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Yemen

Country case study

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Executive Summary:

Yemen- like many other Least Developed Countries (LDC as referred to by the Human Development Report (HDR), rates very low on the social development indicators. Literacy and basic education-particularly that of girls, are amongst the lowest in the region, while child malnutrition, maternal mortality, and population growth (over 3%) continue to remain very high. High gender disparities are most manifested in significant gaps in women's access to economic, social and political opportunities¹.

Yemen is still lagging behind² and struggling with all six EFA goals despite the international efforts exerted to support the government in achieving them. The sixth goal on quality continues to be a major challenge, as aspects of good and relevant education, namely teaching methodologies and school curricula, are still compromised for the quantitative indicators on access and enrollment.

For all the afore mentioned reasons, Yemen became the location for a number of "EFA Flagship"³ initiatives, such as UNGEI⁴ (led by UNICEF) and FTI⁵, (led by the WB) whereby consolidated UN efforts are taking place to accelerate educational processes through supporting national educational efforts for reforms.

In all this, it is important to point out that the Yemeni government appreciates the value of education in the progress process, and in its efforts towards achieving comprehensive, sustainable and equitable development. In fact the GoY considers education to be fundamental to its development strategies, in particular poverty reduction and controlling population growth . This is reflected in the serious political will and educational reform underway since 2001. Achieving gender parity, come at the base of the educational reform to achieve EFA by 2015, as well as the MDGs.

A considerable number of appropriate donor backed strategies have been designed and implemented towards this end, Strategies, policies and legislations were developed in the areas of: girl friendly school environment, school expansion and increase in numbers, teacher training and gender sensitization, female teacher certification and reallocation to rural communities, targeting rural areas where girls enrolment is the lowest, school fees and uniform waiver, curriculum revision and development, creating incentives for girls education etc. The ultimate effort was the Basic Education Development Strategy (BEDS), in 2002 covering the period 2003-2015. and the consequent establishment of a specialized sector on Girls Education, within the Ministry of Education, which is

¹ UNDAF/CCA 2005

² Cited by previous GMRs

³ UNESCO describes "Flagships" as being implementing mechanisms at country and global levels, involving many partners/donors in support of "Dakar Framework for Action" .

⁴ United Nations Girls' Education Initiative is a global initiative led by UNICEF to accelerate girls' education to achieve EFA by 2015

⁵ Fast Track Initiative is a global initiative led by the World Bank to accelerate universal primary education to achieve EFA by 2015

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delegated specifically to address the gender gap, and increase girls' school enrollment, and attempt to reach the un-reached within non-formal education schemes to be developed specifically for this purpose. Increase in the education budgets and expenditure is a live testimony to the serious commitment of Yemen to achieve EFA.

The donors community in Yemen is very involved in this educational reform and development, and actively supports national efforts. Education continues to be one of the five UNDAF priorities for the period 2007-2011, to support the government in its efforts to achieve EFA . Along this line, joint efforts have been exerted to actively collaborate in formulating a common vision, and consolidate budgets and coordinate on projects to avoid duplication and wastage, and support the GoY to the maximum degree and in the most efficient way possible within its reform efforts.

Both donors and the GoY aimed -each in its own way- to involve the local community and enhance its participation in the educational processes of their children, particularly girls. Strategies and programs in this regard involved: awareness raising, media and local campaigns, community mobilization, establishment of PTAs and of school boards etc. Involving the religious people and the private sector in the education reform processes was also another initiative undertaken in 2006 by UNICEF, and proved very successful.

Achieving EFA by 2015, has become a top priority for the GoY as a whole and not merely the MoE. EFA and closing the gender gap is seen by the Ministry of Planning ⁶, as one sure way to slow down the alarming population growth⁷ which is hindering all development efforts in Yemen, particularly those aimed at poverty alleviation and economic growth.

Non-formal education in principle exists . It is divided into two basic literacy courses, equivalent to grades 1 through 4 in the formal system, and a follow-up course, equivalent to grades 5 and 6 in the formal educational system, followed by two continuation classes, equivalent to grades 7 through 9 in the formal system. Following this is the open education which is equivalent to grades 10 to 12 and which can lead to university education⁸ .

Yemen is still facing many challenges in providing quality education which is relevant to youth needs, liable to equip them with the necessary skills that help them find employment, or lead healthy and successful lives, and be fully responsible citizens.

In its concluding remarks on Yemen's third periodic 2005 report, the CRC committee acknowledged that the country has undertaken various institutional and legal processes and adopted several national strategic plans and policies aimed at improving the status of women and children⁹. However, social and economic progress has not kept pace with these policy developments, as the recent human development indicators show.

⁶ According to an interview with Dr Al Jawfi/ Under Secretary of MoP

⁷ Over 3.76% as quoted by the UNICEF/Yemen Annual Report 2006

⁸ Unesco's Best Practices report 2006

⁹ "Optimizing Budgetary Allocation for Girls' Education in Yemen": UNICEF Draft report 2006

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Introduction:

This case study describes the achievements and analyses the progress of the Government of Yemen (GoY) towards the EFA goals, and identifies achievements and successes, as well as obstacles and challenges. It furthermore, elaborates on the different sectoral as well as multi-sectoral efforts exerted in Yemen by all stakeholders concerned, to achieve EFA by the year 2015. Efforts reflected in this case study cover programs, policies, reviews, projects and campaigns, by all parties concerned. It highlights a number of important initiatives directly or indirectly taken, in relation to education by the government with its different ministries, the civil society and local NGOs, UN organizations and international NGOs and donors, and the private sector.

