REPUBLIC OF YEMEN

Ministry of Education

Education Sector

"Towards an optimal use of human potentials of the Ministry of Education"

Final Results

Of the

Redeployment of Education Cadres

At the

Ministry of Education
REPUBLIC OF YEMEN

Ministry of Education

Education Sector

Mr. Abdulkarim Muhammad Al-Jindari,
Deputy Minister for the General Education Sector

Dr. Tawfick Sufian.
Director of the Co-ordination Unit.

Greetings,

We have previously on 17/7/2000 submitted a report on the outcome of the workshop on the redeployment of teachers held during the period 15 – 17/7/2000. We are now pleased to attach herewith the final results as is shown in the appended enclosure.

With best regards.

Technical Consultant

Dr. Muhammad Sarhan Khaled Al-Mikhlafi
Section I. Fundamentals and norms for redeployment and the share of teachers of teaching periods

Recommendations of the working group of the "Fundamentals and norms of redeployment and the share of teachers of teaching periods" axis:

☐ Feminization of the basic education – management and teachers of grades 1 – 9 in major cities of high population density.

☐ Feminization of basic education – management and teachers of grades 1 – 6 in cities of lower population density, whenever possible.

☐ Feminization of secondary stage schools, whenever possible.

☐ Redevelopment of surplus manpower to be undertaken following comparative evaluation at the level of the stage and specialization according to the following:

1. The Yemeni remains, while the non-Yemeni is deployed.
2. The established teacher remains, while the seconded and the like is deployed.
3. The female remains, while the male is deployed.
4. The son of the district remains, while those coming from other districts are deployed.
5. The son of the region remains, while the ones coming from other areas are deployed.
6. The one with nearest domicile remains, while the ones from distant domicile are deployed.
7. The married teacher remains, while the bachelor is deployed.
8. The married teacher with children remains, while the married teacher without children is deployed.
9. The most senior in dispatch remains, while the most recently dispatched is deployed.
10. The most senior in service remains, while the recently hired is deployed. Seniority is calculated from the date of appointment to the educational post.
11. The highest by qualification remains, while the lower qualified is deployed.

5. The minimal level of share of teaching periods is calculated in the following manner:
   a) The teacher of a single subject to less than 50 students
   b) The teacher of a single subject to more than 60 students
   c) The teacher of the same subject to more than one level

24 periods
18 periods
18 periods
d) The teacher of more than one subject  
16 periods

e) The teacher at two or more schools  
16 periods

f) All female teachers  
18 periods

g) Class masters (grades 1 – 3) and counterparts share the syllabus for classes with more than 80 students.
h) Alleviation of quota of periods in the following cases:

1. **The Elderly:**

   1. Those with 20 – 25 years’ service cover 75% of the quota.

   2. Those with 25 – 30 years’ service cover 65% of the quota.

   3. Those with 30 – 35 years’ service cover 50% of the quota.

2. **In-service Training:**

   Lowering one half of the periods schedule for those given in-service training and whose performance is weak.

3. **Supervisory posts determined by the Teacher and Education Professions Law:**

   Those engaged in such posts must be obligated to half of the whole schedule

4. **School headmasters and deputies:**

   Adhere to the contents of the current school administration regulation.

**Legislative Requirements**

1. Issue a resolution on redeployment fundamentals and norms according to what is approved.

2. Effect amendments to the school administration regulation related to periods’ quota.

3. Issue the travel allowance and housing allowance regulations out of the consideration that the person deserving housing allowance is the one who is not domiciled in the region.
Section II. Redeployment implementation mechanism and role of the quarters

☐ Recommendations of the working group on “Redeployment implementation mechanism and the role of quarters”:

The participants in the axis on the redeployment implementation mechanism and the role of the relevant quarters considered the working paper prepared by the Sector in this respect. After extensive discussions in which the participants exchanged views and suggestions, the following outcome was arrived at:

First: The mechanism structure

1. The participants approved the special structure of the redeployment mechanism as follows:-

(1st) At the Central level:

☐ The Education Sector.

☐ The General directorate of Employees’ Affairs.

☐ The General Directorate of Financial and Administrative Control.

☐ The General Directorate of Educational Guidance.

☐ Representative of the Ministry of Civil Service.

☐ Representative of the Ministry of Finance.

(2nd) At the level of the governorate:

☐ Education Office in the Governorate.

☐ Civil Service Office.

☐ Finance Office.

☐ Central Audit and Control Organ.

(3rd) Executive Office at Education Offices, composed of:-

☐ Education Office Director.

☐ Education Department/Section.
Guidance Department/Section.

Employees’ Affairs.

Financial and Administrative Control.

Representative of the Civil Service.

