



Education Needs Assessment Report

As Sa'id and Al Radum Districts
Shabwah Governorate

Prepared by YFCA
Research Unit



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Abbreviations

FGD	Focus Group Discussion
FMC	Father/Mother Council
HC	Host community
HNO	Humanitarian Needs Overview
IDPs	Internal Displaced Persons
KII	Key Informant Interviews
MoE	Ministry of Education
NGO	Non-Governmental Organizations
PSS	Psychosocial support services
SDR	Secondary Data Review
TLMs	Teaching and Learning Materials
WASH	Water, Sanitation, and Hygiene
YFCA	Yemen Family Care Association

Executive Summary

Since the conflict broke out in Yemen in 2015, the nation has been plagued by a myriad of security and economic challenges that have adversely affected education. Yet, the standard of the education sector was already extremely low even before the outbreak of the crisis. Years of war have hampered school-aged girls' and boys' access to education. According to HNO 2022, approximately 8.5 million school-aged girls and boys require educational assistance.

The following report has been developed by YFCA to fill a knowledge gap and aims to give a general picture of the educational situation in the assessed schools in **As Sa'id** and **Al Radum** districts in Shabwah governorate. The YFCA research unit team conducted this assessment on the ground at the school level using Quantitative Research Methods.

This assessment is based on a review of secondary data (SDR), key informant interviews (KIIs) at the school level (cross-checked with enumerator observation checklists) and focus group discussions (FGDs) with teachers, students, and -

student's parents in the assessed schools. Data was collected through structured and unstructured interviews using the Education Cluster tool with modifications done by the YFCA research unit in order to be consistent with the objectives of the assessment while adapting to the Yemeni context.

The assessment used a mixed methodology, comprising a secondary data review between 16 August and 2 October 2022, and primary data collection between 16 October and 15 November 2022. Primary data was collected through structured Key Informant interviews (KIIs) with the school's principal, direct observation in schools, and 44 Focus Group Discussions (FGDs) with teachers, students, and parents.

The assessment aims to provide an overview of the education situation in the selected schools, with regards to - but not limited to - school status and closure, attendance and enrolment, infrastructure, teaching and learning, teachers, and other education personnel. It further aims to identify key education-related needs and identify key gaps in education services currently being provided.

Key Findings

Access and learning environment

School Status and Closure

Information on the functionality of schools was collected at the school level showed that despite all schools assessed in both districts found being normally operating, 40 percent of the schools did indicate that they had stopped functioning at some point due to teachers' strike to demand an increase in their salaries.

Enrolment and Attendance

Of the schools assessed, a clear majority reported strong attendance rates (86 percent and above). While many of the barriers to school attendance were identified by KIs and FGDs participants. Overall, families' lack of sufficient financial resources to support children's education had the greatest impact on children's enrolment and attendance. For girls, the lack of female teachers, gender-sensitive WASH facilities, and community support for girls' education in addition to far distances from schools were the most cited barriers to school attendance.

In terms of boys, child labor, lack of sufficient learning spaces (lack of classrooms/too crowded) and materials (textbooks, etc.), and far distance of school were the most cited barriers.

School Infrastructure

About half of all schools are holding classes that were destroyed or not in usable condition; moreover, some may well pose a safety risk to children as the case in Hoor Al-Alia school in Al Radum district. Other key gaps relate to overcrowding of classrooms as the case in Matahaf (63), Thanawiat Ab Banat (48), and As Sadia (41) schools. In addition, 40 percent of all schools assessed (6) haven't a recreational facility or space where learners can play, and about half of the assessed schools are not surrounded by a fence.

Focus group discussions pointed to the lack of WASH facilities to be a key gap, including the lack of latrines and safe drinking water. The situation of WASH facilities in schools is still particularly dire; this has a negative impact on school attendance: insufficient WASH facilities in schools were reported as the main barrier to attendance for girls.

Overall, 40 percent of the assessed schools either lack access to functional latrines or have no latrines at all. 73 percent of schools assessed have a source of water mainly wells. Yet, these sources were often not functioning or providing safe drinking water: at the time of assessment, about 60 percent of schools lack access to adequate and safe drinking water, and more than 80 percent of the school were found to lack drinking water facilities.

Primary healthcare and psychosocial support

Only 6.5 percent of schools reported that their teachers had first-aid training. In addition, above 90 percent of schools lack basic first-aid facilities. Only As Sadia school in As Sa'id district- reported having a school counselor/psychologist (*at the time of assessment we did not verify if psychologist working or not*). Moreover, no school assessed had reported their students referred to mental health or psychosocial support services for necessary care and treatment.

Teaching and learning

Textbooks appear to be a major issue as the majority of assessed schools (87 percent) reported that textbook is not available to every student. 33 percent and 20 percent of schools reported many (51–75%) and almost all/all (76–100%) teaching and learning materials (TLMs). were damaged as a result of the crisis; In addition, 60 percent of KIs also reported that teachers at their schools do not use teaching aids. School furniture was reported as a further gap, including desks, chairs, and boards, with 38 percent of schools in As Sa'id districts and 43 percent of schools in Al Radum districts, reporting having many (51–75%) pieces of damaged furniture.

Teachers and other education personnel

The total number of teachers/contractors recruited in the assessed schools at all education levels is 180. Males account for two-thirds 64 percent of the total teaching staff recruited were males.

According to school KIs, about 67 percent of teaching staff are qualified to teach (bachelor's degree or education diploma).

The estimated overall teacher-student ratio was 1 to 22 (irrespective of gender or number of shifts, and teacher absenteeism). At the school level, the highest teacher-to-student ratio was reported in Matahaf schools. (1:38) in Al Radum district.

Low or insufficient salaries have the greatest impact on the attendance of teachers. Search for job opportunities, illness, the long distance to school, travel, marriage, and lack of appreciation and respect for the teacher comes later. All KIs reported that all their teachers do not have access to psychosocial support (PSS) services and 93 percent reported that their teachers had not received any training at the school in the last 6 months.

Education policy and Coordination

80 percent of assessed schools reported that they amend their policies to promote access to education among the crisis-affected and other vulnerable groups, such as waiving the school fees required for registration and documentation required for school relocation for ID children or other vulnerable groups, as well as, relax the formal

qualifications for recruiting female teachers and accommodate over-age children.

About 67 percent of schools reported that they had been visited by mentors/inspectors or an external education officer within the past six months. Visits typically fall under the umbrella of monitoring and follow up of the educational process. The main purpose of the visits is for monitoring and evaluation purposes.

Community participation

All of the assessed schools have Father and Mother Councils (FMC) or other community education committees. However, these councils have simple/ineffective roles due to the challenging circumstances, parents encounter as a result of the ongoing crisis, a lack of knowledge or awareness of the importance of community involvement, or because parents are preoccupied with everyday concerns. Findings from FGDs with parents showed that the FMC does not participate in making important decisions; instead, they merely give advice, suggestions, or recommendations to the school administration.

1. Introduction, Context, and Background

In 2011, Yemen witnessed massive anti-government demonstrations and violent clashes in the wake of the Arab Spring. As a result of years of political unrest, a brutal armed conflict erupted at the end of 2014, destroying social infrastructure and a general deterioration of the population's living standards. Furthermore, it exacerbates the country's already poor economic performance and high unemployment rate.

The assessment aims to provide an overview of the education situation in the selected schools in As Sa'id and Al Radum districts in Shabwah governorate, with regards to - but not limited to - school status and closure, attendance and enrolment, infrastructure, teaching and learning, teachers, and other education personnel. It further aims to identify key education-related needs and identify key gaps in education services currently being provided. This assessment aimed to get an overview of the current situation of education in the targeted schools and to identify the priority education needs in order to inform evidence-based responses.

The assessment had the following specific objectives:

- Assess the current situation of the targeted schools with regard to the school's status and closure, attendance and enrolment, inclusive education, infrastructure, teaching and learning, teachers, and other education personnel.
- To obtain the general profile and infrastructure information and identify the priority education needs.
- Identify the learning priorities needed for the targeted schools.

The 15 assessed schools were purposively selected based on the nomination of the directors of the Education Offices and local authorities. This report first describes and explains the methodology used and its limitations, then outlines the main assessment findings. Finally, the conclusion synthesizes key issues and outlines recommendations. Since the onset of the crisis, the domestic situation has steadily deteriorated.

There is no immediate prospect of resolving the conflict politically. Even before the current crisis; Yemen faced enormous levels of humanitarian need with millions of people requiring some kind of humanitarian assistance. These needs stemmed from years of poverty, under-development, environmental decline, intermittent conflict, and weak rule of law – including widespread violations of human rights. At present, after seven years of armed conflict, Yemen is now facing one of the worst humanitarian crises in the world. The United Nations says the conflict in Yemen has produced the largest humanitarian crisis in the world, with 24.1 million people - 80% of the population – needing humanitarian aid and protection. The war has fuelled displacement making Yemen now the fourth largest IDP crisis globally with 4 million people displaced.¹

Currently, over half of the population lacks access to sufficient food and water supply; besides, eight million

have no livelihood and only a few people have access to basic health services. The gross domestic product decreased by 35% in 2015. Large numbers of public sector employees have not been paid a regular salary since 2016.²

The collapse of the economy, basic services, and public institutions, coupled with persistent import restrictions, are further eroding the resilience of people in Yemen, who are already enduring one of the world's largest humanitarian crises and its fourth-largest displacement crisis. According to the results of the 2021 Global Multidimensional Poverty Index (MPI), in Yemen, more than half of the total population (51.6 percent) is living in multidimensional poverty. In 2021, the Fragile States Index places Yemen in the last position for the third year consecutively.³ Yemen has long been the poorest country in the Middle East and North Africa (MENA) and is currently facing one of the world's worst humanitarian crises.⁴

¹ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

² (GIZ, 2022)

³ Fragile States Index Annual Report, The Fund for Peace, 2021. <https://fragilestatesindex.org/wp-content/uploads/2021/05/fsi2021-report.pdf>

⁴ World Bank Report: Country Overview, Yemen, <https://www.worldbank.org/en/country/yemen>

It suffers from a shortage of water and energy with 17.8 million people lacking access to safe water and adequate sanitation services.⁵

Infrastructure is equally lacking in terms of roads, hospitals, schools, and factories. The quality, quantity, and accessibility of Yemen's public services and infrastructure have been severely diminished by the ongoing conflict, deteriorating economy, and recurrent natural hazards, due to physical damage and degeneration as well as systemic issues such as the erratic payment of public sector salaries.