In doing so,, it is crucial to look at whether the quality dimension is implicitly and/or explicitly integrated in all areas relevant to the six goals, and how.. It is equally important to look at strategies and policies that specifically aim to reduce gender disparities since this is a top priority in Yemen

For achieving the above, relevant literature was reviewed and analyzed, related to all parties and programs directly or indirectly concerned, such as national plans of action, studies, reviews, progress and evaluation reports, situation and gender analysis etc obtained through many sources of information¹⁰ Other than desk reviews, information gathering tools used for primary data, consisted of personal observations, and interviews, and attending education cluster meetings and workshops.

Interviews with statisticians and the different stakeholders were conducted, involving an array of international and local NGOs, UN organizations, bilateral and multi lateral donors, as well as senior government officials and bodies, both in Sana'a and Aden. Education sector,. In addition, a number of UNGEI related functions, trainings and cluster meetings were also attended.

The recent census undertaken in 2004 provided valuable demographic data, as well as most of the required education specific data which are basic constituents of EDI ¹¹ .

Special efforts were made to collect as much as possible, recent gender disaggregated data on indicators to measure progress towards EFA. However, it has to be noted that access to already scarce data particularly that on population before the 2004 census, were

¹⁰ Annex II :list of references

¹¹ EFA Development Index .A set of related constituents and indicators to measure progress towards EFA in terms : universal primary education, the net enrolment ratio; adult literacy, literacy rate of the group aged 15 and over; gender, the gender-specific EFA index GEI (the arithmetical mean of the GPIs for the primary and secondary gross enrolment ratios and the adult literacy rate); and education quality, in terms of survival rate to grade 5.

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based on projections drawn from the 1994 census of 1998 data. Data collection in general was a big challenge, not to mention the accuracy and reliability of and the contradiction in this available data, in addition to the absence of baseline data on similar indicators.. Add to that the issue of accurate age estimation due to poor birth registration systems, particularly where new born girls in rural areas are concerned. Only recently has the GoY started to enforce birth registration regulations¹². This made comparison and scientific analysis rather difficult.

Above said, and whereas, the case study highlights achievements and best practices amidst all these limitations, it furthermore points out a number of gaps that need to be filled, and identifies a number of challenges that need to be addressed. Some of these gaps are related to technical and procedural obstacles that could be overcome, and therefore addressed under policy conclusions. Others are related to cultural and political causes that may not be as easily overcome, at least not in the near future and not in time to achieve EFA by 2015. Successful initiatives are used as good examples to build on and benefit from in speeding up the process.

Policy conclusions are made at the end of the case study, on how to link the success stories to the formal as well as the non-formal educational systems to support EFA endeavors. The conclusions made at the end of this report, and which are based on lessons learnt, could contribute to help Yemen achieve the EFA goals by 2015.

Background:

In 1990 the two different political systems in Yemen, merged and declared the unification of Yemen. A multi-party system was embraced by the new state. Article 54 in the constitution stipulates that “education is a right for all citizens, and the state secures this right through the establishment of schools and educational and cultural institutions”.

As a result of unification the two systems of public education that were in place in north and south Yemen were integrated into one system based on an educational ladder of 9 years in basic education and 3 years in secondary education. Parallel religious education continued until 2002, when the decision was made to integrate it within mainstream public education. Private and community based education also exists and are steadily increasing.

Yemen has been emerging as a modern democracy. The third parliamentary elections took place in 2003, in a reasonably fair and free electoral process. Since then, the GOY has committed itself on numerous occasions and through a wide range of initiatives to achieve EFA by 2015, and focus on instruments to improving gender parity and increase girls’ enrolment and retention in basic education where considerable progress has been achieved. Free public education is now rooted in the 1992 law number 45 the general education law in which article 8 stipulates the free education at all levels is to be ensured by the State. In 1998 the Teacher Law “Law of Teachers and Educational Professions” was passed, providing important protection and financial advantages to teachers.

¹² Personal interviews with government officials

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In general, Yemen's HDI has been on the rise since 2000 (table8 in Annex I refers). Between the early 90's and 2004, Yemen's HDI¹³ rose from 0.242 to 0.448 in 2001¹⁴ to 0.492 in 2004. This is a further demonstration that the educational situation is improving, considering the HDI is calculated based on the values of : Life expectancy at birth, combined primary, secondary and tertiary gross enrolment ratio, and GDP¹⁵ per capita, where Yemen is ranked 130, 139 and 163 respectively¹⁶. Yemen's HDI value of 0.492 puts it at rank 150 out of 177 on the HDI (table7 in Annex I refers), compared to number 1 on the HDI table, namely Norway where its HDI value is 0.965

As such, the level of education in Yemen in 2004 (measured by adult literacy and enrolment at the primary, secondary and tertiary level), which is one of the three components of the HDI, was 55.4 in 2004 on this component, and ranked 139 (as per table7 in Annex I) . Despite the fact that there is an improvement in Yemen's HDI rank from 0.242 in 1990 to 0.448 in 2000¹⁷, Yemen's HDI value of 0.492 in 2004 pulled it only two ranks up the ladder from 148 in 2000 to 150 in 2004 .

