

Research Paper on Education and Sustainable Development in Yemen

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Abstract

Purpose- This study aims to explain the role of education in sustainable development and to analyze the challenges faced by education in Yemen.

Design/ methodology- For achieving the research objectives the data were collected from secondary sources; researches, journals, articles and statistical reports.

Findings- Challenges faced by education are almost similar from level to level starting from basic to university education and training. The republic of Yemen has made lots of plans and sat up many strategies to develop education enrollment among the population and also made a big number of republic budget for education but these strategies do not work in a corrupted environment. Awareness among people about the importance of education play a major role in low level of education where the republic try to help but people themselves are not ready to enroll themselves or their kids in education.

Research limitations- There was a limitation in getting statistical data for educational status of Yemen population in details and limited sources which discussed or studied educational system in Yemen.

Social implications – This paper helps to know the major challenges facing education in Yemen and suggesting some solution which could help to improve the status of education which is in return will be affecting the local community in a positive way to improve their educational level.

Originality/value – This paper analyze the challenges facing education in Yemen and giving some suggestions to improve the situation of education to reach EFA goal.

KEYWORDS: Education, Challenges, Sustainable, Development, Yemen

Introduction

Education is an investment in the preparation of human resources; this means that educated and trained human resources are an important element in serving the goals of comprehensive development. There is no doubt that the progress and backwardness of societies are governed by many irrelative factors, the most important of which is education policy.

Development is originally a process which purpose is man and the tool for it is humans themselves, man with ideas, education, health, and skills is the foundation of development and its first engine even other factors that are necessary for development such as physical capital organization and management based on human resources, so the basis of development of society is in fact the development of values, minds, and skills.

In the developing countries they look at the issue of education from the consumer side only and consider it a commodity that runs out of the budget for free, they don't look at the man or a human resource as a wealth or as a reliable source of economic and social growth, Republic of Yemen adopted this idea and tried making long term planning strategies to reach ESD but it has faced lots of challenges as a developing country with a high rate of population growth.

Literature review

Ghoul (2007) on his study on Education and development in developing countries Developing countries, including Arab countries, suffer from a lack of competence, But the abuse of these competencies to operate their natural resources and the conduct of their economies, Therefore, they are invited to acquire them through education and training developed countries have reached something It is thanks to the best exploitation of human resources, and the development of scientific research serves the community the factors of education and training should become factors of development, not brakes, and achievement such a goal requires reconsideration of our educational system and development plans. The modern school has to be the scientists, technologists and artisans who have progress society and its prosperity. Hence the educational systems of all kinds and throughout history the strong impact on the development of societies and the diversity of their knowledge. And periods of social activity cultural communication and progress in knowledge are but a decade of change in education systems and methods.

According to Abdulrahman (2008) the importance of education in human development and economic and social development said that Education falls within political goals of interest in development of man and society, throughout culture, behavior, and economy. And it should focus on self-learning and collaborative learning that make students active, dynamic, and cooperative. He also commented on the failure of the educational process is very poor. And the balance of graduates is a quantitative balance is not qualitative; which impedes the development process. He also recommended adopting in-depth studies and investment that would optimize the available resources and harness them in the educational process to reach the goals of sustainable development.

Alameri(2010) on her study on Reasons for the decline the level of general and higher education in Yemen and the ways of addressing them she pointed out the lack of poor planning and lack of clear educational strategy have led to deterioration of education and its alarming deterioration threatening a national disaster, the writer said that the lack of planning led to spread of many schools of semesters and was rather the construction of high- quality educational schools as well as the colleges of education scattered everywhere without the need of them in non-vital areas, and the large sections of Islamic studies and Arabic. He also pointed out that education in Yemen has not undergone any significant reforms. The study plans and courses do not interact with the changes that

have taken place in Yemen. The secondary education curriculum do not take into consideration the needs of time and place, Alfaqih said that without a conscious and updated policy in the early period, the fate of educational system is the deadlock due to difficulties and imbalance stressing the importance of activating the political decision towards updating and developing the entire components of educational methods in line with the positive changes nationally and globally.