The crisis is the result of a brutal armed conflict that escalated seven years ago, has killed and injured tens of thousands of civilians, destroyed the economy, and fostered the spread of diseases. The country is continuing to battle with the outbreak of infectious disease. A total of 26,981 Acute Watery Diarrhoea (AWD)/cholera cases and 29 associated deaths were reported in 2021, with a 0.03 percent case fatality rate (CFR).⁶

On April 10th, 2020, the Ministry of Public Health and Population (MoPHP) in Aden announced the first laboratory-confirmed case of the coronavirus in Yemen.⁷ The number of reported confirmed COVID-19 cases had reached 11,939 with 2,158 associated deaths.⁸ As of 27 September 2022, a total of 1,065,395 vaccine doses have been administered.⁹ The real number of cases is likely to be much higher since more than 50% of health facilities in Yemen are not functional with limited testing capacity.¹⁰ The continued COVID-19 pandemic exacerbated existing needs, putting pressure on the already fragile health system, increasing protection risks, and restricting access to services.

The continued COVID-19 pandemic exacerbated existing needs, putting pressure on the already fragile health system, increasing protection risks, and restricting access to services.

⁵ World Bank Data. Yemen, <https://data.worldbank.org/indicator/EG.ELC.ACCS.ZS?locations=YE>

⁶ As per the data shared by the Ministry of Health and Population (MoHPP)

⁷ <https://reliefweb.int/report/yemen/ministry-health-aden-confirms-first-case-covid-19-yemen-enar>

⁸ <https://covid19.who.int/region/emro/country/ye>

⁹ Ibid

¹⁰ Yemen Health Policy Note, September 2021, World Health Organization.

<https://thedocs.worldbank.org/en/doc/8aca65c4db5338cd3a408c0d4a147123-0280012021/original/Yemen-Health-Policy-Note-Sep2021.pdf>

The conflict and economic crisis continue to be the main drivers of acute food insecurity, threatening agricultural livelihoods, destroying assets, limiting income opportunities, stimulating displacement, and weakening purchasing power of households. According to HNO 2022, some 19 million people require food assistance 2022. FAO and WFP have put Yemen in the 19 hunger hotspots.¹¹ The Food Insecurity Report, the acute food insecurity and malnutrition situation in Yemen has worsened in 2022. The nutrition situation in Yemen remains critical with malnutrition rates among women and children continuing to be among the highest in the world. More than eight million people in Yemen need lifesaving curative and preventive nutrition assistance.¹² Based on the Integrated Food Security Phase Classification (IPC) Acute Malnutrition Analysis in 2020, over 2.25 million children were projected to suffer from acute malnutrition in the course of 2021.¹³

The IPC and SMART assessments

show that even though the projected numbers of malnourished children did not change compared with 2021, the burden of severe acute malnutrition among children under 5 increased by 36 percent. At the same time, the projected burden of acute malnutrition among pregnant and nursing mothers saw a 12 percent increase compared to last year.¹⁴ A weakened health system and limited access to safe water and sanitation services are expected to accelerate the deterioration in children and mothers' nutritional and food security situation in Yemen.

Yemen is one of the world's most water-scarce countries in the world, and the conflict has severely impacted access to water and sanitation for the most vulnerable communities. Even before the current conflict began, Yemen had long-standing issues with water scarcity and poor water resource management, which made it even more difficult to adequate drinking water in many urban and rural areas.¹⁵

¹¹ FAO and WFP, Hunger Hotspots FAO-WFP early warnings on acute food insecurity October 2022 to January 2023 Outlook. <https://www.fao.org/3/cc2134en/cc2134en.pdf>

¹² United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

¹³ Yemen Consolidated Emergency Report 2021, UNICEF Yemen, March 2022. <https://open.unicef.org/sites/transparency/files/2022-04/Yemen%20CER%202021.pdf>

¹⁴ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

¹⁵ (GIZ, 2018)

As per the water stress ranking conducted by World Resources Institute (WRI) in 2019, Yemen ranked on 19th position globally and ranked as a high-stress country. Access to safe drinking water and sanitation services was further restricted after the conflict.¹⁶ Only one-third of the households in Yemen have to access drinking water from unsafe sources including surface water, unprotected rainwater, or unprotected spring/well.¹⁷

In 2021, an estimated 15.4 million people, including 8.4 million children, require support to meet basic WASH needs. This number increased to 17.8 million people in 2022 - 16 percent from 2021. These increases are mostly due to the upsurge in the number of internally displaced persons and an increasing trend of open defecation.¹⁸ The protracted fuel crisis disrupted the functionality of services forcing people to rely on unsafe water sources.

It is estimated that more than 4 million people have been internally displaced since the conflict began. Of all IDPs, women and children make up 79% of the population.¹⁹ The country has the fourth-largest IDP population due to conflict in the world.²⁰ By the end of 2021, Yemen hosted 102,110 refugees and asylum-seekers and 191,800 migrants, a 7 percent increase from the 275, 000 refugees, asylum-seekers, and migrants at the end of 2020. More than 90 percent of Yemeni migrants originate from Ethiopia.²¹ Even though other factors, such as flooding or access to services, force some people to move, the conflict continues to be the main cause of displacement in Yemen. Displaced households continue to have more needs than non-displaced households across all sectors, making them more vulnerable to protection risks and the adoption of negative coping strategies.

¹⁶ <https://www.wri.org/water/water-security>

¹⁷ Yemen: Multi-Cluster Location Assessment (MCLA), 2021, <https://reliefweb.int/report/yemen/yemen-multi-cluster-location-assessment-mcla-enar>

¹⁸ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

¹⁹ <https://cdn.sida.se/app/uploads/2020/08/05081933/HCA-Yemen-2022.pdf>

²⁰ <https://www.unhcr.org/yemen.html#:~:text=After%20seven%20years%20of%20devastating,to%20conflict%20in%20the%20world.>

²¹ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

Women and girls face an increased risk of gender-based violence (GBV). This includes sexual exploitation and abuse and early marriage. In addition, Men and boys continue to be at greater risk of arbitrary detention and forced conscription. Moreover, displaced children often have difficulty accessing essential public services and including education.

Education Overview

Millions of children lack reliable access to school due to widespread displacement, damage to school facilities, lack of educational resources, and general insecurity in the country. The education sector was impacted not only because of several years of conflict and economic decline but also because of the COVID-19 pandemic.²²

For much of 2020 and 2021, the Ministry of Education (MOE) closed schools, as a precautionary measure against the epidemic, to keep children and their families safe -

which disrupted learning for 5.8 million children.²³ The pandemic also prevented students from taking their national exams at the scheduled time.²⁴ The education system in Yemen is weak, particularly in rural areas whereby girls and boys are twice as likely than their urban counterparts to lack education.²⁵

The Education Cluster estimates that 8.5 million of Yemen's 10.64 million school-aged boys and girls need assistance, with over 1.2 million of them in acute need. In addition, of the more than 4.2 million IDPs, nearly 2.4 million are school-aged children and youth, which further contributes to education gaps. General insecurity in the country and a chronic shortage of funds affect the Ministry of Education's ability to provide basic education services. Moreover, irregular payment of teachers' salaries since 2016 hinders structured learning.²⁶

²² Education disrupted: Impact of the conflict on children's education in Yemen UNICEF, Yemen, July 2021.

²³ USAID YEMEN EDUCATION FACT SHEET APRIL 2022

²⁴ Education disrupted: Impact of the conflict on children's education in Yemen UNICEF, Yemen, July 2021.

<https://yemen.un.org/sites/default/files/remote-resources/55721c0e6f1df25a328594faadb5b960.pdf>

²⁵ Yemen Consolidated Emergency Report 2021, UNICEF Yemen, March 2022.

<https://open.unicef.org/sites/transparency/files/2022-04/Yemen%20CER%202021.pdf>

²⁶ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

An estimated 171,600 teachers – or two-thirds of the teaching workforce – have not been paid a regular salary for four years. This puts nearly 4 million 8 additional children at risk of missing out on their education as unpaid teachers quit teaching to find other ways of providing for their families.

Just over 2.4 million school-age girls and boys in Yemen are now out of school because of poverty, conflict, and lack of educational opportunities.²⁷ Families may prioritize boys' education over girls, and girls are therefore more likely to be out of school. School girls were more likely to drop out for several reasons. Most of the time, they do not feel safe in schools or are not comfortable going to schools where there are no female teachers or separate toilets and washrooms to manage their periods.²⁸

Girls who are out of school face a higher risk of early marriage and domestic violence. Boys face a higher risk of recruitment by armed groups.

The Education Cluster puts girls and boys between the ages of 5 and 17 as the most affected population, along with overaged learners who have missed years of schooling due to conflict.²⁹ Many children have also been exposed to serious psychological trauma, which puts their ability to learn and retain lessons at risk.

