

Literature Review of Life Skills and Citizenship Education in Yemen (LSCE)

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1. Introduction

UNFPA in Partnership with For All Foundation are implementing Furthering Foundation for Yemen's Youth future: Improving education, enhancing social cohesion and developing youth economically. Project funded by UNFPA Yemen, for 12 months starting at 1 Jan 2019.

The project goal is the achievement of a knowledge Yemeni young people through development of life-skills and citizenship education operational model that will improve education outcomes and allow Yemeni young people to realize economic development through improved employment and entrepreneurship; and enhance the social cohesion through improved civic engagement.

Project outcomes are:

1. Yemeni Young people benefited from the development of life skills and citizenship education operational model that will help improve education outcomes and economic opportunities and enhance the social cohesion
2. To develop and establish a systematic structure to demonstrate commitment and partnership to ensure the implementation of LSCE operational model that will create an environment for Yemeni young people that values and respects them, and provides them with technical, financial and logistical support
3. To pilot the life skills and citizenship education operational model by 1 or 2 projects through selected of the channels and modalities of delivery

2. Background

Within the framework of the Sustainable Development Goals (SDGs), and with the acquisition of skills defined as a key objective of the 2030 Education Agenda, this Conceptual and Programmatic Framework (CPF) is meant to reimagine the work around life skills and citizenship education – while addressing both the conceptual and programmatic gaps – with a view of achieving scale, sustainability and long-term change towards quality learning in MENA. It is addressed to policy makers, practitioners and experts and it is meant to serve as a basis for guiding policies, strategies and programs through a systems approach and in the context of national education reforms. The LSCE CPF constitutes also a roadmap for the mobilization of a large network of partners through multiple pathways and modalities in education, in the social sphere, in the workplace and on the road to the workplace, with a view of reaching all children and youth and creating an enabling environment for better learning.

The LSCE Initiative is a regional initiative led by the United Nations Children's Fund (UNICEF), in collaboration with partners at country, regional and global levels. The LSCE Initiative focuses on three inter-locking challenges:

1. An elusive knowledge society, as a result of poor quality of education, low levels of learning outcomes, and limited equity and inclusion.

2. Declining economic growth, as a result of a lack of employability skills, high youth unemployment rates, gender disparities in accessing the labour market, lack of job creation, and a weak business environment.
3. Weak social cohesion, as a result of mounting violence and radicalization as well as weak civic engagement.

The theory of change for the MENA LSCE Initiative is driven by the compelling need to achieve tangible impact in these three inter-related areas, where life skills and citizenship education can make a difference: 1) the achievement of a knowledge society through improved education outcomes; 2) the realization of economic development through improved employment and entrepreneurship; and 3) the attainment of enhanced social cohesion through improved civic engagement.

The LSCE initiative have developed LSCE framework, which is a Conceptual and Programmatic Framework (CPF) meant to reimagine the work around life skills and citizenship education – while addressing both the conceptual and programmatic gaps – with a view of achieving scale, sustainability and long-term change towards quality learning in MENA.

Based on the background above a workplan agreement was signed between UNFPA and the For All Foundation which partners with Ettar for Social Developments, to implement the project titled the “Foundation for Yemen’s Youth future: Improving education, enhancing social cohesion and developing youth economically. The project goal is to improve the knowledge of the Yemeni young people through the development of life-skills and citizenship education operational model that will improve education outcomes and allow Yemeni young people to realize economic development through improved employment and entrepreneurship; and enhance the social cohesion through improved civic engagement“ , the projects proposed outcomes are:

- Yemeni Young people benefited from the development of life skills and citizenship education operational model that will help improve education outcomes and economic opportunities and enhance the social cohesion.
- To develop and establish a systematic structure to demonstrate commitment and partnership to ensure the implementation of LSCE operational model that will create an environment for Yemeni young people that values and respects them, and provides them with technical, financial and logistical support.
- To pilot the life skills and citizenship education operational model by 1 or 2 projects through selected channels and modalities of delivery.