Saleh Ebtehag and Ghoneim Osama on their study on Climate change and sustainable development in education the most important challenges facing us in this century to secure the present and ensure the future is the issue of change climate, and the key role to face this challenge and achieve sustainable development in all its environmental dimensions economic, social and cultural rights working to raise awareness of all community activities to participate in the process of development and thinking about the future and the fate of future generations through activating the role of education. Education and training in achieving sustainable development through the creation of intellectual, behavioral and institutional change the citizen's personality is the focus of attention in his relationship with the land, society and the environment. To promote the dissemination of sound and positive awareness in all its aspects, with a view to strengthening their positive behaviors, and work to reduce behaviors and misconduct.

Ababneh (2014) on his study on Education and development the writer explained the relationship between education and development, since each of them goal and purpose is human. The development of human capabilities and building of a system of knowledge, skills and values can only be achieved through education. The critical mass of human, social, and moral capable of bringing about development, which improves the quality of life and activates the wheel of economic growth, therefore, the quality of the educational system or education in any country. Jordan considered as one of the countries that is interested in human capital, where it is considered, the real wealth, where significant educational achievements have been achieved both quantitative and qualitative and have reflected their effects at the national level.

Ashour (2014) on his study on The relationship between education and sustainable development There is a close relationship between education and sustainable development in all fields; culture, social, environmental and economic. Development can achieve its objectives only if trained and qualified human resources are available, therefore education is the basis for the sustainable development and there will be sustainable development only under human leadership for sustainability. The strategies for development will be directed at the role of education.

Some of the strategies that will raise the level of education are:

- To focus on future planning and educational visions to keep up with the quality of education, transformations, and global development.
- Universalization of education and equal opportunities.
- To stimulate economic, social, and political mobility.
- To adopt competencies and scientific research.
- To enhance the talents and skills of information technology in the world of knowledge.

- Capacity building and ownership of innovation tools.

In an article in Aljazeera magazine on Education for sustainable development the writer said a Strong educational system enhances access to opportunities and improves health and enhance the durability and rigidity of communities while at the same time increasing economic growth. Education provides the skills people need to succeed in a new sustainable economy, the writer also touched upon the role of schools that can nurture a new generation of citizens who have environmental knowledge to support the transformation of a prosperous future.

United Nations educational, scientific and cultural organization Education for sustainable development (2015) Sustainable development cannot be achieved through technological solutions, political systems or financial instruments but by changing our thinking and our work which requires quality education and learning for development at all levels. UNESCO is supporting countries in building their capacity in education for sustainable development by focusing on main three key issues; climate change, biodiversity, and disaster risk reduction as an input to promote sustainable development practices through education.

Alanani (2015) on his study on Education and sustainable development the author discussed the huge number of students who left schools in the Arab spring countries, which in turn leads to higher unemployment, he also explained that the use of technology and computerization and introducing them to the curriculum for all students in schools increases productivity and employment opportunities.

Mohamed (2016) on his study on Education for Sustainable Development and Global Citizenship Disseminate and promote sustainability concepts, by integrating them into a program department of Geography and Geographic Information Systems in Education learning and scientific research training students in technical, analytical, and social skills economic, and critical thinking skills and skills needed to organize interpretation of data and information, and skills for drafting questions, and the ability to analyze issues facing communities by integrating education strategies for sustainable development and global citizenship. Know the importance and need of the educational community to take a decision on any subject sustainability, which will become part of the curriculum, biodiversity, climate change, equality, poverty.

According to Abouzeid (2017) on his study on The role of education in the comprehensive development of Egypt the writer mentioned that the main engine of comprehensive development comes through qualified and trained manpower in the community and this is what the Egyptian government has done in the recent years, it has built schools, developed the education system to suit the requirements of the age and the urgent needs of the labor market.

Problem statement

The republic of Yemen has made a great deal of effort to provide and rationalize resources to achieve the EFA goals and has made considerable efforts to provide education inputs to

reach the goals but it faced many challenges and difficulties, which slowed the development of enrollment in education and the elimination of illiteracy

What are the challenges and difficulties facing education development in Yemen?

What is the role of education in sustainable development?

What are the appropriate solutions to reach the EFA goal?

Objectives

- To explain the role of education in sustainable development.
- To analyze the challenges faced by education in Yemen.
- To come up with some recommendation to reach EFA goal.