An estimated more than 2,5075 schools were damaged, used as shelter by internally displaced people, or occupied by armed groups.³⁰ On the other hand, functional schools suffer from classroom overcrowding, reaching in some areas more than 80 pupils per classroom, as well as the unavailability of textbooks and other teaching and learning materials.

An estimated 1.42 million internally displaced school-aged children and approximately 870,000 children with disabilities face serious challenges in accessing education.³¹ In addition, more than 523,000 school-aged displaced children struggle to -

²⁷ Education disrupted: Impact of the conflict on children's education in Yemen UNICEF, Yemen, July 2021.

²⁸ Ibid

²⁹ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

³⁰ Education disrupted: Impact of the conflict on children's education in Yemen UNICEF, Yemen, July 2021.

³¹ United Nations Office for the Coordination of Humanitarian Affairs, Humanitarian Needs Overview – Yemen, 2022

access education because there is not enough space in existing classrooms, and schools have been damaged, used by the military, or occupied by displaced families.³²

2. Methodology

2.1. Overview

This assessment is based on three key sources: a review of secondary data (SDR), key informant interviews (KIIs) at the school level (cross-checked with enumerator observation checklists) and focus group discussions (FGDs) with teachers, students, and student's parents in the assessed schools. These methods were chosen to ensure that the perspectives of those groups are represented in the findings, and answered as effectively as possible the research questions, while also providing triangulation of information across different data sources. In total 45 FGDs and 15 KIIs with schools' headmasters were implemented. The 15 assessed schools were purposively selected based on the nomination of the directors of the Education Office and local authority in **As Sa'id** and **Al Radum** districts as they are the most

in need of intervention. The SDR took place between 16 August and 2 October 2022, followed by primary data collection between 16 October and 15 November 2022.

2.2. Secondary Data Review (SDR)

The secondary data review aimed to review data/information already available and to understand the education situation in a particular context through data that has been collected; for example, data and information about the education situation prior/in -crisis including, but not limited to, data and information at the national and province level including school-age children, people in need (PIN) school-age children, estimated children not attending school, population and demographic data, basic features of the education system, cultural practices affecting learning. Secondary data was collected from several sources, including education-specific assessment reports, situation reports, datasets primarily from UN agencies and Clusters, assessments reports from international and locally based organizations, etc.

³² Education disrupted: Impact of the conflict on children's education in Yemen UNICEF, Yemen, July 2021

2.3. Primary Data Collection

2.3.1. *KI interviews and direct observation in schools*

Primary data collection centered on key informant interviews (KIIs) at the school level, with the principal/headmaster. Data was collected through structured interviews using the Education Cluster tool with modifications done by the YFCA research unit in order to be consistent with the objectives of the assessment while adapting to the Yemeni context. The data collection was done to the maximum extent possible through field visits conducted by the data collection team. Enumerators were also required to conduct an observation assessment using a checklist at school site which allowed triangulation of data provided through the KII.

2.3.2. *School Sampling*

A set of schools were chosen through purposive sampling across two districts.; in As Sa'id 8 schools and in Al Radum 7 schools were selected.

During the sampling process, a starting point was to obtain a list of schools in two districts from the education office in the governorate. The only selection criteria were that selected schools should be functional. Initial profiling of the targeted districts was undertaken with secondary data to understand the security and accessibility levels within the Shabwah governorate, as well as, the data on the number of operational schools. Initially, all schools from the list have a similar chance to be selected randomly, however, eventually, 15 schools were selected purposively and considered for the data collection based on the nomination of the directors of the education office and local authority as they are accessible and in need of humanitarian assistance.



Table 1: List of the assessed schools

District	School Name	School Level	Gender	Number of Students	Number of Teachers
As Sa'id	Azuka	Primary & Secondary	Boys & Girls	159	11
	Sharj Baras	Primary	Boys & Girls	104	7
	As Sadia	Primary	Boys & Girls	207	9
	Thanawiat Aziz	Secondary	Boys	183	12
	Qawla	Primary	Boys & Girls	238	12
	Yadat AShams	Primary	Boys & Girls	190	9
	Thanawiat Ab Banat	Primary & Secondary	Girls	576	20
	Riad Alarfal	Pre-school	Boys & Girls	96	8
Al Radum	Al Ghadeer	Primary	Boys & Girls	105	8
	Al Madhlae	Primary	Boys & Girls	68	4
	Matahaf	Primary	Boys & Girls	189	5
	Be'er Ali	Primary & Secondary	Boys & Girls	400	12
	Hoor Al-Alia	Primary & Secondary	Boys & Girls	241	13
	Al Radum Girls	Primary & Secondary	Girls	655	24
	Al Radum Boys	Primary	Boys	591	26
	Total			4002	

2.3.3. Focus Group Discussions

To get insight into multiple perspectives and to help to understand the viewpoints of teachers, students, and parents about key aspects of education, a set of focus group discussions (FGDs) were organized in the assessed schools. A total of 44 group discussions were held with a total of 246 members participating. FGDs were conducted in teams of two, with one facilitator and one note-taker.

During the FGD, the note-taker took detailed notes whilst the facilitator led the discussion.

In total 15 FGDs were organized with teachers with a total of 84 members (22 females, 62 males). In addition, 15 FGDs were organized with parents with a total of 69 parents (11 females, 58 males) and 14 FGDs were conducted with 93 students (30 girls, 63 boys).

Figure 1: Total number of FGD implemented

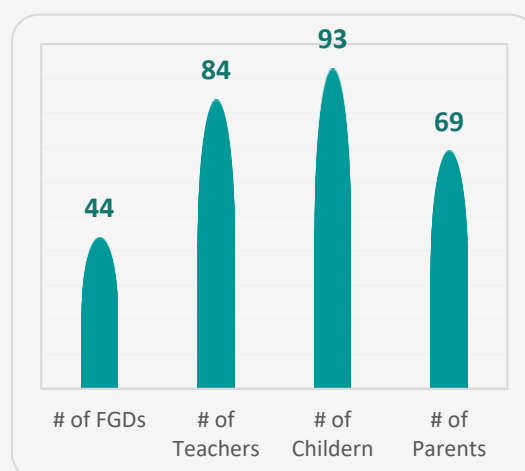


Table 2: FGD participant breakdown

District	# Of Schools assessed	# Of FGDs with teachers	# Of FGDs with students-children	# Of FGDs with parents
As Sa'id	8	8	7	8
Al Radum	7	7	7	7
Total	15	15	14	15



2.4. Data cleaning and analysis

Data checking of FGDs and KIIs data took place in the form of debriefings at the end of each day of data collection, where transcripts were reviewed by the research team for clarity and accuracy. The qualitative data from the focus group discussions were analyzed using thematic analysis techniques. Once FGDs transcripts were finalized, data was organized and categorized. Microsoft Excel was used to create a

spreadsheet to organize responses by question each response and comment is copied into the appropriate sheet and categorized appropriately

. Finally, the data is summarized and interpreted. Data from the KIIs were analyzed using the same process, to a great extent, adopted in FGDs. However, results from KIIs were presented quantitatively using descriptive statistics.

4.1. Challenges and Limitations

Due to the purposive sampling strategy used, the findings should not be widely generalized to all schools in the targeted districts, governorates, or the entire country. These findings should be interpreted as only relating to the schools assessed.

- ▶ Due to the qualitative approach adopted, findings should only be considered as an indicator of the situation of the assessed schools.
- ▶ Due to some contextual constraints, it was difficult to widely engage female respondents in the field of education to participate in this assessment. This resulted, to some extent, in a bias towards male voices.
- ▶ Respondent bias: data and information collected may be under-reported or over-reported due to the subjectivity and perceptions of respondents. Although the information collected has been validated as much as was feasibly possible,

the possibility of biases should be taken into consideration when interpreting findings.

- ▶ The assessment was implemented on predetermined schools which were purposively selected based on the nomination of the directors of the Education Office and local authority in As Sa'id and Al Radum districts as they are the most in need of intervention. This presents a bias, in favor of, specific schools.
- ▶ Al-Rudhum district is considered a very remote area for the field team who are based in the Attaq district, which prompted them to spend more than one night there to cover the targeted schools.
- ▶ Given the challenges associated with this assessment and the inability to obtain student enrolment and attendance records (disaggregated by gender, age, etc.), either due to the unavailability of records in the targeted schools or for other reasons, we relied solely on the figures provided by school principals or local authorities (which were the best guess or -



approximation they gave); hence, actual student enrolment and attendance figures may differ significantly from what's out there.

- For the same reason mentioned previously and for other reasons, we assumed that a child was considered enrolled if he/she registered and attended school once, and considered attending if he/she was reported to have attended school for at least five days at any time during the school year.

Hopefully, in spite of these limitations, this assessment will provide an overall understanding and insight of the impact of the crisis and the state of education today.



3. Findings

3.1. Access and Learning Environment

This section seeks to identify how learning spaces are equally accessible to all children. It begins by focusing on enrolment and attendance at assessed schools and looking at reasons that hinder children from enrolment and attending school.

3.1.1. Schools' status and characteristics

Despite all schools assessed in both districts found being normally operating, 6/15 (40 percent) of the school principals reported that their schools stopped functioning at some point due to teachers' strikes to demand an increase in their salaries. All schools are accessible by vehicle. There are eight primary schools, 5 primary & secondary, one secondary, and one preschool. 11 out of 15 schools are mixed-gendered, irrespective of the number of shifts offered by the school.

