

## Report

# **LOCALIZATION IN HUMANITARIAN COORDINATION IN YEMEN**

Good Practices from IASC Task Force 5

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## Localization in humanitarian coordination in Yemen

Supporting the Global Education Cluster and Yemen Education Cluster operational with translation of operational education in emergencies guidance and cluster key documents  
(Marib and Al Mukla Sub-hub)

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### Geographical coverage

- **Yemen, national level**, SOUL cluster national Non-government Organization (NNGO) partner, supporting the Global Education Cluster (GEC) and Yemen Education Cluster (YEC) with translation of operational education in emergencies guidance and cluster key documents to Arabic. Allowing local actors to become much more engaged in the cluster.
- **Yemen, Al Mukalla Sub-Hub**, Al Awn Foundation (NNGO cluster partner) is significantly supporting the YEC in terms of acting as Cluster Focal Point in Al Mukalla Sub-Hub covering the cluster coordination mechanism with the Global Education Cluster (GEC) and cluster partners in six governorates (Hadramout, Say 'awn, Al Mahrah, Shabwah, and Soqatra Island).
- **Yemen, Marib Sub-Hub**, Yemeni Development Network for NGOs (YDN) NNGO cluster partner, with YEC facilitation YDN nominated itself as organization to act as Cluster Focal Point in Marib Sub-Hub, conducting monthly cluster meetings in the area, and facilitating the Education Cluster Capacity Building Program whenever needed.



### Actors and Stakeholders

- Financial partners/donors: Save the Children, through the Global Education Cluster
- Implementing partners: SOUL Yemen
- Nature of the partnership: NNGO active YEC partner. GEC is the financial partner to support humanitarian localization in Yemen, and in 2022 started to support SOUL as YEC local partner for translating GEC and YEC key cluster documents from English to Arabic



### People of Concern

All children in Yemen are affected, however, the most vulnerable would be those 1.5 million internally displaced, 2.7 million out of school and an estimated 870,495 thousand girls and boys with disability. 2,783 schools are destroyed, partially damaged or utilized for non-educational purposes; this was compounded by the floods that affected more than 368 schools.



### Gender

Gender was significantly considered in terms of localization partnership with women-led local organizations and involving female and male in the GEC/YEC capacity building training on AAP in Marib governorate.

This good practice was identified and documented through a template developed on the basis of the [2021 IASC Guidance on Localization](#), which aims at supporting efforts to strengthen the meaningful participation, representation, and leadership of local and national humanitarian actors (L/NAs) within IASC humanitarian coordination structures. Its objective is to share knowledge and inspire progress and positive change regarding the meaningful participation of local actors in Humanitarian Coordination platforms. The original draft of this good practice template was developed by the [KORE \(Knowledge Platform for Emergencies and Resilience\) team](#) in the Office of Emergencies and Resilience of the [Food and Agriculture Organization of the United Nations \(FAO\)](#) and was tailored to the needs of this IASC initiative.



## Context

Eight years into the conflict and lack of access to education is further exacerbated by Yemen's economic decline, natural disasters and fragmented education system. More than 8.6 million girls and boys of school age are still in need of education assistance whether in or out of schools. While 5.9 million are in schools, they are not exposed to quality education. All children in Yemen are affected, however, the most vulnerable would be those 1.5 million internally displaced, 2.7 million out of school and an estimated 870,495 girls and boys with disability. 2,783 schools are destroyed, partially damaged or utilized for non-educational purposes; this was compounded by the floods that affected more than 368 schools.

Financial insecurity, multiple displacements, distant schools, safety and security including explosive hazards, lack of female teachers (68 per cent male), and gender-sensitive and accessible WASH facilities are drivers for increased vulnerability and dropout among girls resorting to early marriage and increased risk of recruitment into armed groups among boys. The quality of learning is negatively affected by nearly 155,312 teachers not receiving salaries or any incentives, which affects the delivery of quality education.



## Implementation and objective

The cluster activation took place in 2015, activating sub-national levels across Yemen in late 2018. The functionality of the coordination mechanism was the utmost needed driver to the education response. Hunger and famine have often been the highlights of the Yemen conflict, with immense access challenges.

The Yemen Education Cluster had to organize its partners' engagement to ensure a functional mechanism that is coordinating all education actors within the humanitarian framework.