It is true that population growth has decreased from 3.7% in 1994 to 3% in 2004, However Yemen's population of 19.7 million¹⁸ is expected to double in 23 years with fertility rate reaming as high as 6.2 , which is among the highest in the region¹⁹. Approximately 46.5% of the total population are under 15 years of age²⁰. The 2003 projected figures for population aged 5-17 (basic –secondary education age), were indicated as 30% of the total population²¹. Young people therefore constitute a substantial percentage of the total population which puts a big burden on the GoY in terms of education services and employment opportunities.

In view of this high population growth and with low economic growth, the GoY suffers from a capacity gap in terms of scarcity of resources. Inequitable use of these limited resources with a major share of educational budget going for tertiary education and the insufficient investment in teaching aids and supervision, in addition to corruption, undermine the quality of the general education provided by the State, and handicaps the local municipalities and formed Parent Teachers Associations from functioning effectively.

The status of women is low with the gender gap especially large in the area of education. While the gender gap in primary enrollment decreased from 37.18 in 90/91 to 24.8 in 2002, the female enrollment rate in the first year of basic education was only 75% of the

¹³ Human Development Index, measured by socio-economic indicators

¹⁴ UNDAF/CCA Yemen 2001

¹⁵ Gross Domestic Product

¹⁶ In fact according to Preliminary UNESCO estimates, Yemen ranked 150 in reaching 51 and 75 NER between 1991 and 2004.

¹⁷ UN CCA 2001

¹⁸ 2004 Census

¹⁹ UN Common Country Assessment (CCA) 2005

²⁰ Ditto

²¹ Figures cited in Basic Education Development Strategy (BEDS) 2002

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male enrollment rate in 2002²². Around 36% of population aged 10-45 are illiterate, such as 52% of whom are females versus 20% males²³. More than one in every three women in Yemen has undergone genital cutting²⁴

Yemen's GDI (Gender Development Index) value, is 0.462 which is 93.9% of its HDI (Human Development Index) value²⁵. Out of the 136 countries with both HDI and GDI values, 135 countries have a better ratio than Yemen's²⁶

On the Gender Empowerment Measure (GEM)²⁷, which exposes inequalities in economic, professional, political and educational opportunities between males and females, Yemen ranks 75th out of 75 countries in the GEM, with a value of 0.128²⁸ indicating that inequalities are still very high and pose a major problem

The gender gap in enrolment is lowest in the first year of basic education; in 2003/4, 43% of children enrolled in the first basic class were girls, which represents 76 girls for every 100 boys enrolled. However, the gap widens considerably through successive classes. By the ninth grade, only 44 girls were enrolled for every 100 boys²⁹. This reflects greater rates of dropout by girls in higher grades. The progress in reducing the gender gap in first grade enrolment will only be really effective when girls remain in school not only until the end of basic education, but through secondary education to satisfy the demand for female teachers.

Girls started enrolling in post secondary commercial and industrial technical institutes, which was traditionally preserved for male students, though in extremely low female/male ratios³⁰. However, respect for children's and women's rights, is yet to be promoted and institutionalized, and education is still far from being universal.

Policy Environment:

Since WEF/Dakar in 2000, a number of UN organizations have been supporting governance and elections training to enhance civic participation particularly that of women. Other important democratic strides are the launching of democratic governance programs in the areas of human rights (elaborated in a new Ministry, headed by a female Minister), as well as decentralization and judicial reform. Since December 2001, Yemen has been participating in the Gulf Co-operation Council (GCC), in four of its institutions, namely Education, Health, Social Affairs and Labor, and Youth and Sports.

²² UN CCA 2005

²³ According to the UNESCO Cairo office's Report on Best Practices in the Field of Literacy in Yemen 2006

²⁴ UNFPA website

²⁵ HDR 2006

²⁶ Ditto

²⁷ GEM considers gender gaps in political representation, in professional and management positions in the economy, and in earned incomes.

²⁸ Ditto

²⁹ Update of Situation of Children and Women, Unpublished UNICEF 2004

³⁰ Table13 in Annex I refers

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Furthermore, Yemen has been striving to abide by the six international conventions it has endorsed. National strategies on women, children and education were subsequently developed in line with CEDAW, CRC and EFA

Yemen's strategic vision of its 5 year development plan, (2001-05), recognizes "improving the demographic, education and health conditions; and eliminating illiteracy by increasing school enrolment for basic education, especially among girls" as two of seven critical developmental challenges facing the country³¹. Yemen launched its National Basic Education Strategy (BEDS) covering grades 1-9 in 2002, and literacy to a limited extent.