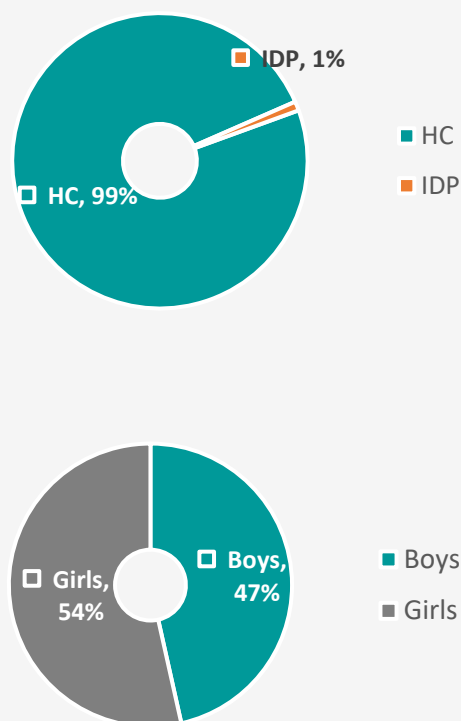
Three schools operate in the morning and afternoon shifts, compared to 12 that operate in the morning shift. Eight schools are in As Sa'id, while 7 are in Radum districts. Only 20 percent of schools have a canteen or somewhere nearby to purchase food. At the time of the assessment, the Ministry of Education runs every school in the two targeted districts.

3.1.2. Enrolment and attendance

At the time of this assessment, the total number of students enrolled in the 15 assessed schools is 4002. Out of them, 54 percent are girls and 47 percent are boys; students with disabilities account for less than one percent. Overwhelmingly, host community (HC) students constitute 99 percent of all students enrolled across assessed schools whereas IDP students account for only one percent (49 children). In terms of attendance, the majority of assessed schools reported strong attendance rates of 86 percent. Some school principals justified why there weren't any displaced students enrolled or attending their schools by saying that no displaced families are living near their schools or areas.

However, according to Al Madhlae school principal in Al Radum, the remoteness of schools and the risks associated with access to schools, including torrents and rains, can often justify displaced families not sending their children to school. It's worth mentioning that, SDR data indicates that about 784 school-age IDPs children are residing in As Sa'id and Al Radum districts.³³

Figure 2: Students enrolment by gender & displacement status



³³ YEMEN: Education Cluster HNO Statistical Data 2023



3.1.3. Barriers to enrolment and attendance

With respect to barriers to attendance, enrolment, or what could lead to dropping out, all FGDs participants – students, parents, and teachers – were asked about the top three barriers for girls and boys. See figure (3) below.

Generally, people's hard living conditions and especially their lack of financial resources in many cases prevent children from enrolling in school. Due to financial constraints, boys have to work or search for a job due to a need to assist and contribute to their family income which prevents children from -

enrolling in school and causes children to drop out and move into child labor.

As for girls, the assessment revealed that marriage was the most commonly reported barrier to attendance for girls. In Yemen, marriage is often viewed as a coping strategy to deal with poverty as it reduces the number of members in a family. Moreover, the lack of female teachers and gender-sensitive WASH facilities were somewhat more prominent as an issue highlighted in FGDs with parents when it comes to letting their girls go to school. The assessment also identified that society was less likely

to support girls' education. On the other side, far distances to school were most frequently cited by FGDs participants as a key barrier for children. Also, the lack of sufficient learning spaces (lack of classrooms/too crowded) and materials (textbooks, etc.) was significantly mentioned as the main obstacle for children to go to school.

Families' lack of sufficient financial resources to support children's education had the greatest impact on children's enrolment and attendance.

Figure 3: Most commonly reported barrier to enrolment and attendance

Most commonly reported barrier to attendance, enrolment for boys

Ranking

lack of financial resources

1

The school is too far away

2

Not enough materials for children (textbooks, etc.)/ Lack of classrooms/ Too crowded/ Not enough pace

3



Most commonly reported barrier to attendance, enrolment for girls

Ranking

Young people are married (early) or have children

1

Lack of female teachers and gender-sensitive WASH facilities

2

Society does not support education for girls/ Not enough materials for children (textbooks, etc.)/ Lack of classrooms/ Too crowded/ Not enough pace/ The school is too far away

3



3.1.4. Trends in enrolment and attendance rates

For the purpose of this assessment, the measurement of children's enrolment and attendance is based on a recall period from the previous school year.

Across all assessed schools, the overall number of students enrolled increased by 2% as compared to the previous school year. It was noted that the enrollment rate varies across schools.

In comparison to the previous school year, about 73 percent of school principals reported an increase in student enrollment, while only 26 percent reported a decrease.

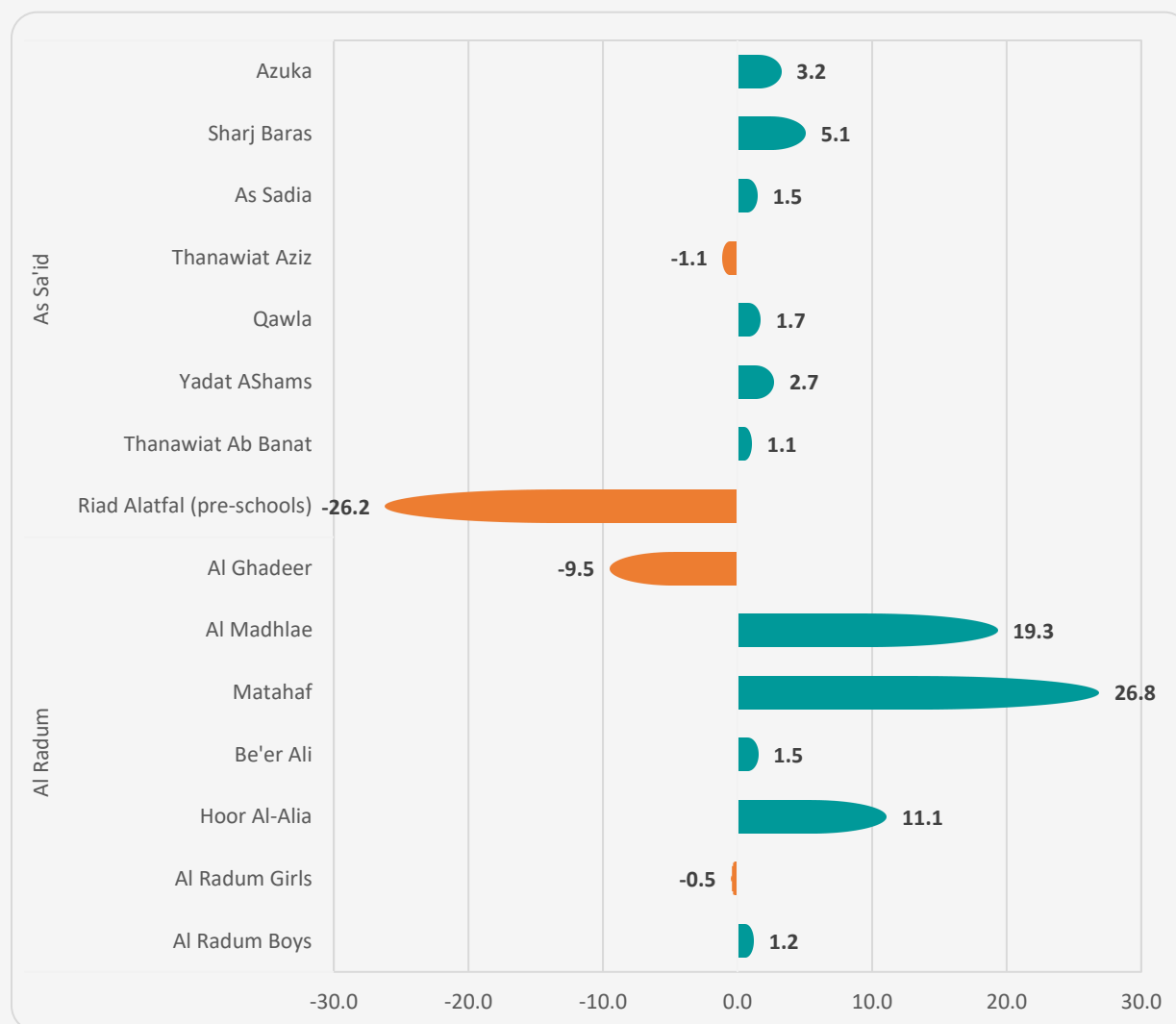
The highest increase was in Matahaf and Al Madhlae schools in Al Radum district by 26.8 percent and 19.3 percent, respectively; and far followed by Hoor Al-Alia school by 11 percent, whereas the greatest decrease was noted in Riad Alarfal (pre-school) in As Sa'id by 26.2 percent. When the principal of Al Madhlae School was asked about

the reasons behind the increase in student enrollment, he stated: *“The arrival of the Bedouin people into this area, who have enrolled their children, and children who came from nearby villages that do not have education facilities, has increased the total number of students in this school”.*

Regarding Hoor Al-Alia School, the opening of new secondary classrooms and the influx of students from nearby areas have both contributed to the rise in enrolment.

As for Riad Alarfal (pre-school) which recorded the highest decrease in the number of students enrolled; according to the school's principal, the decision to charge students fees, after the approval of the Ministry of Education, has discouraged parents from enrolling their children in school as the majority of parents (cannot afford) to support their children education. The decision to impose charge fees was justified by the school principal as being made

Figure 4: Percentage of change of enrolment of students as compared to previous school year





3.1.5. School Infrastructure

School conditions

Overall, none of the assessed schools have been destroyed, occupied, or looted due to the war's consequences and ramifications. However, 5 out of 15 schools required some kind of basic to moderate rehabilitation such as (roofs and doors broken, etc.).

Findings show that 73 percent of schools' supplies and classrooms' furniture are missing or damaged, and 87 percent of teaching and learning materials are either nonexistent or missing entirely.