3. Implementation Progress

During the reported period, and despite the delay in starting this project, which took off 3 months later than anticipated, Ettar Foundation managed to kick off project activities and managed its resources to fully utilize the 3 months remained period of quarter 2 to recruit program team, induct them on project goal and planned outcomes towards the achievement of 2 of the planned

activities for quarter 1 and quarter 2. Despite the limited timeframe and delays in getting project permits, Ettar foundation managed to achieve the following activities:

3.1. Preparations

At the beginning of the reported period, Ettar started the recruitment process of the project team, induct them to the project (goals, framework, activities, etc.), roles assigned, and a detailed workplan were prepared.

On parallel intensive discussions and meetings conducted for developing the partnership and project coordination/implementation mechanism between Ettar and FAF. A memorandum of understanding were signed 18.03.2019.

3.2. YPS baseline assessment in six governorates

The purpose of this baseline study was to carry out a rigorous assessment for the project "Furthering the Youth, Peace and Security Agenda in Yemen", funded by United Nations Peacebuilding Fund (PBF), and implemented by UNFPA in partnership with UNWOMEN for 18 months starting at 1 Jan 2019. The proposed project to be implemented by UNFPA and UN Women seeks to operationalize UNSCR 2250 in Yemen through three levels of impact (individual, institutional and enabling environment). Thus contributing to the overall objective of the project that, ***Young women and men are empowered to participate in and influence the peacebuilding process in Yemen and further the YPS agenda*** and the overall outcome of the project at the enabling environment level.

Several sub activities were carried out under this activity including:

- 1) Study ToR was prepared. (Annex 1.1)
- 2) Selection of consulting firm for conducting the data collection.
Felix Yemen consulting firm provided the most suitable technical and financial offer and was selected.
- 3) Desk review for YPS documents.
- 4) Development of study tools for data collection.
- 5) Inception report with methodology and data collection instruments were submitted and discussed with FAF and UNFPA team. (Annex 1.2)
- 6) Data collection in six governorates was conducted.
- 7) Data analysis (quantitate and qualitative).
- 8) YPS draft report was submitted.
- 9) UNFPA comments and feedback were reflected on the report and submitted. (Annex 1.3)
- 10) Presentation on report findings was provided for UNFPA and its partners. (Annex 1.4)

In this activity, a mixed methodology of quantitative and qualitative techniques including two main questionnaires; Youth's and CSOs mapping questionnaires, focus group discussions (FGDs), and in-depth interviews in addition to secondary data were applied to identify the following areas:

1) Geographic determinations, 2) beneficiary's characteristics, 3) risk assessment, 4) YPS Mapping, 5) tracking advocacy and 6) gender profile. Random selection method used in the selection of the respondents to the Youths questionnaire base on the following criteria:

- Age group between 18 and 30
- Youth that actively participate in their communities (public figures, activists, leaders, etc.)
- Youth that are further marginalized by their communities or by social status, gender, or stigmatization.
- Certain quota for women and youth from smaller town

The resulted sample size of 377 young people of age between 18-30 years was proportionally distributed among governorates according to the youth population percentages with gender variance of 53% for females, and 47% for males. Purposive sampling used in the selection of the key respondents for the key information interviews and FGDs for key stakeholders, and respondents to CSOs mapping survey. Following groups was considered.

- Young women leaders
- Community leaders
- Representatives from CSOs, NGOs, UN, UNFPA, UNWOMEN, and INGOs
- Actors from Local governance (local councils, villages councils, security officers)

Twelve Focus group discussions were conducted in the targeted governorates, as of two FGDs in each governorate; groups of males and females were separately implemented, in addition to interviewing of forty-five key informants.

On parallel, a mapping survey was carried out for *Fifty-eight* active youth led CSOs in the targeted areas.