Hence one priority for Yemen is improved governance and public management, and capacity building of all human resources including women. Therefore, participation and collaboration, and notably women empowerment are high on the government agenda³². Moreover, the strategic vision for 2025 aims at: Improving the demographic and health conditions; eliminating illiteracy by increasing school enrolment for basic education, especially among girls and raising per capita income by diversifying the economic base. The 5 year plan is developed based on the 2015 vision.

As a result, public expenditure on health and education nearly doubled between 2000 and 2004 (from YR20M to YR32M (for health) and from YR88.8M to YR147.9M (for education) respectively)³³. Having said that, it is worth mentioning that this increase was nearly 1 ½ times, yet it reflected on the GDP only by 0.1 increase namely going up to 5.8% in the GDP in 2004, from 5.7 in 2000³⁴. Despite the minimal figure, this allocated proportion of GDP to education, is reasonable for a country like Yemen, provided there are clear strategic use and management of such available resources. However, and despite government efforts to fight corruption, it is still tolerated. Civil service reform is still in its early days. Decentralization and establishment of Parent Teacher committees, are on the agenda. However, such processes are hindered by lack of capacity, transparency and genuine participation by the local community..

Nevertheless, decentralization efforts in education are ongoing, to address problems of access and ensure better and more effective participation by the local community in educational processes, and avoid wastage and inefficiency in management. Needless to say, this process faces many challenges such as competition over ownership and authority between ministry of education personnel at central level, and those and the local governments and civil society on the periphery, particularly where expenditure and control of financial resources are concerned³⁵

³¹ Yemen's Strategic Development Plan 2001-2005

³² UNDAF/CCA Yemen 2006

³³ Ditto

³⁴ UNCCA 2005

³⁵ An observation made through a field visit and interviews with people from the local community and local NGOs and MOE personnel

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Although basic education was declared compulsory and free in 1992, after the independence, it was not completely free, as there were expenses entailed such as uniforms and stationary and food etc. recently a ministerial decree has been issued to waive school fees for girls in primary level, and don't impose uniforms as a school requirement. Efforts with WFP are enhanced to expand food for girls' education program, while the UN and other partners and donors contribute to school kits, books, and curricular development and teacher training . Children under 6 were not subsidized , hence ECCE is still out of the loop, as it was not included in the national government's educational policies and strategies.

A law amendment is under consideration to be adopted by the parliament to certify secondary school teachers for teaching lower levels in remote rural areas. Groundwork for this has been laid during the Joint Donors' group education cluster/GoY Annual Review in May 2006 when a recommendation to have female graduates work as teacher's assistants was approved. The adopted text (Aide Memoire) includes the need for a decree to counter the current decree on the requirement of a university degree as the minimum qualification. The recruitment of teachers at a lower level of education should contribute to a budgetary reallocation towards staff training and supervision.

Progress Towards EFA Goals:

As a result of the above mentioned efforts, public expenditure on health and education nearly doubled between 2000 and 2004³⁶ , and the National Basic Education Development Strategy (NBEDS) 2003-2015, was adopted by Government in 2002 and is serving as a framework to achieve the EFA goals. The objectives of BEDS are to attain universal access and completion rate of grades 1-6 of basic education and 90% access for grades 1-9, increase girls' enrolment and improve quality of education. As said earlier, global multi-partner initiatives such as the World Bank's sponsored Fast Track Initiative (FTI), UNICEF's led UNGEI, and UNESCO's LIFE³⁷ initiatives support national efforts in achieving EFA. The Government of Yemen and donors have signed a partnership declaration for the implementation of BEDS. The declaration seeks to forge closer co-ordination between all efforts to achieve BEDS objectives and to guide the transition from supporting separate projects in the education sector to jointly supporting a common programme.

Although the GoY has the overall responsibility and accountability for the performance of the BEDS and ensuring that goals and priorities are met, the different signatories will contribute to the development and implementation of a unified system to monitor progress towards the BEDS's objectives and develop relevant indicators and means for verification. The aim of this information system which has been conceived in 2006 within the GoY and donors' BEDS partnership declaration, and is planned for implementation in 2007 onwards, is to be used as the main source of education information and reduce demands for additional data. Furthermore, the BEDS Partnership

³⁶ UNDAF/CCA Yemen 2005

³⁷ Literacy Initiative For Empowerment launched in 2000 in Dakar to support countries efforts to achieve EFA by 2015

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Declaration, requires that a joint annual review cycle is established to review overall progress and set targets for implementation³⁸.(please refer to table21 of Annex I)

- Goal 1: Early Childhood Care and Education (ECCE)

The increase in children enrollment aged 4-6 between 2001 and 2004 is 17.2%, whereas that of teachers was only 9.5%³⁹. However, the total number of KGs even with the slight increase between 2001 and 2004, is very low at 57 mostly privately owned and in urban areas, accommodating only 8437 children⁴⁰. Worth noticing is that the gender gap at KG level is minimal (9.76) compared to that at basic level. These figures indicate increase or decrease in enrollment “volume “, since “cohort” calculation –which is the scientific way to measure increase and retention, requires consistent data by age and class throughout the period in question, which unfortunately is not available most of the time.