Representative of the Finance Office.

(4th) At the level of the district:

District Education Director.

Education section.

Guidance Section.

Control and Inspection Section.

(5th) The committees constituted in the governorate shall be under the supervision of the Governor of the Governorate and General Directors of the Districts.

Second: Redeployment mechanism:

1. The participants agreed that the surplus manpower redeployment mechanism should work in the light of the results reached by the Fundamentals and Norms and the Quotas Committees. This should be in accordance with the following:

One) The District Committee must implement the following procedural steps:

1. Ascertain the manpower available at the district level and their specialization.

2. Determine needs at the level of each school within the district. This should be on the basis of each subject, taking into consideration teaching quotas and the specified norms. The aid of statements of grades granted when determining number of streams, male and female students, and monthly salaries of teachers should be enlisted for this.

3. Determine the deficit or surplus at the level of each school based on the quotas specified by the workshop.

4. On the basis of the fundamentals, norm and quotas establish the manpower required for each school.

5. Determine the surplus in separate lists by type, gender, qualification and specialization and submit this to the Governorate Executive Office.
6. Determine the deficit at the level of each school by study stage and the various specializations at the level of the district.

7. After coverage of schools within the district lists showing the surplus and deficit must be submitted to the Executive Committee at the Governorate Education Office.

8. Any surplus above the district’s needs is to be redeployed within the district or the governorate by the Committee at the Governorate Education Office.

9. Any surplus manpower not required by the governorate is to be submitted to the Committee constituted at the central level to undertake redeployment to governorates that suffer from a deficit and that according to the fundamentals, norms and quotas.

Third: Role of the quarters concerned with implementation of the redeployment mechanism.

The participants approved the contents of the Sector’s paper containing the following:

Ministry of Education:

1. Preparation of schedules of actual needs of schools for teachers according to streams, grades, educational materials in the various governorates of the Republic. A statement of the actually available teachers and the difference between needs and the available numbers should support this.

2. Distribution of schedules of actual needs of schools by streams, grades and stages among the Education Offices of the governorates.

3. Prepare the fundamentals and directives for deployment by the General Education Sector and distribute these to the governorates.

4. Deploy the surplus teachers who are in excess of the needs of some schools to the schools that are in need within the towns and adjacent areas.

5. Review legislation concerning determination of need for teachers by schools and the teaching hours borne by each teacher per week.

6. Provide computer programs to record teachers by work places along with data that concerns determination of specialization, scientific qualification and training courses attended.

7. Prepare lists of names of the surplus numbers by each stage and for each specialization separately.
8. Compile the deficit by stage and specialization for all governorates.
9. Prepare collective transfer of surplus teachers, have it approved by the Minister and submit it to the Civil Service and Finance Ministries to complete the deployment measures required.

Ministry of Civil Service:

1. Approve the financial allowances for re-deployed teachers according to regions and governorates to which they are deployed by Civil Service decisions.

2. Amend financial data of re-deployed teachers (such as rural allowance, housing allowance, travel allowance) according to Civil Service decisions.

3. Approve allowances for administration staff re-deployed to work in the teaching field according to Civil Service decisions.

4. Issue financial appropriation and additions for re-deployed teachers by work regions and according to Civil Service decisions.

5. Direct the Ministry Offices to facilitate the measures pertaining to re-deployment in accordance with proposals submitted to them by the Education and Civil Service Offices. The participants also approved that the quarters concerned exercise the powers delegated to them by law after the adoption of re-deployment of surplus teachers by the competent committees at the Education Offices.

Fourth: Proposals and Recommendations

1. Determine shares and needs for the various relevant quarters such as the Governorate and District Education Offices and the branches of the various organs at the Education Offices.

2. Provide the material and human potentials for implementing the re-deployment program.

3. Work out a plan for the re-qualification and training of unqualified surplus manpower.

4. Co-ordinate with the competent quarters on re-deployment of surplus teachers to quarters outside the Ministry.

5. Determine a timetable for implementation of re-deployment commencing on August 1st and ending on September 30, 2000.

6. Prepare specimens for the implementation process in accordance with the fundamentals and criteria approved by the workshop to minimize procedures.
Section III. Re-deployment monitoring and follow-up mechanism and role of the concerned quarters

- Recommendations of the working group on “Re-deployment monitoring and follow-up mechanism and the role of the concerned quarters”:

First: Quarters concerned with monitoring and follow-up

(One) At the level of the Ministry Head Office:

Education Sector, Educational Guidance, Employees’ Affairs, Monitoring, representative of the Ministry of Civil Service, representative of the Ministry of Finance under the chairmanship of the Minister.