Research Methodology

This study is conceptual study based on secondary data, describing the major challenges to education for sustainable development with explanation of the relationship between education and sustainable development.

Limitations

1. The study cannot be generalized.
2. A limited source for recent statistics and information's for population educational status.

Introduction to Education for Sustainable Development, (ESD).

Education for sustainable development (ESD) ‘enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.’ (Sustainable Development Education Panel, First annual report 1998).

‘Education for sustainable development (ESD) is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth’s natural resources. ESD applies Tran’s disciplinary educational methods and approaches to develop an ethic for lifelong learning; fosters respect for human needs that are compatible with sustainable use of natural resources and the needs of the planet.’ (the United Nations Decade of ESD annual report 1998, 30)

Since the time when sustainable development was first recognized at the United Nations general assembly in 1987, a parallel concept of education has been discovered to support sustainable development. From 1987 to 1992, the idea of sustainable development matured as discussed and negotiated by the committee in chapter 40 of agenda 21. The initial ideas for ESD were addressed in chapter 36 of agenda 21, Education development, Public awareness, Training.

The role of education in sustainable development

The relationship between education and sustainable development is complex; where it is possible to say that early education for males and females helps in the overall sustainable development process, through the development of different sectors, for example education works on development of Agricultural products (Agricultural production). Education promotes Women's status, reduces population growth, promotes environmental production and generally improves living standard, through this, overall rate of development will increase, because education works to promote positive aspects, reduce negative aspects and develop all sectors leading to sustainable development.

Education is directly linked to development as the human being is at the center of sustainable development process, which contributes to improving the information and skills necessary for development. Education also one of the most important sources of development in society in all fields, a society that improves the education and rehabilitation of its children helps to provide human resources capable of operating and managing elements of development and that will contributes to build a strong and healthy society with social security, political and economic stability. Hence there is a close relationship between education and sustainable development in all fields; cultural, social, economic and environmental. Development can achieve its objectives only if trained and qualified human resources are available experts and specialists emphasize that managing sustainable development is carried out only through educational institutions, especially universities through activating its main functions of teaching, scientific research and community services through graduation of groups able to meet the needs and requirements of the community.

1. Education and training in Yemen

Yemen was characterized as unification in 1990, when the role of enrollment in basic education was low (57.6%), especially for females (37.6%), education and training issues have been the focus of the government attention.

Expenditure on education and training sector has increased to an average of 18% of the total public spending during the period 1990-2000, which has resulted in the growth of the capacity of schools. The share of enrolled in basic education in general enrollment of student declined by 6% percentage points between 1990-2000 in favor of secondary education and university education, while there was no change in the share of vocational training (after basic and post secondary technical education).

❖ Literacy

Illiteracy and lack of access to education as well as dropping of basic education is the top of structural education challenges that hinder economic and social development and sustainability. Current condition indicates that illiteracy rates are still high among age group 15 years and above, with 55.7%; (36% among males and 74.1% among females) to face this challenge the republic adopted national strategy for literacy and adult education in 1996. However, the limited financial resources allocated to the literacy and adult education program over the past years and the weak role of civil society in the field of literacy led to partial results of the strategy, only 290000 illiterates were literate during the entire period of the first five years plan.

❖ Public education (general education)

Although the average of 18 percent of the republic budget over past decade on public education, most of expenditure went to cover teachers wages and salaries (143,000) in basic education and (26,000) in secondary education and also administrators and other employment and double of phantom names that is due to the high share of wages from public spending and a server shortage in operating and maintaining allocations.

The indicators show lack of evidence in many respects, where the percentage of children in the age group (6-14 years) outside the education system is 38.6%; (22.8% among males, and 56.1% among females) according to the republic studies, an average of 8% drop out of primary education each year, which means that 270,000 schoolchildren have lacked in the 2000/2001 academic year to join the number of children outside the education system and illiteracy.

Challenges in general education

General education faces a number of challenges and difficulties

- Lack of keeping pace with the curriculum of modern development.
- Lack of proper equipment of school quality.
- Weak contribution of civil society to the education process.
- The low number of female teachers and girl's schools in the villages' and rural areas.
- The low level of teachers training.