Although Yemen passed an education law in 1992 which states the importance of Kindergarten in preparing pre-schoolers to basic education, little has been done to provide ECCE for more than 2% of the (urban) young child population⁴¹. Yemen’s child well-being indicators continue to be amongst the lowest in all of the Middle East and North African countries.

However, an ECCE strategy is now incorporated in the National Strategy for Children and Youth, although so far , responsibility of pre schooling is totally under the private sector. Despite the fact that ECCE is one of six EFA goals, the government has not made it a priority yet, and is leaving it to the private sector. However, there have been some successful efforts by the UN and donor community to support the GoY in ECCE endeavors, which produced many tangible results. One of which was that a number of ECCE personnel graduated as certified ECCE professionals, with diplomas from Virtual University, British Columbia, Canada.

Because of this felt need, an ECCE diploma center was started in Sana’a University for the 2006-2007 academic year. The ECCE resource centre, which was established in 2005, assumed a dynamic role and successfully conducted many of the training programmes and advocacy meetings. The centre had also the role of training for Kindergarten teachers on playing and teaching aids in cooperation with the Japanese overseas volunteer’s cooperation.

On the other hand, national capacity building workshops, were conducted for relevant professionals from line ministries, NGOs, civil society organizations and academicians. Training packages on effective parenting in rural areas have been successfully

³⁸ BEDS Partnership Declaration Document

³⁹ Table17 of Annex I refers

⁴⁰ Table17 in Annex I refers

⁴¹ EFA GMR 2007 Final Report from the ECCE Online Consultation

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implemented in a number of districts for master trainers who were delegated to train frontline volunteers.

In the field of Community-Based Early Childhood Care and Development, focus was put on building capacities of the Kindergarten section in the Ministry of Education and Early Child Development Resource Centre at the Higher Council for Motherhood and Childhood (HCMC).

On the local community level, an innovative strategy involved religious leaders and local councils was adopted to strengthen and support the Ministry of Endowment in orienting religious leaders and council members and mosque Imams and female preachers on ECCE and girls education issues from the perspective of Islam. Religious institutions and community leaders were involved in training and awareness raising workshops. The aim behind this intervention was to influence fathers to change wrong perceptions of local communities on girls' education. A high quality parenting package was developed and distributed to local and international NGOs to use in their ECCE programs.

On the research side, a joint Sana'a University/ Ministry of Education study was conducted to assess the preparedness of pre-school children to enter Grade 1. A number of government counterparts, religious leaders, NGOs, and women's union were oriented on the concept and principles of ECCE.

- Goal 2: Universal Primary Education (UPE)

The GoY has managed to achieve a substantial improvement in terms of numbers of schools, enrollment and retention rates⁴² between 2000 and 2007⁴³. Yet and despite all exerted efforts, the education infra-structure can not keep up with the growing population, in terms of physical school structures and human resources. Many school age children and youth who are in remote areas, particularly girls, are left out of the educational system⁴⁴.

Despite an increase in gross enrolment rates from 58% in 1997/8 to 66.5% in 2003/48 the rate for girls was only 51.5% in 2003. Net enrolment rates indicate that 44% of girls are denied primary education. While the gender parity has been improving (from 0.60 in 2001 to 0.72 in 2003⁴⁵). But this rate of improvement is insufficient for Yemen to achieve the relevant MDG by 2015, partly because improvement in parity is also indicative of slow rate of improvement in enrolment of the boys⁴⁶. It is apparent that projections and predictions being made concerning achievement of EFA by 2015, is not taking this fact into consideration, and is focusing on increase in girls enrollment, assuming (wrongly) that boys enrollment is not affected, which is not the case.

⁴² NER rose from 59% in 2001 to 75% in 2004

⁴³ See Table1 on the increase in the numbers of schools between 2000/2001 and 2004/2005 , disaggregated by gender, rural/urban

⁴⁴ Ditto

⁴⁵ Family Health Survey 2003 cited in UNICEF annual report 2006

⁴⁶ Ditto

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With such low current enrolment rates, it is not surprising to note that illiteracy is high in Yemen, estimated at 47% of the population aged 10 and above, with significant gender and urban-rural differences where 84.8% of urban and 68.9% of rural males in this age group are literate, compared to only 59.5% of urban and 24.3% of rural females⁴⁷

Although there might be a sufficient number of schools in rural areas, these are mainly co-educational schools, which raises a major concern for sending girls, particularly with the shortage in female teachers, which exacerbates the problem further. The number of “girls’ only schools” is less compared to the actual need. (table6 in Annex I refers)

There is also inadequacy in the number of female teachers despite the substantial increase in the last few years. The 1999 Educational Survey indicates that female teachers accounted for only 24% of total teachers and the shortage of female teachers is particularly acute in rural areas where less than one-third (30%) of total female teachers work. In the Ministry branches and in the MoE itself, the number of male employees’ amounts to 1450 compared to 131 females, with most of the females being cleaners and typists. Proportionally, even fewer women are employed in the Education offices within the governorates, and most of these are secretaries, typists and cleaners. This situation is similar to that of most other ministries in Yemen⁴⁸.