(Two) At the level of the governorate:

Education Office, Civil Service Office, Finance Office and the same levels of monitoring as at the Head Office and chaired by the Governor of the Governorate.

(Three) At the level of the district:

Education Office Director, Education Section, Guidance Section, Financial Control Section and chaired by the General Director of the district.

Second: Monitoring and Follow-up mechanism:

(One) At the level of the Ministry Head Office:

1. Establish the numbers approved for each governorate according to the re-deployment results.
2. Follow-up implementation of directives on field monitoring and follow-up and ascertain their continuity.
3. Follow-up arrival of plans on shares to the Education Offices in the governorates.
4. Ascertain completion of measures related to the re-deployed from the administrative and financial aspects.
5. Verify that new numbers are hired where they are needed according to the results of re-deployment.
6. Ascertain that allowances contained in the Teachers’ Law are granted to those working in the teaching profession.
7. Follow-up teachers rejecting re-deployment and refer them to the Ministry of Civil Service prior to their referral to the Surplus Manpower Fund.
8. Monitor transfers operations between governorates and act for their halt with the exception of female teachers in order to preserve family unity. This should be in the most limited manner and according to need.
9. Monitor transfer, secondment and return to other quarters outside the Ministry.
10. Complete transfer measures for those seconded to or appointed in other quarters.
11. Undertake on-going and sudden visits to ascertain that no changes are effected to the teaching force and that by reliance on salary sheets.
12. Ascertain that the number of streams and male and female students is not exaggerated and that on the basis of grades statements.
13. Receive complaints from the monitoring committees in the governorates and pass decisions thereon.

(Two) At the level of Education Offices in the governorates:

1. Establish the teaching manpower determined for each district according to the needs plan. In the event of effecting any change thereto the approval of the Control Committee at the Ministry Head Office must be obtained.

2. Monitor the implementation of decisions determining quotas for each school according to needs, streams and classes.

3. Compare and review the monthly statements on salaries and verify that they are compatible with the commencement of jobs submitted by the districts.

4. Monitor the halt of transfers within the districts of the governorates after establishment of the numbers determined for each district.

5. Follow-up the grant of allowances to the re-deployed within the governorates. Especially the rural allowance, the annual travel allowance and that according to the approved redistributed allowances for governorates. All allowances contained in the Teachers' Law for the re-deployed from administration posts to the teaching profession must be followed up and granted.

6. Verify the numbers of teachers in each district by enlisting the help of monthly salary statements. The number of male and female students and streams are verified by enlisting the help of the statements of grades gained in the previous general examinations.

7. Undertake sudden field visits to samples of schools in each district.

8. Inform the Monitoring and Follow-up Committee at the Ministry Head Office of the names of teachers who have stopped work or refused to implement re-deployment.

9. Receive complaints from the re-deployed, discuss them and verify the application of the fundamentals and criteria when effecting re-deployment. Action must be taken to solve such complaints or refer them to the Monitoring Committee at the Ministry Head Office.

10. Revise the re-deployment statements coming in from the districts and verify that they are not inconsistent with the approved fundamentals and criteria.
At the level of the District Education Office

1. Establish the numbers prepared for each school according to actual needs of streams and classes.

2. Follow-up commencement of work by the numbers approved for each school.

3. Submit commencement of work by teachers working in the district who have been established after re-deployment and that to the Governorate Monitoring and Control Committee containing the names, specialization, the school, the education stage and the number of weekly periods.

4. Inform the Governorate Monitoring and Control Committee of the names of the teachers who stopped work or who refuses to implement re-deployment.

5. Supervise over the new hiring within the district according to the results of re-deployment.

6. Inform the Governorate Monitoring and Control Committee of new changes that appear in the teaching force within each school.

7. Supervise over implementation of new schools and verify that these are compatible with the fundamentals and criteria contained in the School Map.

8. Verify the numbers of teachers at each school with the help of monthly salary statements and verify the numbers of male and female students and streams with the help of grade statements.

9. Undertake sudden field visits to samples of schools in the district.

10. Receive complaints from the re-deployed and act for their resolution according to the approved fundamentals and criteria or submit them to the Governorate Monitoring and Control Committee.

Third: Requirements for implementation of the Monitoring and Control Process

Financial allocations necessary for this must be provided. These represent:

☐ Travel allowance for the Head Office Committee to the governorates.

☐ Travel allowance for the governorate committees to the districts.

☐ Daily entitlements of the members of the committees.