The data were thematically coded and summarized per study objective. Qualitative Information generated from review of secondary data, Key Informant Interviews and FGDs was analyzed using content analysis techniques, paraphrased and summarized thematically according to the baseline study objectives.

Final study report contains findings and recommendations were shared with and presented to FAF and UNFPA team in a dedicated meeting conducted on Sunday 05.05.2019.

3.3. LSCE Literature Review

Conduct a literature review and analytical mapping of previous, current and existing life skills, economic empowerment and citizenship education initiatives, programmes, activities and curricula and successful approaches investing on young people in Yemen.

The purpose of this activity is to conduct a literature review and analytical mapping of previous, current life skills, economic empowerment and citizenship education initiatives, programmes, activities and curricula and successful approaches investing on young people in Yemen through the following:

- A literature review, which includes data collection about the LSCE situation in Yemen.

- Development of LSCE model, which includes the curriculum and training toolkit.
- Development of formal LSCE structure / working group to oversee the LSCE progress in Yemen.

The sub activities carried out by Ettar under this activity include:

- 1) Preparation of LSCE literature review – Inception report. (Annex 2.1)
- 2) Contracting with two focal experts with proved related experience to lead the implementation process.
- 3) Experts started the literature review on 01.05.2019.

3.3.1. Summary of LSCE literature review activities (so far)

Ettar's experts conducted an extensive review of previous and current LSCE initiatives conducted on regional and national levels (conceptual, analytical and programmatic frameworks), analyzing all available studies which targeted the life skills and/or citizenship education in Yemen and conducting interviews and short discussions with schools teachers, life skills trainers and with officials from the ministry of education, ministry of technical and vocational training, Sana'a University, UN agencies, International and national NGOs engaged in such initiatives.

In addition to reviewing the main life skills and citizenship curriculums developed/implemented in Yemen, which will be evaluated according to its suitability to the current Yemeni context. The following points summarize the conducted literature review until the moment of writing this report:

Life Skills situation in Yemen

1. Learning indicators
2. Life skills dimensions
 - 2.1. Cognitive skills
 - 2.2. Emotional skills
 - 2.3. Social skills
3. Life skills and educational curriculums
 - 3.4. Entry points to life skills education in Yemen
 - 3.5. Complementary and non-classes curriculums
 - 3.6. Child friendly schools
 - 3.7. Early reading approach (YEGRA)
4. Innovative methods of life skills training
 - 4.1. Social fund for development
 - 4.2. Literacy and vocational literacy program
 - 4.3. Life skills training according to community priorities and needs
 - 4.4. Youth entrepreneurship
 - 4.5. Cash for Work
 - 4.6. Effective citizenship
 - 4.7. Community participation
 - 4.8. Social Empowerment for Local Development

5. Factors of low quality of education and life skills in Yemen
6. Knowledge indicators in Yemen
 - 6.1. Indicators of knowledge economy
 - 6.2. Curriculums
 - 6.3. Creativity and scientific research
 - 6.4. Arab youth model capable of entering the knowledge society
7. The educational system and enrollment of youth in knowledge society
 - 7.1. The objectives of education and its relation to the preparation of young people to the knowledge society
 - 7.2. Instilling skills in the Yemeni educational system
 - 7.3. Private sector contributions
 - 7.4. The role of civil society institutions
 - 7.5. The most important challenges facing the preparation of young people to the knowledge society in Yemen