The total number of female teachers currently actively involved in teaching in rural basic education schools is 7,867 compared to 83,233 male teachers⁴⁹ (which includes those who are in permanent posts, contractual posts or who are lent to work as volunteers). The difference is even greater in relation to secondary schools (430 females to 7,832 males) and combined basic/secondary schools (533 females to 14,186 males)⁵⁰.

While UNESCO trains teachers both males and females nation wide, to update their knowledge and skills for better teaching efficiency, UNICEF and WB focus on female teachers. The shortage of female teachers is one of the big obstacles facing attempts to increase girls’ enrollment, since many devout Muslim families would hesitate sending their girls to school if teachers are males. As such, and to address this issue, UNICEF targets female teachers to train them and recruits new ones to make up for the shortage in remote areas so un-reached girls can attend classes. Along with the World Bank (WB), it provides students with textbooks and school supplies to address one of the biggest obstacles which is high cost of schooling for poor children⁵¹. WFP distributes food rations to girls who attend school and their families. UNFPA and WHO offer health and HIV/AIDS education, and vaccination and nutrition supplementation.

A special communication initiative was launched by UNICEF for the promotion of Universal Primary Education and Girl’s Education through mass media and interpersonal

⁴⁷ Ditto

⁴⁸ Data are given by general directors of the education offices in the governorates during a focus group discussion conducted in July 2004 by UNICEF)

⁴⁹ Figures provided by the Education Research and Development Centre)

⁵⁰ Figures provided by the Education Research and Development Centre)

⁵¹ UNICEF’s GAP Report

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awareness campaigns. The main audience was decision makers, political leaders, civil society, family, private sector.

- Goal 3: Learning Needs of all Young People and Adults

Advocacy and awareness raising activities and life-skills education were conducted for young people in and out of schools. Workshops were also held for health workers, religious leaders and Ministry of Endowment officials On youth development and healthy life-styles. UN organizations supported development and dissemination of standard HIV/AIDS messages with National AIDS Program. These messages were promoted for advocacy and general awareness by the UN system.

Training sessions for media and journalists on addressing HIV including issues of stigma and violence. UNTask Group coordinated the participation of staff of the National AIDS Program as well as people living with HIV to two regional workshops in Egypt and Algeria. In relation to the UN Day 60th Anniversary commemoration, a school drawing competition on the MDGs was held in 30 schools and 6 drawings were selected to appear on the UNS MDG calendars also produced⁵²

The UN HIV/AIDS theme group supported also key community-level training and advocacy initiatives such as ‘training of trainers’ seminars for Yemen schoolteachers, and guided the Government’s celebration of World AIDS Day with a first ever HIV/AIDS campaign in all governorates of the country. In preparing for the 2005 implementation of the UNAIDS Learning Strategy, which includes the roll-out of the HIV/AIDS in the Workplace Programme, two UN theme group representatives attended a MENA Learning Strategy Facilitators Workshop in Egypt. To date, follow-up to the workshop has included the establishment of a HIV/AIDS Learning Team to oversee implementation of the UNAIDS Learning Strategy to be developed⁵³.

The UN with the World Bank, supported financially and substantively a four-day Youth Development Conference, including a full day programme devoted to MDGs and national development issues. The Conference, organized by the Yemen-Canadian Relations Council (an international NGO), allowed UN agencies to conduct interactive information and learning sessions for Yemeni youth in areas as youth health, education, and community roles. The World Bank also conducted a special session on Qat. This inspired the youth to develop a Youth Action Plan on the MDGs.

A number of donor funded programs target marginalized and vulnerable groups, and youth in remote tribal areas, preparing youth, (particularly girls) for better and healthier lives, by developing their necessary life skills, and improving their business and entrepreneurship skills for increasing their employment opportunities.

52 CCA/UNDAF 2005

53 Yemen – Annual Report of the United Nations Resident Coordinator 2005

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- Goal 4: Adulty Literacy:

On the non-formal front of the national education system, , specifically at the literacy education level, data from 2001 are not available on female teachers nor female classrooms⁵⁴, either because there were none at that time, or because data was not gender disaggregated. In any case, again the phenomenon of increased female enrollment in literacy education and the tangible reduction in male enrollment and number of male teachers verses a substantial increase in female enrollment and teachers, between 2001-2004.

Illiteracy which is one major problem facing development efforts in Yemen, is estimated at 45.7% in 2004 down from 55.9% in 1994⁵⁵ .

The efficiency of the literacy education schemes is however questionable, since recent trends in literacy education indicate that two-thirds of adult women in the country are still illiterate⁵⁶. Worth noting also, that the disabled and street children, as well as other marginalized and out of school children still fall through the cracks. Relevant data is not available on these groups, as very little research was done at that level. Out-reach strategies are not sufficient to reach all those unreachable and marginalized - not to say non-existent except in the case of a few local and international NGOs

Age distribution shows 4,198,740 (35.9%) of the age group 10 – 45 are illiterates divided into 51.7% females and 20.4% males. An alarming fact is that the highest percentage of illiteracy lays in the bracket of 10 - 15 year olds where the percentage is 17.2% of the total illiterates. The total figure includes a total of 17.34% urban and 44.33% rural. With a high percentage of illiteracy among women (26.3%) in urban areas as opposed to 9% among males and 44.33% in rural as opposed to 25.85% among males)