Classroom functionality and absorption capacity

The condition of classrooms varied across assessed schools. About half of all schools are holding classes that require maintenance or are not in usable condition; moreover, some may well pose a safety risk to children as the case in Hoor Al-Alia school in Al Radum district. Notwithstanding, the assessment showed that some of the classrooms which are not in usable condition are still in use. Many of the classrooms currently in use need repairs and rehabilitation. In this context, all KIs reported no

classrooms being held in temporary structures such as tents, makeshift buildings, or under a tree.

The number of students at each school was counted in order to estimate student: classroom ratio. The total number of classrooms in the assessed school is 123. On average, theoretically, 32 students occupy one classroom. The average number of students per classroom, in some schools, seemed high as the case in Matahaf (63), Thanawiat Ab Banat (48), and As Sadia (41) schools. See table ().

According to data provided by the school's headmasters, approximately half of the assessed schools' capacity is unsuitable – overfilled. A lack of adequate classroom space was raised as a problem with facilities in four FGDs with teachers and parents. A participant in parents FGD in As Sa'id district pointed to preventing adequate gender segregation:

"As for the girls, they are excused when it comes to education, as they do not complete the preparatory stage - middle school-, and the reason is the lack of female teachers, as well as the lack of classrooms".



Table 3: The average number of students per classroom and absorption capacity level

School Name	Gender	Absorption capacity level ¹	Number of functional classrooms	Avg student per classroom
Azuka	Boys & Girls	At Capacity	9	18
Sharj Baras	Boys & Girls	At Capacity	4	26
As Sadia	Boys & Girls	Overfilled	5	41
Thanawiat Aziz	Boys	At Capacity	6	31
Qawla	Boys & Girls	Overfilled	9	26
Yadat AShams	Boys & Girls	At Capacity	7	27
Thanawiat Ab Banat	Girls	Overfilled	12	48
Riad Alarfal (pre-schools)	Boys & Girls	-	6	16
Al Ghadeer	Boys & Girls	At Capacity	5	21
Al Madhlae	Boys & Girls	under-filled	3	23
Matahaf	Boys & Girls	Overfilled	3	63
Be'er Ali	Boys & Girls	Overfilled	12	33
Hoor Al-Alia	Boys & Girls	At Capacity	9	27
Al Radum Girls	Girls	Overfilled	18	36
Al Radum Boys	Boys	Overfilled	18	33

¹ Absorption capacity was determined by interviewed school principals.



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Water and Sanitation

Water

73 percent of schools assessed have a source of water; mainly wells. Yet, these sources were often not functioning or providing safe drinking water: at the time of assessment, about 60 percent of schools lack access to adequate and safe drinking water. Generally, students were found to have a problem accessing adequate -

drinking water, moreover, more than 80 percent of the school were found to lack drinking water facilities. Most students don't use water from water facilities to drink because it's not clean, so they'd rather bring water bottles from their homes. Two participants in student FGD from Yadat AShams school said, *"water machine - water dispenser - is available at school but the water is not clean as fridge it is not cleaned regularly"*.

Sanitation

In general, 40 percent of the assessed schools either lack access to functional latrines or have no latrines at all. Indeed, 28 percent of children are deprived of access to latrines facilities. Furthermore, schools typically did not have working handwashing facilities for latrines; about 47 percent of KIs reported that schools lack handwash facilities, and 33 percent reported the presence of human faeces and sewage overflow within the site/school.

Out of the 15 schools assessed, 3 (20 percent) have no latrines facilities at all as the case in Al Ghadeer, Al Madhlae, and Hoor Al-Alia schools in Al Radum districts. In total there are 69 latrines in the targeted schools, and 52 percent of them are out of service. Theoretically, on average, 121 students occupy one functional latrine.

Figure (5) shows the average number of students per functioning latrine for each school.

There are notably high latrine-to-student ratios in all assessed schools with a shocking high ratio recorded in Thanawiat Ab Banat school (1 to 576) as most of the latrines are not functioning.

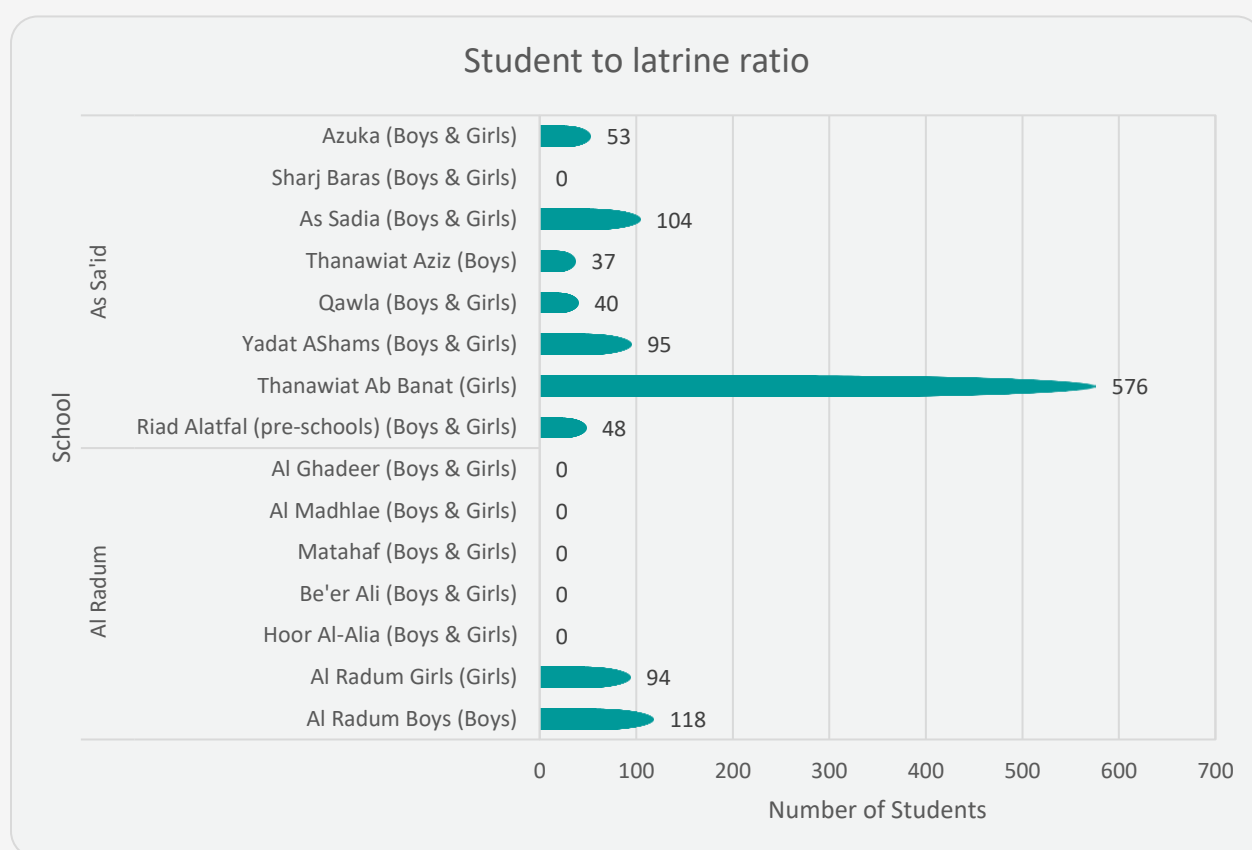
The situation is particularly extreme in Sharj Baras, Al Ghadeer, Al Madhlae, Matahaf, Be'er Ali, and Hoor Al-Alia schools where latrines are not functioning or completely nonexistent, preventing children from having access to latrines.

WASH facilities were featured prominently as a priority issue by parents in FGDs, as a reason for children's non-attendance. Access to functional latrines was raised as an issue in more than half of FGDs with students. In 8 out of 15 student FGDs, participants reported difficulty accessing toilets, owing to a lack of restrooms, water, or privacy. Assessment findings indicate that only less than half (47 percent) of the schools have separate latrines for staff, and 40 percent have latrines segregated by gender.

In As Sadia school, student participants stated, *"Yes, there are latrines, but we don't use them because there is no water"*. And in Sharj Baras school, student participants stated, *"There are no toilets in the school as they are now demolished and unusable"*. One girl further added, *"This presents a challenge for us, forcing us on some days to leave school and go home to use the toilet"*.

In addition, FGD participants expressed that they are never satisfied with the level of the latrines' cleanliness.

Figure 5: The average number of students per functioning latrine





3.1.6. Protection and well-being (access, safety, and recreation)

When parents and children were asked in their FGDs to report the main perceived barriers to children's enrolment and attending schools, most participants reported distance to learning facilities - schools- to be one of the main challenges. This issue was explored previously through barriers to attendance and enrolment **section**.

What matters to us here is the protection and well-being aspects of the students like the distance sit safety and children's safety to travel to their schools. Children's access to their schools was found to be a significant challenge across targeted schools. It appears that most school sites are not located in centers or close to populated communities. Around 60 percent of the assessed schools reported it takes more than 30 minutes for boys and girls to reach their schools by walking whereas about -

25 percent reported -in some cases- it can take around one hour for children to reach schools.

While the majority of KIs reported that it is safe for the children to go to school, two KIs in Al Madhlae and Matahaf schools, expressed their security concerns due to natural hazards that can occur during children traveling to schools such as weather changes and floods. Moreover, Matahaf schools KI also added that - rough - off-roads and the presence of predators animals could also pose a risk to children. It is important to note that these findings only represent Ki's perceptions at the time of assessment. When looking at children's and parents' points of view in terms of safety issues; here two additional aspects were found. At the school level, the majority of children feel safe when they are at school. However, one student participant during Al Madhlae FGD had reported: *"There is no safety, especially when it rains, the school becomes a useless place for learning, as water pours on our heads"*.