Citizenship education in Yemen

1. The nature of citizenship in Yemen (conceptual framework)
 - 1.1. Adaptive citizenship
 - 1.2. Individual citizenship
 - 1.3. Critical citizenship
2. Entry points to citizenship education in Yemen
3. The dimensions of identity and citizenship in the curricula of education
4. Comparison with similar regional initiatives
5. Education policies: the extent to which life skills and citizenship are addressed
6. General analysis for the educational policies
 - 6.1. National Strategy for the Development of elementary Education (2002-2015)
 - 6.2. National Strategy for Secondary Education (2006-2015)
 - 6.3. National strategy for technical education and vocational training
 - 6.4. National strategy for the development of higher education and scientific research
 - 6.5. Training and Rehabilitation Strategy (Ministry of Education 2005)
 - 6.6. National strategy for literacy and adult education
 - 6.7. National strategy for the education of girls
 - 6.8. Enhancing the National Strategy for Early Childhood Project 2011-2015
7. Level of integration of life skills and citizenship education into policies
8. General Education Curriculum Framework (Ministry of Education, Sana'a, 2013)
 - 8.1. Curriculum development reasons (gaps)
 - 8.2. Trends (development and gap filling)
 - 8.3. Components of educational curricula
 - 8.3.1. Knowledge domain
 - 8.3.2. Skill area
 - 8.3.3. Emotional field
 - 8.3.4. The area of traditions and customs

During the above literature review tasks, we found out the following:

- UNCEF Yemen through their partner Youth leadership development foundation (YLDF) is working on the development of LSCE Model and training toolkit, therefore it is crucial to integrate and coordinate our work with the work that UNCEF's and their partner is doing.
- Due to the current context in Yemen in the North and the South, it is very crucial for us to develop a specific country LSCE strategy/framework that keeps in mind the possible future scenarios on Yemen with all the related LSCE Pathways/channels/actors to ensure strong and solid base for this important initiative. This LSCE strategy in Yemen will be based on the theory of change outlined in the regional LSCE model and also the local literature review and the locally developed LSCE model. All these levels will guide the work of the formal LSCE structure that the project intend to create in its third activity

Therefore, at this stage, Ettar is recommending to develop the LSCE local framework base on framework development process, this will include the data collection and which was moved from this stage to next stage (model/framework development) and that is why we are suggesting to relocate the data collection part from the LSCE first stage to the second.

The framework/strategy development is intended to:

- To convey the purpose and direction of LSCE initiative or efforts
- To show how multiple factors interact to influence the LSCE goals.
- To identify actions and interventions more likely to lead to the desired result expected from LSCE.

4. Amendments to the literature review methodology

As a result of the above conducted research and analysis, Ettar's experts suggest the following modifications to the literature review methodology:

Stage 1: The Literature review

1.1. A brief overview of the Life Skills and Citizenship Education Initiative in the Middle East and North Africa.

- What are their objectives, components and concepts for teaching life skills and citizenship
- What has been done in the framework of the initiative (presenting examples and experiences of some regional countries participating in the initiative and drawing lessons from them).

1.2. Education of life skills and citizenship in Yemen

1.2.1. Country context: includes the economic, social and political context, so that the context focuses on the focus of the life skills and citizenship education initiative on three interrelated challenges:

- A difficult knowledge society, due to poor learning, low levels of learning outcomes, limited equity and participation.
- The decline in economic growth, due to the lack of skills in employment and high rates of youth unemployment, gender differences in the entry into the labor market, the decline in job creation, and the weak working environment.
- Poor social cohesion, caused by escalating violence and militancy as well as weak civic participation.
- Human development indicators, economic empowerment, freedoms, political participation and other issues related to the enabling environment for teaching and learning life skills and citizenship are addressed as well.

1.2.2. Sectoral context: The development of education in Yemen. Quantitative and qualitative indicators of education in various stages and types, and educational frameworks in Yemen.

1.2.3. The educational system in Yemen and its response to the education of life skills and citizenship.

- Policies and strategies of education and training in Yemen and its response to life skills and citizenship
- Teaching life skills and citizenship in the formal curriculum (through the analysis of some subjects).
- Life skills education through continuous training programs (e.g. SFD models, etc.)
- Education of life skills and citizenship in informal programs (including programs and initiatives implemented by local and international non-governmental organizations, United Nations organizations such as UNICEF, UNESCO and others)
- Methods of teaching life skills and citizenship (e.g. traditional lectures, basic curriculum, complementary curricula, participatory methods, etc.).