Latest figures of illiterates broken down by age are as follows: 16.1% age 16-20, 14.8% age 21-25 and 14.1% age 26-30. Most of this number is among the rural population (84.95%) divided into 71.3% females and 28.7% males, and only 15.05% in urban areas with almost 70% among females and 30% in males.⁵⁷

- Goal 5: Gender Equality

Recent trends in primary education point to a slow progress, especially for girls⁵⁸. Two-thirds of adult women in the country are illiterate. While gender parity generally speaking has improved and despite the increase in gross enrollment rates of girls (as shown in table20 of Annex I), the present pace of progress, will not allow Yemen to reach UPE by 2015.

The GoY is well aware that achieving gender parity is the way to achieve quality education for all, which is the vehicle to a better future for every nation. Its goal is to

⁵⁴ Table19 of Annex I refers

⁵⁵ According to 1994 and 2004 censuses

⁵⁶ UNICEF/Yemen Annual report 2006

⁵⁷ Figures 22 and 23 of Annex I refer

⁵⁸ Update of Situation of Children and Women, Unpublished UNICEF 2004

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attain GER of 90% in 2010 and 95% in 2015 and at the same time reduce the gender gap to 11% by 2010.

Yemen is one of the 52 countries world-wide who are categorized as having a gender gap of 5% or more at primary level and one of the 25 “Acceleration Countries”⁵⁹. As such, the GoY had committed itself to girls’ education in terms of planning and resource allocations, while the UN committing itself to working with the GoY and all other partners (WB, UNESCO, USAID etc) , to develop a coherent and realistic approach to reduce and ultimately eliminate the gender gap.

As the lead agency and coordinator for UNGEI in Yemen, UNICEF had girls’ education as one of the five organizational priorities in its four-year Medium Term Strategic Plan (MTSP) 2002-2005, on which UNICEF’s work in Yemen is based. On the basis of UNGEI’s “Acceleration Strategy”, new funding from UNGEI sponsors was secured in the form of “Thematic Funding” in support for girls’ education.

UNGEI actions are presently focused on creating a gender and disaggregated data base in the different areas to the lowest geographical level possible, reaching the remote areas, to identify gaps, and needs and design appropriate strategies to address those specific needs. In this process, training programs are developed for education and planning staff in general, and those within the Girls’ Education Sector specifically.

However, while the gender parity has been improving⁶⁰, the rate of improvement is insufficient for Yemen to achieve the relevant MDG by 2015. A relevant alarming development to be mentioned in conjunction to this fact, is that a number of initiatives designed to increase girls’ enrollment- in line with affirmative action policies in the interest of girls- manifested in more schools for girls, and incentives for families to send their girls to school (such as WFP food basket for girls education), resulted in less schools for boys and less male teachers⁶¹. This could mean that, despite the increase in education budget allocation throughout the recent years, funds are still insufficient to ensure EFA by 2015. This decline in boys enrollment could also be referred to the fact that the local community is not yet convinced of the value of education for their children be they boys or girls, and will give priority of schooling to whoever will be more likely to bring more food/incentives or other value added to the family, leaving the other children at home to work in the field or cover up for the others at school.

Despite all the affirmative action by the MoE where school fee waiver for girls, and strategies, such as those mentioned earlier in the report, UNGEI, LIFE, FTI, Food for Education etc, according to the current educational survey for 2003/2004, the percentage of girls to the total number of students enrolled in both public and private sectors still does not exceed 37.6% of the total 4538500 students enrolled in both basic and secondary

⁵⁹ “Understanding UNGEI as an EFA Flagship”

⁶⁰ GP has improved from 0.60 in 2001 to 0.72 in 2003- according to Family Health Survey 2003 cited by UNICEF’s Annual Report 2006 for Yemen

⁶¹ As shown in table1 of Annex I

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levels. In the same token, the percentage of female teachers is just 21.6% of the total 174268 number of teachers⁶².

The establishment of the Girls' Education Sector at MoE in 2006, in addition to the National Girls' Education Strategy, gave more visibility to the importance of girls' education. It formed the umbrella for the initiation of studies and research such as the MoE's review on the Situation of Girls' Education in Yemen and Gender Analysis study 2006 which are very important to analyse the present situation before going forward.

Such endeavors also emphasized the importance of perceiving gender as a cross cutting theme, to be given specific importance in implementing the national PRS, where focusing on eradication of illiteracy and increasing access to education are two important approaches to reduce poverty. In the same token, formulating a population policy to reduce and control population growth⁶³ which has imp implications on education and development as a whole 2001.

The emphasis by the GoY on the role of the local community in enhancing the education of girls, is elaborated by the establishment of the Community Participation Unit at MoE in 2003, and the establishment of community communicators and parents councils, in addition to efforts exerted by local councils on the involvement of local NGOs and religious leaders in local education initiatives.