In Yadat AShams school FGD, a girl student stated: *"The safest place is the classroom or the yard and the most fearful place is the passage of abandoned classrooms and bathrooms"*. It is worth noting that, only about half of the assessed schools were surrounded by fences. At site level, children and parents during FGDs expressed their security concerns. As most schools are situated away from their residences, incidences may happen unexpectedly. Some children reported they could experience natural hazards such as heavy rains and floods. Parents are more likely to state that far distance from school is a major safety concern for their children. Safety concerns for children on the way to school were a significant issue in Azuka FGDs with parents; one parent stated: *"Yes, it is safe for girls to go to school, but the far distance is an issue!"*, another participant reported, *"For boys, it is not very safe, because sometimes there may be tribal vendettas"*.

40 percent of all schools assessed (6) haven't recreational facilities or spaces where learners can play. According to 5 FDGs with students, schools don't have enough spaces where children can play and perform outdoor activities. In 5 out of 15 FDGs, children raised the issue of recreation and play at school, they cited that even though there are spaces where children can play, schools lack adequate spaces, games, and recreational kits. It is worth noting that about 70 percent of assessed schools were surrounded by fences.

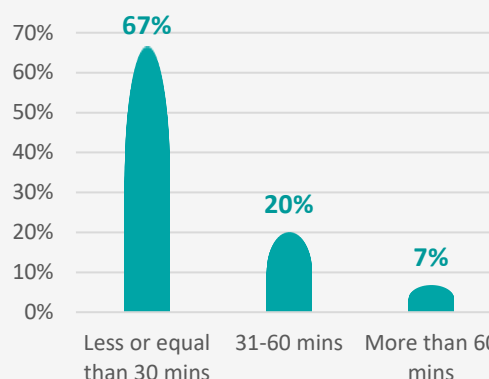
3.1.7. Primary healthcare and Nutrition

The nutritional and food security situation for children in Yemen is predicted to get worse faster due to a weak health system and limited access to safe water and sanitation services. Regarding the distance to the nearest health facility close to schools. 67 percent of KIs reported the average distance to the nearest accessible healthcare facility is less or equal to 30 minutes walk, 20 percent reported between 31 - 60 minutes, and 7 percent reported more than minutes.

is about 3 hours. 60 percent of KIs also reported students are referred from schools to a local clinic when needed.

Furthermore, the findings show that only 6.5 percent of schools reported that their teachers had received first-aid training, while 93 percent of schools do not have basic first-aid facilities.

Figure 6: Distance to the nearest health facility



According to the country-wide IPC Acute Malnutrition analysis in the period October - December 2022, 87129 people across As Sa'id and Al Radum districts are experiencing high levels of acute food insecurity, classified in Crisis or worse (IPC Phase 3 or above). Among these, 18000 people are classified in Crises (IPC Phase 3) and 5000 in Emergency (IPC Phase 4) in As Sa'id and 9000 people are classified

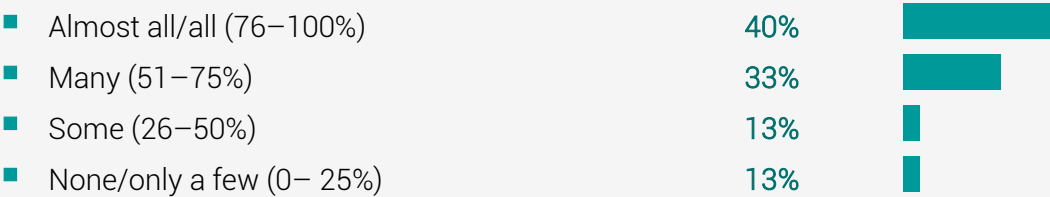
in Crises (IPC Phase 3) and 2000 in Emergency (IPC Phase 4) in Al Radum.

All of the students in the assessed schools were found not to be used to having breakfast early before going to school because, according to 40 percent and 33 percent, respectively, of KIs, reported many (51–75%) and almost all (76–100%) students do not eat breakfast before coming to school. This was particularly prominent in As Sa'id district schools.

Only Al Ghadeer School in the Al Radum District reported that some students receive 100-gram biscuits distributed by the World Food Program (WFP).

In 9 FGDs with students, some participants said they don't eat breakfast at home before going to school as they're usually in a rush to get to school because it's so far away.

Figure 7: The percentage of students not eating a meal before coming to school reported by KIs





3.1.8. Students Psychosocial Support

It's crucial to not disregard the students' psychosocial support, especially those who may exhibit symptoms of psychosocial stress, such as depression, anxiety, fear, and withdrawal. It is worth noting that some students are likely to have psychosocial problems in general. In 10 FGDs with students, some participants stated that they are less confident in themselves and more pessimistic about the -

future as a result of the overall situation. In this context, only one school - As Sadia school in As Sa'id district- reported having a school counselor or identified person to provide counseling and guidance for learners (at the time of assessment we did not verify if the psychologist working or not). Moreover, no school assessed had reported their students referred to mental health or psychosocial support services for necessary care and treatment.



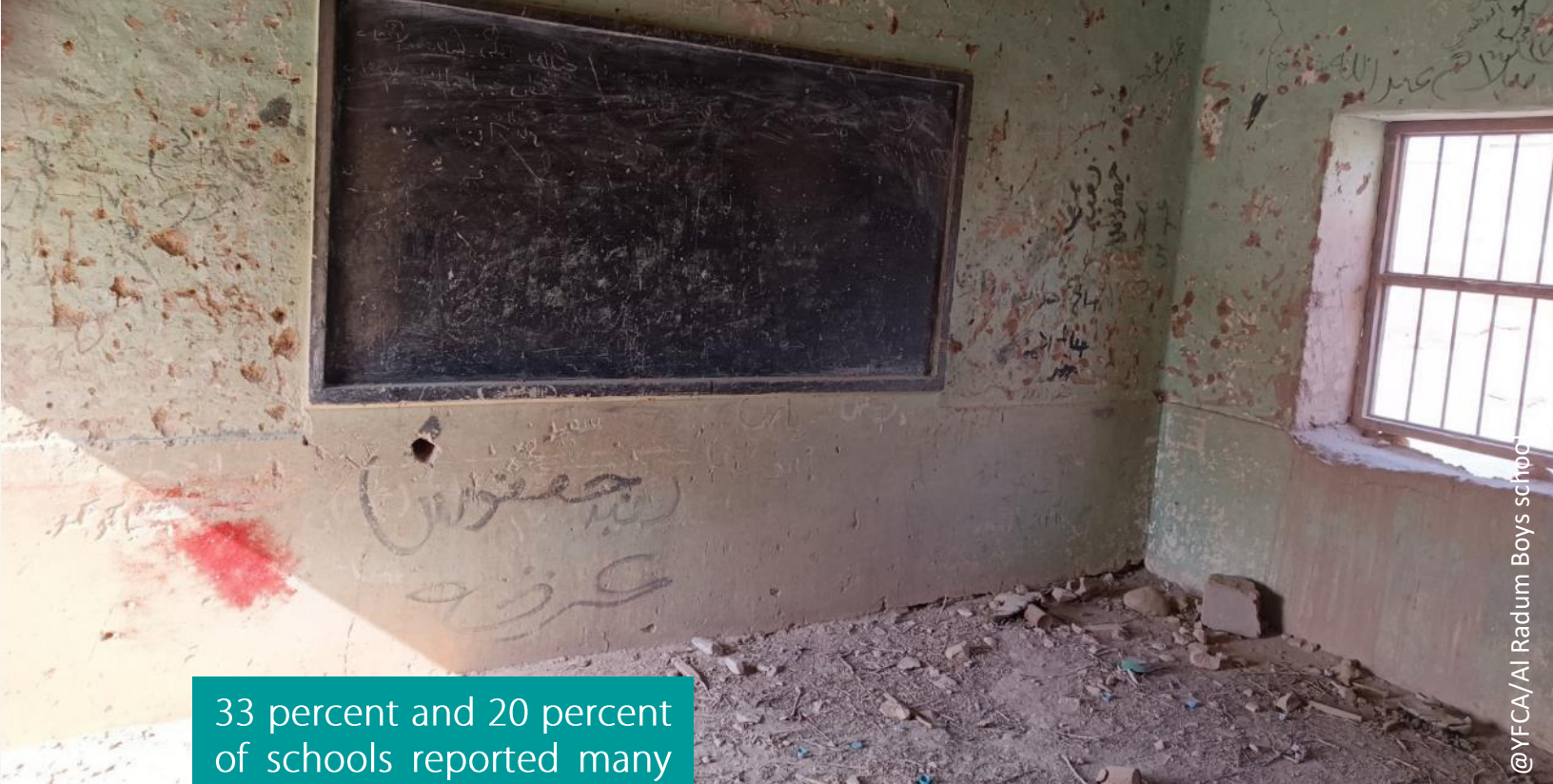
3.2. Teaching and Learning

The importance of school furnishings is unquestionable as it has a major impact on students learning effectiveness. The assessment reveals that the targeted school's furniture, including desks, chairs, and boards, was exposed to damage or loss. 38 percent of schools in As Sa'id districts and 43 percent of schools in Al Radum districts, reported having many (51-75%) pieces of damaged furniture.

Students will become more interested in the subjects being taught and be able to continue -

their studies at home if they have sufficient access to teaching and learning materials (TLMs). According to assessment results, the assessed schools have an issue concerning TLMs.

There was a considerable loss of TLMs in all assessed schools. Overall, 33 percent and 20 percent of schools reported many (51–75%) and almost all/all (76–100%) TLMs were damaged as a result of the crisis; whereas None/only a few (0–25%) and Some (26–50%) reported by 33 percent and 13 percent respectively of assessed schools.

