private sector, by managing income and increasing expenditure efficiency.
- Facilitates to obtain easy loans for those who have graduated from vocational training and technical education to create small projects.

1.5. National Strategy for Higher Education (*The National Strategy of Higher Education*)

The 2006 National Higher Education Strategy aims to create a system for higher education features with quality and broad participation, and dual pathways both horizontally and vertically that guarantee verification and that are characterized by efficiency and present qualitative programs, and fulfill the quality of education, research and service to the community. society for a better quality of life. The strategy also has the ambition to

expand enrollment for students at universities and higher education institutions from ages 19-23 to 35% by 2025.

The policies and procedures adopted are:

- Reconstitute the Ministry of Higher Education and Scientific Research and the educational institutions associated with it. And develop its institutional capacity at national and university levels to enable them to improve their performance and increase their effectiveness to meet expected goals.
- Developing laws and establishing a philosophy includes changes in line with the reform of the educational process, and improves its output and contributes to developing institutional capacity and verifying funding resources.
- Activate the role of the higher education council in formulating policies and activating supervisory follow-up mechanisms by completing its structure to ensure the completion of its role in guidance and supervision.
- Support the capacity of university administrations to improve educational processes, and strengthen statistical planning and monitoring in relation to the tasks required of them.
- Develop higher education that meets the needs of socio-economic development, and build a system of academic dependability and incorporate the concept of quality to meet the needs of sustainable development and local labor market and regional needs.
- Improve the verification of higher education programs and limit the typical duplication of faculties and sections through the verification of higher education programs and structures both vertically and horizontally and expand the formation of qualitative new faculties and domains to highlight outstanding students and expand their capacities especially in the field of practical science.
- Restructuring of educational facilities and transfer of sub-facilities to deactivate comprehensive programs with applied features.
- Provide sufficient resources to universities, use guidance to achieve more benefits for society and identify the basis for distribution of resources among universities based on programs and performance that ensures accountability and transparency.
- Focus on increasing the ability of higher education institutions to develop their resources.
- Deepen private sector participation in the development of higher education and open science facilities, and new domains that meet labor market needs.
- Building an information system to connect higher education institutions from one side with national, regional and international networks from the other side.
- Continue the policy of admissions according to available capacity, taking into account expansion in scientific and future science domains and their applications as well as strengthening students' capacity in English, and encouraging the enrollment of girls in rural areas.
- Developing the curriculum and improving the quality of the teaching and learning process in such a way as to transfer higher education to society which develops the knowledge and skills of society as well as generating knowledge, deepening and disseminating it and using it to address society's problems.
- Horizontal and vertical expansion of higher study programs by establishing mechanisms for increasing scientific research and improving the function of universities in serving society.
- Develop a national strategy for scientific research.

- Setting up practical mechanisms for coordination between research centers and authorities and universities from one side and productive institutions that benefit from scientific research findings from the other side.
- Develop higher studies and research at universities and encourage scientific dissemination and translation as well as increase scientific publications, and ensure property rights.
- Activate scientific research through providing consultations and conducting a series of research and studies as well as developing technology.
- Building effective partnerships between universities and research centers and private institutions in funding scientific research projects, especially research related to development challenges and key problems.
- Develop library facilities and infrastructure and university faculties and update their contents, by including an electronic library system.
- Providing equipment, laboratories and using them in practical applications.
- Integrate demographic and human rights concepts in the educational curriculum.
- Activate the delimitation and mechanisms of teaching staff and the appointment of their assistance, identify needs in light of existing shortages, deal with expansion, and activate monitoring and evaluation mechanisms.
- Increasing the capacity of teaching staff and their assistants through preparing refresher programs for them inside and outside, including information telecommunications systems and training in their use.
- Setting up an overseas transfer mechanism that includes clear restrictions that depend on the importance of the domain and are not available domestically, links between the required domains and long-term

labor market needs, and regular reviews to ensure the necessary flexibility and development.

- Expanding opportunities for enrollment in higher education for poor people, especially high-achieving students, and providing scholarships that are in line with labor market needs.

2. Achievement

Until 2015, the significant prospects of the education sector strategic plan had the impact as stated in *Mid Term Results Framework 2013-2015* or the Medium-Term Results Framework 2013-2015 (Ministry of Education, 2015).

