

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Yemen

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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YEMEN

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 6-15 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-primary education (kindergarten)/Enseignement préprimaire (*riyad al atfal/ jardins d'enfants*).

1.2. Normative age group(s) covered by ISCED 0 programs:

3-6 years of age

1.3. ISCED 0 programs: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	0.8	2003/04
Net enrolment ratio	0.5	2002/03
Percentage of children entering primary education with previous preschool experience	<i>Not available</i>	

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.1	0.6	0.10	0.12	0.6	0.0
			4.0(*)	55.8(**)	81.0(**)

UIS estimation. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. Teachers, 2003/04:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
1,043	97.3

(...) Not available.

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Not available

2.2. Normative age group(s) covered by other ECCE programs:

Not available

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

The General Law of Education (No. 45-1992) defines pre-primary education as the first stage of the education system. According to this law, nursery schools and kindergartens cater to children aged 3-6 years. However, pre-primary education is not compulsory.

3.2. Official body/bodies in charge of supervision or coordination:

A specialized management structure (unit) has been created within the Ministry of Education (MoE) on that is responsible for and supervises pre-primary education.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

The number of kindergartens increased from 12 in 1990/91 to 178 in 2004/05. Almost 83% of all kindergartens are run by the private sector. Recently, private investment in pre-primary education is increasing, particularly in urban areas. Kindergartens are mostly concentrated in urban areas. The fees in public kindergartens are lower compared to private ones. Due to a lack of effective supervision and competent management, the number and quality of pre-primary institutions is highly variable. Public as well as private institutions sometimes operate just for a short period.

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

Not available

3.6. Recent national policies and reforms:

One of the MoE's goals as stated in the five-year plan for the period 2001-2005, was to pay more attention to pre-primary education and to extend pre-school services over all governorates of the country. This should be done by providing for cost-effective construction of appropriate buildings and ensuring the personnel and financial requisites for pre-primary education while at the same time encouraging private sector investment. So far the progress has been very slow as far as this commitment is concerned.

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Not available

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

3.9.1. Objectives and aims:

Kindergartens aim at introducing the children to an appreciation of knowledge, preparing them for the following educational stages, laying the foundation for acquiring high values and good habits, and bringing them up healthy, socially, and enabling them to cooperate with other children. But the curriculum prepared by MoE has not been implemented as yet.

3.9.2. Learning areas and teaching-learning methods:

Not available

3.9.3. Average number of hours per week and average amount of weeks per year:

Not available

3.10. Any other relevant and pertinent information

Not available

[Main source: National Report on the Development of Education, 2004.]

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centers and child care centers	Yes, an ECD-Resource centre has been recently established at the national level	Recently established
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes, integration in Nutrition and IMCI and community communicators network	Only Master Trainers are trained and is yet to be implemented at the field level
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Community-based nutrition and community communicators' networks have been created mainly to reach people in rural and remote areas.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

Not yet.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

Not yet.

[Additional information under section C. provided by UNICEF, December 2005.]