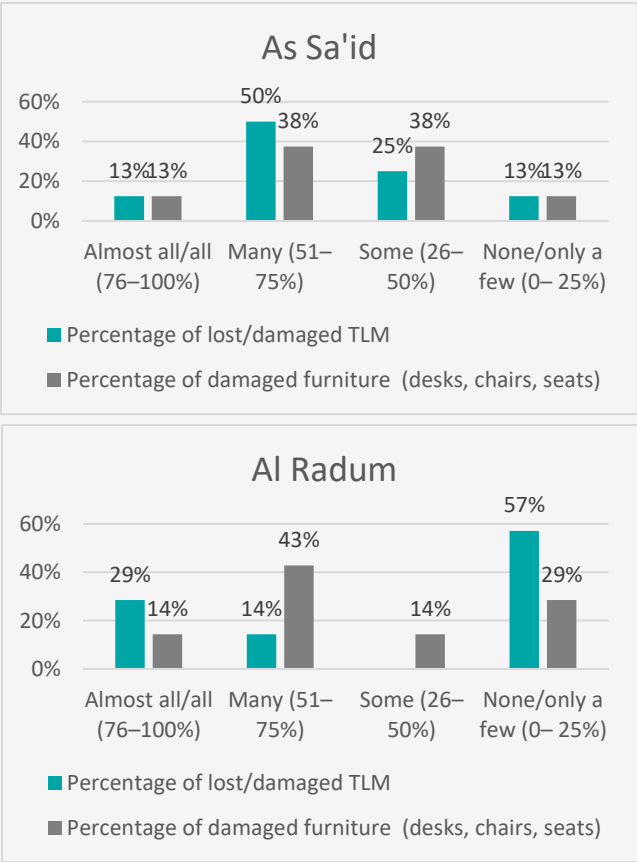


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33 percent and 20 percent of schools reported many (51–75%) and almost all/all (76–100%) TLMs were damaged as a result of the crisis.

Moreover, textbooks appear to be a major issue as the majority of assessed schools (87 percent) reported that textbook is not available to every student. In seven FGDs with teachers, participants indicates that inadequate provision of textbooks was one of the main issues in terms of learning materials. In addition, 60 percent of KIs also reported that teachers at their schools do not use teaching aids.

Figure 8: Percentage of lost/damaged TLM & furniture (desks, chairs, seats)



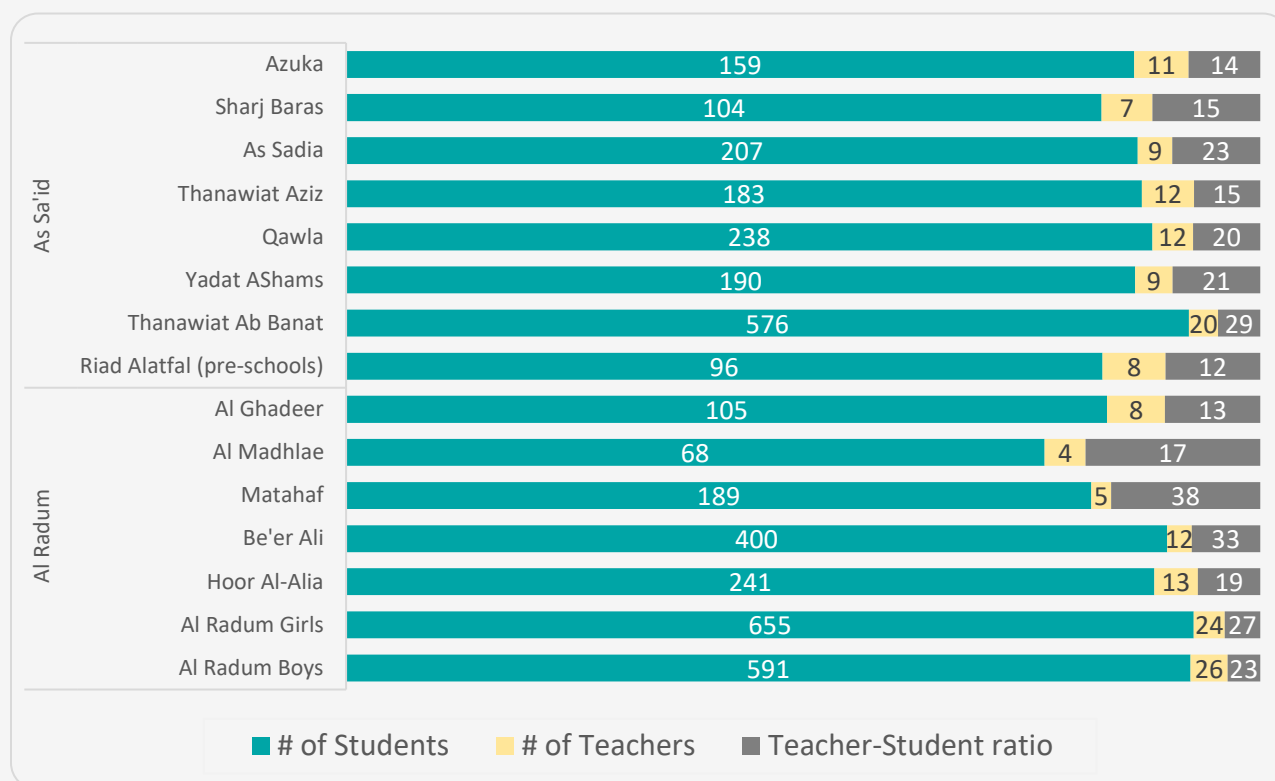


3.3. Teachers and other Education Personnel

This section presents study findings on the availability of teaching staff, teacher recruitment, staff per student/facility, explores priorities for teacher training and absenteeism, and access barriers.

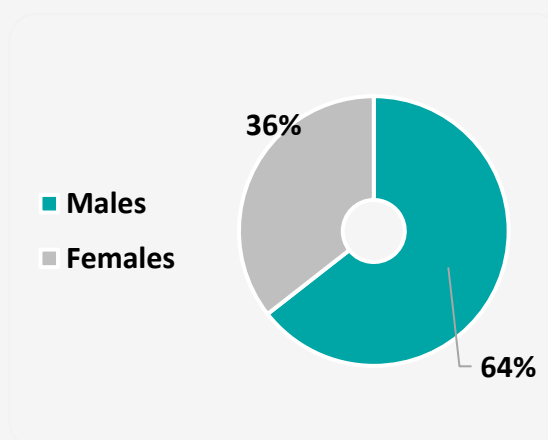
The total number of teachers/contractors recruited in the assessed schools at all education levels is 180.

In addition to 34 administrative staff (there are no volunteers except for Yadat AShams school). This would theoretically provide an average of 12 teachers per school. The estimated overall teacher-student ratio derived from collected data is 1 to 22 (irrespective of the number of shifts, and teacher absenteeism). At the school level, some had a high teacher-to-student ratio as compared to others in particular Be'er Ali and Matahaf schools.

Figure 9: Teachers to students' ratio

The distribution of teaching staff by gender was more uneven. About two-thirds 64 percent of the total teaching staff recruited were males. This assessment didn't look for the reasons behind male teachers dominating the teaching profession in most of the assessed schools (irrespective of boys-only and girls-only schools). *(However, implicitly, it may be due to girls' inability to pursue higher education in high school and university).*

Gender imbalances are significant in light of student and parent preferences.

Figure 10: The distribution of teaching staff by gender

In two FGDs with parents, participants expressed a preference for female teachers in order to send their girls to school.

During the teacher's FGDs, participants were asked about teachers' recruitment and selection criteria. In general, participants reported teachers' recruitment is based on qualification and experience in addition to priorities and needs of the school and through Education Office and admission tests.

Some teachers highlighted:

"Teachers are selected according to qualifications and experience. The nomination is done by the school principal, and the selection and approval by the education office in the governorate".

According to school KIs, about 67 percent of teaching staff are qualified to teach (bachelor's degree or education diploma).

Low or insufficient salaries have the greatest impact on the attendance of teachers.

Absenteeism and barriers to Teacher Attendance

This section presents study findings on the availability of teaching staff, teacher recruitment, staff per student/facility, explores priorities for teacher training and absenteeism, and access barriers.

To assess levels of teacher absenteeism, school KIs were asked to estimate the total number of teachers who were present on the day of the assessment. Approximately 83 percent of teachers were in attendance at the time of assessment (two schools were excluded as they were on holiday).

It became evident from the findings of many FGDs that the teaching staff's top barrier to teacher attendance is the failure to implement salary increases. The results show that the main reason for their low motivation and absenteeism and leaving is the low salary, although school principals have reported that salaries are paid regularly by the government.

Teachers in FGDs were asked to identify the main barriers if any, that was limiting their ability to attend work., the salary was the most common complaint and issue with 11 groups highlighting that the current salaries did not even cover their basic needs such as transportation, rent, food, etc. The situation got even worse due to the depreciation of the local currency which exacerbated the situation further. Many teachers reported that they have to look for other sources of income to support their families. Some participants mentioned that some teachers joined the military or emigrated to improve their income. Overall, the

findings revealed that many teachers across assessed schools are engaged in daily wage work after the school day, petty trade, breeding and selling livestock, beekeeping, agriculture, and handicrafts in order to earn additional income. It's worth noting that all participants in teacher FGDs reported that they had not received any incentives from any humanitarian actors for a long time (more than a year).

Search for job opportunities with a better salary comes second almost tied with the first reason mentioned above. Illness, the long distance to school, and marriage come later.