1.2.4. Developing life skills in Yemen.

- Types and dimensions of skills (cognitive, emotional, social)
- Thematic areas of skills (eg in the environment, health, citizenship, etc.).

1.2.5. The challenges of integrating life skills education and citizenship into education systems

1.2.6. Recommendations and proposals (lessons learned)

The implication of these changes will result in moving the data collection activity and its related sub activities to the stage 2 as it will feed more in the framework development.

Stage 2: development of country level LSCE strategy/framework

LSCE regional framework developed by the LSCE initiative is used to guide the multiple pathways in the LSCE approach, channels and modalities of delivery.

From our point of view it is crucial to have local framework that reflects the context in Yemen, more importantly a multiple pathways approach is essential for mainstreaming life skills and citizenship education and recognizes that life skills need to be developed along several and different educational pathways and systems, from pre-primary to post-basic education, including formal and non-formal education, on the road to and in the workplace, through social engagement and child protection. It also acknowledges the different modalities through which life skills and citizenship education can be delivered, such as traditional face-to-face instructions and more innovative blended learning. A multiple pathways approach meets the increasing complexity of the knowledge-based economy and the rapid changes taking place in society more generally. It acknowledges that learning can take place at different times and in different settings. The same qualifications can be attained by following different learning pathways with different providers.

Therefore at this stage, Ettar is recommending to develop the LSCE local framework base on framework development process , this will include the data collection and which was moved first stage to this stage , at this suggested amendment, we are planning to relocate the data collection from first stage to second stage, the framework/strategy development is intended to:

- To convey the purpose and direction of LSCE initiative or effort
- To show how multiple factors interact to influence the LSCE goals.
- To identify actions and interventions more likely to lead to the desired result expected from LSCE .

The process will include the following:

1) *Outline LSCE Yemen initiative vision and mission.*

2) *State the objectives of LSCE Yemen initiative*

Summarize all of the specific measurable results of LSCE initiative or program that is anticipated. These should include behavioral changes and related community-level outcomes. The framework will also discuss the LSCE Yemen assumptions and hypotheses regarding the personal and environmental factors contributing to the LSCE goals and problems. We will discover these using multiple strategies.

3) *Describe the appropriate scope or level of LSCE Yemen framework or model of change:*

It will include all relationships used to affect change and bring about improvement for the overall problem or goal that LSCE is addressing; it will also derive the development of a specific work plan for an action or model for cooperation among stakeholders and participating agencies. This will require identifying all components to include in the logic model or model of change including:

- Purpose or mission - what the LSCE framework/strategy is intending to achieve to do and why
- Context and conditions under which the problem or goal exists and which may affect the outcome (e.g., history of the effort, broad cultural and environmental factors, political situation, economic conditions). inputs from stage one will be used extensively here.
- Inputs - resources and supports available, as well as constraints or barriers to meeting the initiative's objectives.
- Activities or interventions - what the initiative or program does to bring about change and improvement (e.g., enhancing support, modifying access)
- Outputs - direct results or products of the group's activities (e.g., number of people trained or activities conducted).
- Effects - more broadly measured outcomes or results (may include immediate, intermediate, and longer-term effects)
- The expected time sequence (what occurs before what) to arrange the components and elements of the framework or model.
- Methods to communicate directions of influence and sequences of events.

Once all current components and elements are identified and incorporated into the framework or logic model, we will go for the last step which is

4) Drafting the framework or model of change.

Stage 3: development of LSCE systematic structure/working group

To be developed during the strategy/framework development with participation of all stakeholders.

5. Annexes

Annex 1.1 ToR of YPS baseline study

Annex 1.2 YPS baseline study inception report

Annex 1.3 Final report of YPS baseline study

Annex 1.4 Presentation on study findings

Annex 2.1 LSCE literature review – Inception report