❖ University education

University education attracts most of high school graduates, by increasing the number of public universities to seven and establishing 8 civil universities, university education witnessed a significant growth in the number of students enrolled during the period 1990-2000 16% on average, bringing the total enrollment from 42,000 to 184,000 students.

The number of graduates in 2000 reached about 17,836 students and 6,600 students distributed 87.8% in theoretical disciplines and 12.2% in scientific disciplines, as well as about 8.1 thousand students and graduates in teacher institutes.

The challenges faced by university education

The main issues of university education are:

- The traditional organizational structures and the structure of the universities with the duplication and similarity of university faculties and departments.
- The control theoretical character in all disciplines and methods of teaching, in addition to the absence of continuing education units.
- The failure of the university education curricula to keep pace with the diversity of knowledge and its applications.
- The acute shortage of services and educational facilities (libraries, labs, workshop..Etc) and the control of administrative centralization.

- The separation of university admission from the needs of development and the labor of consideration of the labor market.
- Lack of consideration of the absorptive capacity and the possibilities available to accept students and distribute them to colleges.
- In the field of graduate studies and scientific research, universities and research centers suffer from lack of space for graduate studies and the absence of a strategy and plan for scientific research.
- On the financial side, universities suffer from a significant lack of financial resources as well as poor distribution and exploitation, for example increasing expenditure on scholarship abroad for disciplines where the demand is very low and limited.

2. Education and vocational training in the government strategies

The aim of education in Yemen is to prepare a good citizen, who is committed to all citizenship rights and to be capable of bearing the responsibilities of the citizenship. Educational system seeks to enable the individual to understand the natural, social and cultural environment of his society in particular and for the Arab and human society in general and to develop his basic skills to convey ideas and follow the scientific methods of research of research and thinking.

Number and percentage of population for educational status 2006

Education level	Urban						Rural						Total					
	Males		Females		Total		Males		Females		Total		Males		Females		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Illiteracy	234,042	11.55	715,974	35.35	950,016	23.45	1,263,284	25.31	3,507,357	69.90	4,770,641	47.66	1,497,326	21.34	4,223,331	59.96	5,720,657	40.69
Write/read	759,894	37.51	676,661	33.41	1,436,554	35.46	2,115,605	42.39	1,174,571	23.41	3,290,176	32.87	2,875,499	40.98	1,851,232	26.28	4,726,730	33.62
Basic	432,890	21.37	300,727	14.85	733,617	18.11	814,293	16.32	206,418	4.11	1,020,711	10.20	1,247,183	17.77	507,145	7.20	1,754,328	12.48
Basic diploma	25,966	1.28	10,046	0.50	36,013	0.89	46,591	0.93	2,597	0.05	49,188	0.49	72,557	1.03	12,643	0.18	85,201	0.61
Secondary	321,558	15.87	208,761	10.31	530,319	13.09	462,384	9.26	86,745	1.73	549,128	5.49	783,942	11.17	295,506	4.20	1,079,448	7.68
Diploma	48512	2.39	24,173	1.19	72,685	1.79	67055	1.34	10311	0.21	77,366	0.77	115,567	1.65	34484	0.49	150051	1.07
University	156,004	7.70	70,271	3.47	226,274	5.59	98,509	1.97	3,810	0.08	102,320	1.02	254,513	3.63	74,081	1.05	328,594	2.34
Others	555	0.03	53	0.00	608	0.02	0	0.00	0	0.00	0	0.00	555	0.01	53	0.00	608	0.00
Not clear	46407	2.29	18,446	0.91	64,853	1.60	123,134	2.47	26,086	0.52	149,219	1.49	169,540	2.42	44,532	0.63	214,072	1.52
Total	2,025,827	100	2,025,112	100	4,050,939	100	4,990,855	100	5,017,894	100	10,008,750	100	7,016,683	100	7,043,006	100	14,059,689	100

Source: national information center

This table shows the number of enrollments of students in basic and secondary education as per the reports from ministry of education, and also illiteracy people enrollments in literacy and it shows that it's the highest percentage among all which is 40.69%. After that comes people who can just write and read which 33.62 percent. We could notice that university education is very low were its only 2.34% of parallel population of education and the lowest was the basic diploma were 0.61 that means the development of education is improving but it is very slow as per 2006 reports and statistics.