Figure 11: The main reasons for teachers' absenteeism and leaving as reported by teachers and KIs

Main reasons	Ranking
■ Low salary	1
■ Search for job opportunities	2
■ Illness, the long distance to school, travel marriage, and lack of appreciation and respect for the teacher	3

Teacher support and training priorities

Teachers were asked what would be the best support to assist them to do their job. It may not be surprising that financial issues came at the top, with 15 FGDs citing **the importance of financial support and incentives**. Capacity-building through training was also mentioned by 13 groups. In third place, teaching materials (Textbooks, teaching aids, electronic devices, etc.) were cited by seven groups. In addition, seven groups reported the provision of food assistance, particularly in-kind, whereas psychosocial support was raised by five FGDs. Finally, the rehabilitation of classrooms & WASH facilities and raising awareness in the community about education were cited by three and two FGDs respectively.

It is important not to overlook the psychosocial support of the teachers, who may also be exposed to traumatic and difficult -

experiences brought on by the crisis. In this context, all KIs reported that there are no psychosocial /social health support services available to teachers to help them deal with issues such as depression and stress.

Teacher training plays an important role in enhancing their efficiency, capacity, knowledge, and professionalism. A well-equipped teacher with techniques and modern pedagogy strategies, can often better connect and manage their students to ensure that all students are learning and benefitting.

When respondents were asked if teachers had recently received training at the school in the last 6 months .93 percent of KIs -schools' principals- and all teachers FGDs reported that had not received any training.

Furthermore, according to assessment findings, teachers indicated they had not received any psychosocial support services or other service training to help them deal with education-related issues in light of this crisis. Priorities for training identified by teacher FGD -

participants included Pedagogy, Reading Approach Course, listening and reading skills Computer Skills,

Time Management, Psychosocial support & Human Development, training in math, English, physics and, and training in how to deal with the students.

Figure 12: Teachers support priorities as reported by teachers

	Ranking
■ Financial support	1
■ Capacity-building through training	2
■ Teaching materials (Textbooks, teaching aids, electronic devices, etc.)	3
■ Psychosocial support	4
■ Rehabilitation of classrooms & WASH facilities	5



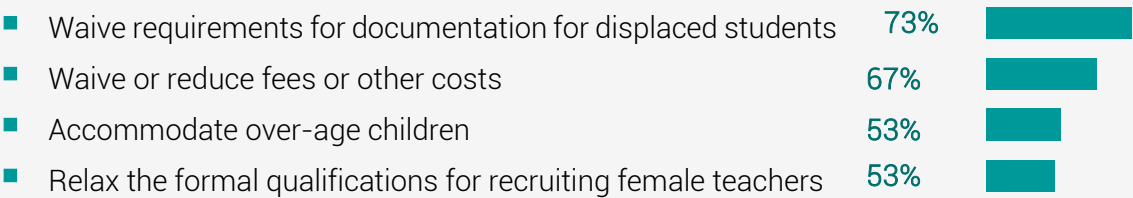
3.4. Education policy and Coordination

Overall, due to the crisis, schools made an effort to make learning and education more accessible by waiving the school fees required for registration and by waiving requirements for documentation for displaced students or others who cannot meet them. As well as, relaxing the formal qualifications for recruiting female teachers and accommodating over-age children. According to findings, 80 percent of assessed schools reported that they amend their policies to promote access to education among the crisis-affected and other vulnerable groups.

The figure (7) below shows the list of policies or procedures that assessed schools amend to promote access to education among the crisis-affected and other vulnerable groups.

The education office and other local authorities reported visiting and reaching the targeted schools in both districts to a good extent. About 67 percent of schools reported that they had been visited by mentors/inspectors or an external education officer within the past six months. In general, the visits by education officials to the schools typically fall under the umbrella of monitoring and follow-up of the educational process.

Figure 7: list of policies that assessed schools amendment to promote access to education among the crisis-affected and other vulnerable groups, reported by of KIs



3.5. Community participation

Throughout parents' FGDs, there is little evidence that schools are currently communicating or engaging effectively with parents in particular. Despite the fact that all of the assessed schools reported having Father and Mother Councils (FMC) or other community education committees, 40% of school principals reported that these councils have a simple/ineffective role. The KIs attributed that to the difficult situation parents experience as a result of the ongoing crisis, lack of understanding or awareness of the value of community involvement, or because parents are preoccupied with the concerns of life.

According to the findings, it is clear that FMC meetings are rarely held, about 40 percent of KIs pointed out the last meeting took place more than a year ago. According to KIs, FMC plays roles in decisions making and in explanations of difficulties or needs. However, participants in two FGDs with parents reported that the FMC does not make any decisions; instead, it

or recommendations to the school administration, or it follows up with the district's education office to ensure that a school has the basic education necessities, like teacher textbooks.

Parents indicate to participate in discussions, offer suggestions, and voice their opinions in a variety of contexts: five groups reported that they *took part in discussions* concerning the availability of teaching and learning materials, three groups about classrooms and school construction or rehabilitation, two groups about issues that frequently arise between students and teachers, and another two groups about WASH and transportation-related concerns.

In relation to the community's support of the educational process; in two FGDs with parents, very few participants said that the community supports the continuation of the education process. This support came in the form of textbooks, financial assistance, student transportation, and labor provision for school construction/ rehabilitation.

4. Conclusion and Recommendation

Enrolment and Attendance

A key finding was that the distance to school was too far, especially in light of potential security concerns on the way to and from schools, such as risks associated with access to schools, including torrents and rains. A key recommendation is to work with humanitarian actors on ensuring transportation. Generally speaking, humanitarian actors should seek out solutions and synergies to reduce these risks, which are primarily transportation-related.

Another key finding was that some children did not attend school because they were looking for jobs or work to support their families or cannot afford school fees or other costs. In addition, child marriage is a common practice as marriage is often viewed as a coping strategy to deal with poverty as it reduces the number of members in a family. It is recommended to provide financial support to families and support vulnerable and poor/ households with income generation programs.

For instance, the use of cash transfers (both conditional and unconditional). Assessment findings also indicate almost all (76–100%) students do not eat breakfast before coming to school. This was particularly prominent in As Sa'id district schools. School feeding programs could be considered to improve students' ability to encourage children to attend and engage in the classroom as many now attend school without having breakfast.

For girls, the lack of female teachers, gender-sensitive WASH facilities, and community support for girls' education in addition to far distances from schools were the most cited barriers to school attendance. It is highly recommended to provide and allocate school gender-based separated toilets for both students and teachers. Increasing community awareness of the importance of education.

Classroom, School Infrastructure

Assessment findings indicate that about half of all schools are holding classes that were destroyed or not in usable condition. The situation for furniture is not any better, about 43 percent of assessed schools reported damaged furniture pieces. In addition, 40 percent of all schools assessed haven't a recreational facility or space where learners can play, and about half of the assessed schools are not surrounded by a fence.

It's recommended to strengthen school infrastructure through classroom rehabilitation, provision/reparation of school furniture (chairs, desks, etc.), and construction of fences around schools that need it. In addition, provide a playground and support schools with recreational kits, recreational and play activities in schools.

WASH

The state of water and sanitation facilities within schools is at a critical level, which negatively impacts school enrolment/attendance, particularly for girls. Evidence from this assessment indicates that about 60 percent of schools lack access to adequate and safe drinking water, 40 percent of the assessed schools either lack access to functional latrines or have no latrines at all, and 33 percent of schools experience sewage overflow within the site/school.

Provision of adequate and safe drinking should be prioritized in addition, improving access to sanitation facilities also should be prioritized, including repairing existing latrines and constructing new latrines to ensure there are adequate facilities for boys, girls, and staff, taking into account gender-sensitive WASH facilities (ensuring segregation), and address the hygiene and sanitation issues through providing handwashing facilities and constructing/rehabilitation sewage networks.

Teaching and Learning

With 87 percent of schools reporting textbook is not available to every student; and 33 percent and 20 percent of schools reported many (51–75%) and almost all/all (76–100%) TLMs were damaged; in addition, 60 percent of schools do not use teaching aids, the provision of TLMs should be considered an urgent priority which will affect positively and motivated children to attend class and will probably be more engaged. This will also support the teaching staff.

Teachers and other Education Personnel

Findings from this assessment indicated that low or insufficient salaries have the greatest impact on the attendance of teachers in addition to illness, the cost of transport to school. To move education forward teachers, need to be better supported and reasonably compensated. Alongside salary, the conditions facing teachers in the assessed schools are also some a great extent tough; the provision of assistance such as food baskets and transportation allowance could

significantly motivate teachers to come to work and enhance and improve the conditions of teachers in general.

Improving the capabilities/ quality of teachers (Building the capacity of teachers)

Assessment findings indicated that 93 percent reported that their teachers had not received any training at the school in the last 6 months. It is important to enhance the capacity/quality of teaching staff via facilitating flexible systematic in-service training programs and supervision needs to be strengthened so that teachers can learn and develop on the job. Training teachers to make them able to deliver emergency-related topics such as peace-building education; violence prevention; health, nutrition, and hygiene promotion. Besides, training in Pedagogy, Reading Approach Course, listening and reading skills Computer Skills, and Time Management.

Mental Health and Psychosocial

Assessment findings indicated that all teachers do not have access to psychosocial support (PSS) services and had not received any psychosocial support services or other service training to help them deal with education-related issues in light of this crisis. Therefore, the provision of psychosocial support sessions is highly recommended. In general, any psychosocial support activities should target the personal, social, and emotional well-being of teachers and students.

It is recommended to take steps to support community involvement and FMC roles through, to name a few, supporting community initiatives; raising community awareness regarding community participation, and supporting FMCs with the training, awareness, and operation costs to be more efficient and play an effective role in the school and community.

Community participation

Findings from FGDs with parents showed that the FMC does not make any decisions; instead, it only gives advice, suggestions, or recommendations to the school administration.