1. *The National Basic Development Strategy* (NBEDS) 2003-2015 or National Basic Education Development Strategy 2003-2015 aims to increase participation in basic education, especially for girls and in rural areas, to reach 95 percent of children aged 6–14 years in Yemen by 2015. This strategy got a strong response. and coordinated support from the donor community, including three funding phases: Education for All (EFA) – *Fast Track Initiative* (FTI). The government has also made significant progress in strengthening the policy environment since the articulation of NBEDS in 2003.
2. *The National General Secondary Education Strategy* (NGSES) 2007-2015, or the National General Secondary Education Strategy 2007-2015 which aims to provide fair and cost-effective quality secondary education for the transition to higher education and the labor market. To implement the policy reforms planned under the NGSES, formal agreements have been signed with local governments and relevant ministries to ensure their commitment to comply with policy reforms regarding teacher recruitment, placement and monitoring.
3. *The National Strategy for The Development of Vocational and Technical Education* (NSDVTE) 2004-2014 or National Strategy for the Development of Vocational and Technical Education 2004-2014 aims to achieve an "adequate"

balance between general education and *Technical Education and Training* (TVET). One of the policy reforms implemented under NSDVTE was a statutory amendment *Social Development Fund* (SDF) in 2009 to give the SDF greater autonomy in dealing with employers. To implement this strategy, the government received support from a number of donors including Saudi Arabia, the Department of International Development (*Department for International Development/DFID*) UK, German Development Agency (*German Development Agency/GIZ*) and the International Development Association (*International Development Association/IDA*).

4. *The National Strategy for The Development of Higher Education in Yemen* (NSDHEY) 2006 or National Strategy for the Development of Higher Education in Yemen 2006, which focuses on four areas of reform: governance, finance, quality and diversification. In relation to the growth in school enrollment rates, this strategy aims to expand access to universities and other higher education institutions (including TVET), especially for the 19–23-year age group, from 13 percent to 16 percent in 2010, and to 35 percent. in 2025. One of the main policy reforms implemented under NSDHEY is the establishment of the High Council for Quality Assurance and Accreditation (*High Council for Quality Assurance and Accreditation*). The implementation of NSDHEY received support from the Netherlands and IDA.
5. *The National Children and Youth Strategy* (NCYS) or National Strategy for Children and Youth. NCYS was conceived as a response to the challenges of addressing the risks (particularly those related to health, education and employment) that Yemeni children and adolescents face in their life cycle. This approach uses an integrated cross-sectoral framework to identify issues and gaps in human development sectors that are most likely to

impact achievement *Millenium Development Goals* (MDGs), and to propose action plans to be integrated and implemented by relevant ministries as part of their work plans for each sector program.

The 2013-2015 MTRF priorities are (Ministry of Education, 2015):

1. **Improving the quality of public education through developing beliefs and practices that students are the center of the teaching and learning process, and creating a teaching environment that is based on student learning outcomes.** This requires a series of reforms starting with improving the primary and secondary curricula, determining learning outcomes for each class and subject, improving textbooks and teacher manuals in accordance with learning outcomes and in accordance with the skills needed to compete in the twenty-first century. This also requires reconsideration of teacher training methods to improve teachers' skills in mentoring and mentoring students, and not just providing information to students, to achieve better learning outcomes. Furthermore, this requires a more effective role for schools in planning and implementing better quality education, where the school accreditation system is identified as the main policy of the Ministry of Education for guaranteeing educational quality.
2. **Closing social gaps and gender gaps through an equitable education system is able to provide equal opportunities from an early age to every child, so that they are able to compete fairly in the future labor market.** This priority will address increasing the motivation of children, especially girls, and encourage families to send their daughters to school to increase the retention rate of female students until they complete at least the general education stage. This priority also aims to strengthen community participation in closing this gap. Some alternative education services will target

hard-to-reach children and especially out-of-school children, including internally displaced persons. This priority also aims to improve school facilities and infrastructure by providing classrooms and other spaces including latrines, furniture and equipment needed to accommodate registered students. This requires the development of a number of policies such as: coordination of school and building site selection processes among all development partners; developing school capacity in the field of maintenance and renovation; and accommodation for students with special needs as well as those in refugee camps, with school buildings, necessary furniture or equipment.

3. **Strengthen the capacity of the Ministry of Education, governors' offices and districts (*Governorate and District Office/GEO*), to improve their ability to provide efficient and high-quality educational services.** This program includes increasing institutional capacity to better manage and coordinate the delivery of educational services. This aims to strengthen the role of the Ministry of Education in various aspects of planning, implementation, monitoring and evaluation. In addition, efforts are made to increase harmonization of development partners so that they are more aligned with the priorities and plans of the Ministry of Education as well as coordination with other relevant ministries. This will be achieved by implementing strategies and policies that help unite the efforts of all partners involved in the preparation of the Ministry of Education's annual action plans and the implementation of programs and activities. One of the requirements at this stage is to establish a monitoring and evaluation framework. This will be done through increased joint annual reviews (*Joint Annual Review/JAR*), as well as national strengthening and implementation and use of the Education Management

Information System (*Education Management Information System/EMIS*) in the decision-making process. This priority will support the restructuring of the Ministry of Education, including increasing the capacity of cabinet members, governors and regional officials. The Ministry of Education will be restructured in accordance with the tools and processes of modern management concepts, to increase efficiency in the provision of various educational services.