As per 2014 report made by ministry of education it shows that, early childhood care and education is still modest with kindergarten the enrollment rates is still below 2% of the parallel population of children. Yemen has been able to raise the net enrollment rate of students in basic education classes 1-9 from 62.5% 2001/2002 to 83.6% in the parallel of population of education 6- 14 years in the year 2012/2013, this rate is lower than the target set for the national basic education development strategy until 2015 which is (95%).

The lack of clarity in defining the quantitative targets, the target groups in the formulation of this objective, and the distribution of education responsibilities in Yemen between three and a half years resulted in a clear decline in the planning and implementation aspects of this objective. (Vocational education and vocational training), as well as two programs (continuing education and cooperative education) are implemented in accordance with the availability of funding required.

In the last few years, the secondary school enrollment rate has increased from 19.6% in 2001/2002 to 28.2% from the parallel population of secondary education 15-17 years.

As for technical and vocational education, the gross enrollment ratio increased from 1.3% to 1.8% only low enrollment in technical and vocational education is due to limited absorptive capacity. Despite to the efforts made to provide literacy classes especially for females; these efforts have been limited to the work of the literacy and adult education system.

3. Republic trends towards education

The education philosophy of Yemen stems from the Constitution, which affirms that Islam is the religion of the republic and Arabic is its official language and provides equal education opportunities for all in accordance with the wishes of individuals on the one hand and the needs of society according to comprehensive economic and social plans. The ministry of education has developed with development partners and educational strategy implementers many strategies and objectives to develop the education, training and literacy process.

There are many plans to keep pace with education development however there are many challenges facing implementation to reach the goals.

The Constitution affirms the free and compulsory education of basic education:

- Mainstream basic education and give priority to disadvantaged areas and groups.
- Develop public education to meet the needs of the individual and society in all fields.
- Expand basic education services to include the provision of health services and school supplies.
- Developing children's scientific attitude such as, creativity, criticism and objectivity and provide them with the skills appropriate to their intellectual and physical development and related to their immediate environment.

Findings and suggestions

Based on the challenges that each level of education in Yemen is facing we can come out with conclusion saying that challenges faced by education are almost similar from level to level starting from basic to university education and training. Though the republic doing its best to develop the education level but the percentage of educational people is low, this doesn't meet the needs of the development goals. The republic of Yemen has made lots of plans and sat up many strategies to develop education enrollment among the population and also made a big number of republic budget for education but these strategies do not work in a corrupted environment.

Awareness among people about the importance of education play a major role in low level of education where the republic try to help but people themselves are not ready to enroll themselves or their kids in education.

The population growth is also one of the major challenges where the number of people needs education more than the available sources in the republic for education such as schools, classes, teachers, and cheating equipments.etc.

In general there are a number of challenges in achieving goals of Education for All (EFA):

- Yemen's war with terrorism.
- Political conflict.
- Population growth.
- Lack of awareness among the society about the importance of education, especially for females.
- Poverty
- Civil war, which decreased the number of school enrollment due to instability that has affected various aspects of life.
- Corruption.
- High percentage of unqualified teachers

These are the most affective reasons for low education and keeping the country backward, but what are the solutions which can help to come up with the educational level?

Republic of Yemen has made very good strategies to develop education but it faces number of challenges and the suggestions to face these challenges are:

- To stop the civil war, this is the main reason to low level of education.
- The republic has to have a hand on all the political parties in Yemen and try to discuss and come up with same aim to develop the education as well as the country.
- The republic has to focus in education along with big role of the media to spread awareness among the people to reach the goal of EFA.
- Spread awareness about the real religion to reach religious moderation that way we can protect our people from going behind terrorism.

- To stop corruption we have to spread awareness and spread the ethics among people especially children because they are the future of the country and the world, if they get correct information and proper education they will be away of terrorism, they will grow with great ethics of respecting others.
- The republic has to activate the role of media because the community gets affected fast with media, so the percentage of awareness will increase.
- The republic has to focus also on conducting activities which is entertaining and educating people.

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