The coordination best practice YEC conducted was the activation of cluster coordination working groups in remote Sub-Hubs. In hard-to-reach locations, the YEC set up and handed over the lead of the sub-cluster to two NNGOs (Al Awan and YDN) to lead the coordination in areas such as the Marib and Al Mukalla Sub-Hubs. This has led to an increase in partners engaging in the sub-clusters from 12 to 35 partners in Marib and 4 to 20 in Mukalla.

The GEC/YEC localization facilitated the opportunity to grant a women-led organization, YEC partner, a localization project that allowed the local partners to have better access to, and better understanding of, YEC, global knowledge and humanitarian frameworks. This was achieved by the local WLO translating the GEC and YEC documentation into Arabic and also making sure that they were contextually relevant. This was concluded with a workshop where local education actors were taken through the documents and materials to better understand the ways of working in the YEC.



## Methodological approach

1. Recognizing the value of localization and building on the World Humanitarian Summit (WHS) commitments, the GEC, YEC and its strategic key partners are seeking to meet the commitments made with regards to localization and ensure that education response strategies and coordination mechanisms are guided by the humanitarian principles, including "as local as possible, as international as necessary."

The YEC Localization of Education initiative is therefore an approach that supports, when appropriate, local partners to take their rightful place at the centre of the humanitarian system and to influence and shape the humanitarian strategies and interventions, ensuring they have a voice in education cluster coordination mechanisms and can bring vital information about education needs on the ground. This means ensuring and increasing local actors' engagement in both field coordination mechanisms and global strategic decision making.

For this YEC localization objective, YEC assessed its local NNGOs and found capacities within those NNGOs to lead the education cluster mechanism at field and local levels, therefore YEC with its partners facilitated the process of nomination and voting to entrust the cluster coordination to be led by NNGOs with full engagement in the humanitarian platforms.

### 1.1 Representation and participation

- NNGO YEC partners take the lead of cluster coordination mechanisms in the Sub-Hubs such as Al Mukalla and Marib.

- In addition, the YEC focal points take part in the regular bi-weekly Education Cluster Coordinators’ meeting, as well as ad-hoc meetings at the same level, to receive the same updates the YEC gets.

### 1.2 Leadership

- Local leadership is based on the idea that local/ national actors should be at the heart of humanitarian responses. As these actors are present before, during and after a humanitarian crisis, they act as the first responders. Because of their rootedness, they have better access to places and people affected by crises, have a better knowledge of the history and culture, and have a better sense of the needs in the country. A locally-led response thus increases the effectiveness and sustainability of humanitarian aid. Within the YEC two local partners lead the cluster coordination mechanism significantly: Al Awn Foundation in Al Mukalla, and YDN in Marib, both considered remote conflict areas. In addition, another local partner, the National Foundation for Development and Humanitarian Response co-leads the Non-Formal Education Working Group in Yemen.

### 1.3 Partnership

- Al Awn Foundation leads the cluster coordination mechanism and works in Al Mukalla Sub-Hub as the Cluster Focal Point for YEC.
- YDN leads the cluster coordination mechanism and works in Marib Sub-Hub as the Cluster Focal Point for YEC.
- Both organizations are assigned on a long-term basis.

### 1.4 Resourcing

Only a one-year funding mechanism is provided by the GEC for YEC local partner SOUL for Humanitarian Localization in Yemen, which translated key GEC and YEC cluster documents from English to Arabic.



#### Sustainability

The YEC considers that embedding knowledge and know-how in the hands of local actors—who own their responsibility, are trusted by local actors and have shown a neutral and impartial approach in line with the humanitarian principles—is key to sustainability. Local leadership of the sub-national cluster aims to also be more inclusive and sustainable for the YEC’s long-term response.



#### Replicability and upscaling

The Sub-Hub coordination mechanism started in Marib has been followed carefully by the national cluster co-coordinators and its functioning encourages its replicability in Mukalla. With a funding shortage and after eight years of conflict, for international organizations to continue funding activities in a sustainable manner, resources must be allocated more robustly to local organizations for implementation. This localization overcomes the high costs required by an internationally coordinated response in hard-to-reach locations.



#### Key learning

Engaging with local actors in leading a coordination platform and conveying the key humanitarian principles in a way that makes it relevant to the local actors creates synergy in reaching collective results.

Engaging local actors in contextualizing key knowledge documents and “Yemenizing” them has allowed key local actors to understand how better to serve, as well as, how humanitarian work functions, and how they are able to get access to resources.



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