4. **Pre-school education.** These priorities will include expanding preschool services with an emphasis on vulnerable groups, as well as improving teaching and learning conditions. It also requires partnerships with the private sector to increase resources devoted to service preschool.
 5. **Literacy and adult education.** This priority will target illiterate adults, especially women, by increasing the coverage of literacy classes, as well as improving the quality of the teaching and learning process. It is hoped to achieve results through the following strategies: Expansion of literacy programs; diversification of training provided both at basic training centers and women's training centers; improving the learning environment through further development of the literacy curriculum; It also requires additional technical courses that can have a positive impact on students' motivation to take such courses and equip them with job skills.
3. **Transition**

Analysis of the educational situation prompted the Yemeni Ministry of Education to publish the Transitional Education Plan (*Transitional Education Plan*). This situation analysis presents key aspects of school indicators, quality and management of educational provision in Yemen. The basis for the situation analysis is school census data for the 2015/16 academic year for primary and secondary education. Annual statistical book published by the Ministry of Education

(Ministry of Education/MoE) in previous years is used to provide information regarding developments in recent years. Inspection data is provided by the Directorate General of Inspections of the Ministry of Education (*MoE General Directorate for Examination*). Directorate General of Human Resources Development (*The General Directorate of Human Resource Development*) provides relevant human resource data. The limited information provided about TEVT and higher education is based on education indicators issued by the Supreme Council of Education Planning (*Supreme Council for Educational Planning*). The most recent statistical yearbook is from 2013/14. Financial data comes from the Final Accounting Volume for 2007 to 2013 and the 2007-2015 budget estimates issued by the Ministry of Finance. Population data and projections, prepared by the Central Bureau of Statistics and the National Population Council, are provided by the Ministry of Education. PBB population projections were not used as requested by the Ministry of Education (Ministry of Education, 2019).

Education stakeholders in Yemen seek to meet the educational needs of society in the context of political, humanitarian and economic crises. The loss of education since political unrest in 2011 is particularly worrying considering the demographic trend of a relatively young and rapidly growing population. About 40% of Yemen's population is aged 0 to 14 years. In 2007, Yemen's population was estimated at 22.3 million and is expected to reach 47 million in 2040. In 2015, the population of primary school age (6 to 14 years) was estimated at 5.9 million (49% female and 51% male)¹¹. As the population increases, the education system needs to accommodate larger age groups (Ministry of Education, 2019).

One of the international contributions as a form of support for educational reconstruction in Yemen in 2021, UNICEF's educational activities are focused on supporting children to continue learning and is aimed at strengthening humanitarian-development

relations, equally targeting boys and girls (UNICEF, 2021):

- Despite challenges, UNICEF provides individualized learning materials to more than 209,000 children and more than half a million (567,000) children have access to formal and non-formal education, including early learning and support for National Examinations. 229 schools implemented safe school protocols (infection prevention and control).
- As part of the emergency response for internally displaced children, the Education in Emergencies program (*Education in Emergencies* the national /EiE) was launched in the last quarter of 2021 targeting 40,000 out-of-school children (60 percent girls) with education and child protection services, with a special focus on children in Ma'rib.

According to reports from the International *Parliamentary Network for Education* (IPNED) in May 2024, even though a ceasefire has been achieved, educational conditions in Yemen have not improved. A third of families surveyed had at least one child drop out of school in the last two years. There are 1.3 million neglected children in Yemen who are twice as likely to drop out of school as their peers. Without a predictable solution to their displacement, these children face greater risks of disrupted education, jeopardizing their futures and potentially perpetuating cycles of poverty and instability. Furthermore, more than 58% of parents said their children's access to education had not improved since the ceasefire. The dynamics of the ongoing conflict have made efforts to improve the economic situation difficult. This has also reduced the government's capacity to support education, including providing adequate teacher salaries, educational resources, and rehabilitating damaged schools. Yemeni authorities, donor countries and humanitarian actors, need to urgently commit to a new peace process, ensuring the protection of schools and a significant increase in aid to the Yemeni education system (Ulstein, 2024).

CONCLUSION

Despite conditions that have not been very favorable over a long period of time, the government of the Republic of Yemen has a progressive vision based on awareness of conditions that are still far behind other countries, even from several neighboring countries such as Saudi Arabia and Islamic countries in other regions. .

Specifically in the education sector, the Yemeni government is trying to adopt modern education models and then put them into educational strategy tools that are applied on a long-term basis. The conflict forced the educational development process in Yemen to stop temporarily. Reconstruction efforts involving various parties are ongoing amidst an uncertain situation. The current PLC, which is more like a transitional government, does not appear to have taken significant steps in continuing its actual mission of realizing *Yemen Strategic Vision 2025*.

SUGGESTION

It is hoped that the output of this research will be input for education administrators, especially in Indonesia, so that they can develop considerations for building cooperation and providing support for educational reconstruction in the Republic of Yemen. Furthermore, as an embodiment of the constitutional mandate to participate in realizing world peace, it is hoped that the authorities of the Republic of Indonesia will be willing to play an active role in efforts to resolve the conflict in Yemen.

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