☐ Completion of work bonuses.
Fourth: Difficulties anticipated during monitoring and control implementation

- Mediations.
- Interference by higher quarters, political parties, trade unions, etc
- Lack of precise information.
- Financial allocations necessary for re-deployment not being available.
- Lack of interaction on the part of the executive quarters in the Governorates.
- Difficulty of visiting every school.
- Re-deployment committees not abiding by all of the fundamentals and Criteria. This could result in far too many complaints reaching the Monitoring and Follow-up Committee.
- Non-determination of a time period for the commencement and Completion of re-deployment.

Fifth: Proposals and suggestions

1. Making available the financial allocations for the Monitoring and Control Committees.
2. Determine a time period for re-deployment.
3. Determine those benefiting from the Teachers' Law allowances as teachers. This must be accompanied by determination of the stage, and specialization. A list of the names of the teachers in each governorate must be submitted to the Monitoring and Control Committee in each governorates. A list including the names of all teachers in the Republic must be submitted to the Monitoring and Control Committee at the Ministry Head Office.
قرار وزاري رقم (92) لسنة 2002
بشأن اللائحة الداخلية للتدريب الإلزامي القائم على نظام المدرسة المحورية

وزير التربية والتعليم:

بعد الإطلاع على القرار الجمهوري رقم (66) لسنة 2002 بشأن تشكيل الحكومة وتسمية أعضائها،
و على القانون رقم (45) لسنة 1993 بشأن القانون العام للتدريب والتعليم،
و على القرار الجمهوري رقم (32) لسنة 1992 بشأن اللائحة التنظيمية لوزارة التربية والتعليم،
و على قانون المعلم والمهمة التعليمية رقم (77) لسنة 1998.
و على قرار مجلس الوزراء رقم (7) بشأن إنشاء المعاهد العليا لأعداء وتأهيل المعلمين.
و على قرار رئيس مجلس الوزراء رقم (9) لسنة 1999 بشأن تسمية المعاهد العليا لتدريب وتأهيل المعلمين.
و على قرار رئيس مجلس الوزراء رقم (10) لسنة 1999 بشأن اللائحة التنظيمية للمعايير العليا لتدريب وتأهيل المعلمين لدراسة وتحقيق المعايير التشريعي.
و نبا: على عرض وكيل الوزارة لقطاع المناهج والتدريب.

(قرار)

مادة أولى: يعتمد العمل باللائحة الداخلية للتدريب الإلزامي القائم على نظام المدرسة المحورية المرفقه بهذا القرار والتي تتكون من أثنتين وعشرين مادة موزعة على أربعة فصول.

مادة ثانية: يعمل بهذا القرار من تاريخ صدوره وعلى الجهات المختصة التنفيذ بكل فيما يخصه.

صدر بديوان عام الوزارة
بتاريخ ٣٠ / ٨ / ١٤٢٤
الموافق ١٨ / ١ / ٢٠٠٣

أ / عبد الله محمد الجوفي
وزير التربية والتعليم
اللائحة الداخلية للتدريب اللازمي
القائمة على نظام المدرسة المحورية
المصدر بالقرار الوزاري (32) لسنة 1987م
الفصل الأول
التسمية والتعريف

مادة (1):

الجمهورية: الجمهورية اليمنية.
وزارة: وزارة التربية والتعليم.
وزير: وزير التربية والتعليم.
التعليم: قطاع المناهج والتجهيز.
ال窝كل: وكيل قطاع المناهج والتجهيز.
المجلس العام: القانون العام للتعليم رقم (15) لسنة 1993م بشأن
التدريب والتعليم.
قانون المعلم: قانون المعلم والمهن التعليمية رقم (77) لسنة 1987م.
الإدارة المختصة: الإدارة العامة للتدريب والتأهيل، وإدارات التدريب في
المحافظات وأقسام التدريب في المديريات المنظولة.
فرق التدريب: فرق التدريب في المدرسة المحورية، مركز المحافظات،
الوزارة المحورية.
الإدارة التعليمية: هي الهيئة المسندية عن إدارة التعليم على المستويين:
المركزي، والمحلي، والمحافظة والمديرية.
المدرسة المحورية الرئيسة: هي المدرسة التي يتم فيها التدريب أثناء الكثمة.
الشراطين: الشراطين النسبية، ويقدم لها المعلم والمديرو المدارس ووكيلهم وفروعهم
الموازنة، والأقسام، والاجتماعيات، والمدربون، ومواد التدريب والنصوص، والموضوعات، وأعمال المعلمين،
والمديرو الإداريين، رؤساء الأقسام، في الإدارة.
الموضوع: مجموعات من المدارس المكرسة التي يتم ربطها
بمدرسة واحدة (نواة) تسمى المدرسة المحورية.
 نظام التدريب: يقصد به نظام التدريب اللازمي.
التدريب اللازمي: هو تنفيذ برامج التدريب على المستوى اللازمي
الأدنى وهو المدرسة.