The political will of the GoY to pursue serious efforts on education resulted in formulating new standards for school construction, and the establishment of Thematic Groups on PRS, and Gender Equality headed by Women National Committee, and includes prominent government members at high levels. A separate group for Primary Education is established and headed by the Ministry, dept. of Planning, and in partnership with Ministry of Planning and International Cooperation, UNDP and other UN and Donors Group. Specifically the Minister of Education supports efforts of GE Sector to form a GE network with support of UNESCO, it's a good opportunity for coordinating and accelerating efforts.

The highlight of the commitment of the GoY was the Ministerial decrees on certifying females in rural areas as teachers, and school fee waiver, formation of Task Forces and committees for BEDS, in addition to initiating a series of courses for teacher training, in coordination with UNESCO nation wide.

However, and despite all the above, according to the 2005 UN CCA, inappropriate policy choices, including allocation of insufficient resources and inefficiency of public action, are major challenges for closing the gap and achieving UPE by 2015..

- Goal 6: Education Quality

⁶² Figures 14 and 15 in Annex I refer

⁶³ Fertility rate in Yemen is one of the highest in the world namely 6.5

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Where quality is concerned, a needs assessment in the education sector highlights the major underlying causes for slow progress on this goal. Lack of infrastructure, particularly schools, unavailability of female teachers, especially in the rural areas and poor quality of curriculum/text books are identified as major causes. Other important causes relate to lack of systematic policies and resources for primary education and community organization.⁶⁴

To address the above, teacher training is one major activity undertaken throughout the past years, sponsored by UNESCO. Nation wide training of trainers (TOT) course for teachers was conducted and evaluated in 2006. It involved a group of teachers from all regions and districts nation wide. A related issue is the shortage of females teachers, efforts are made to reach a compromise to overcome the minimum qualifications required to become a teacher, which is a university degree that cannot be reached by female incumbents from rural areas. As such, female secondary school graduates from remote rural areas were identified and selected to teach especially lower grades in their areas. The plan is to expand and improve this practice through teacher preparation and training, on the job training, provision of self-teaching materials, in-service professional support and use of media, especially radio to provide the secondary school graduates with the necessary basic teaching skills and improve their confidence level to later teach higher grades. However, worth saying is that presently, the Ministry of Civil Service is not accepting secondary school graduates as teachers on a consistent base although there are rare exceptions to the rule through direct interventions by the Minister of Education.

Curriculum development is also in process to make it gender sensitive, and make schools and teaching methodologies girls friendly and relevant to youth needs. The new national education strategy addresses all these issues. UNICEF and UNESCO are the two UN organizations which are working with the GoY on curriculum development and teacher training to increase the number of qualified female teachers.

Monitoring and evaluation, are more and more appreciated in the planning processes for ensuring quality performance, needs assessments and for following up on progress of EFA and MDGs. Such efforts are to a large extent supported by donors and UN partners,, particularly for the creation of data bases for monitoring development progress in general and progress towards EFA in particular., and in a gender sensitive manner to allow compilation and analysis of sex disaggregated data to identify gender gaps. Statistical databases are developed along this line for the GoY to implement Training for government staff⁶⁵.

A number of studies have been made by the Center of Educational Research and Development, which is a unity of the MoE, on many different issues related to monitoring learning achievement, girls' drop out, low girls' enrollment, and many others which could also be used to extract useful data.

⁶⁴ UN CCA 2005

⁶⁵ UNDAF/CCA 2005

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An ongoing study on female teachers in rural areas will also be finalized shortly, which aims at addressing the issue of shortage in female teachers in rural areas. A strategy on secondary education development is underway.

Role of donors and international agencies:

The UN and donor community is supporting the different ministries concerned in education directly and indirectly.

Furthermore, there is a number of INGOs working in Yemen, whose work impacts EFA both directly and indirectly, who work on poverty reduction, integrated community based programming and on women and youth literacy, such as Oxfam, ADRA, AED, CEDPA and Social Fund for Development which focus on establishing standards for school construction, youth health and community development, child trafficking to Saudi Arabia. GTZ developed training material for parents' councils. Collaboration is going on between MOE and WFP on school feeding.

In general, the Education Donor Coordination Group (Chaired by MOE, and made up of: UNICEF, WB, EU, Dutch, German, Japanese, DFID, WFP, Oxfam, Care, etc) is working well on supporting national basic education development strategies. Education is the only sector where coordination and harmonization are actually taking place, much better than in the health and water sectors, though the challenge of focusing on girls remains a disputed concern as not all partners agree on it.

External funding from the World Bank, UK/DFID, the Dutch Government, KFW, FTI and others also focus on school construction, expansion and rehabilitation. Most of this funding has been mainly invested in hardware, mainly additional classroom construction and the construction of schools. As a result of these efforts, between 2000 and 2005, the number of schools increased by 9.5% from 13,162 to 14,414⁶⁶

UN agencies provided support to Education and Women's Empowerment, in substantively contributing to deliberations of the respective Theme Working Groups, and supported the two groups' work through the provision of technical expertise in both fields. To reduce the gender gaps, the UN aimed at building the capacity and worked on situational analysis for gender equality in Yemen, supported through advocacy events such as the International Women's Day celebration, and through direct UN support to the cross-cutting Gender Theme Working Group (TWGs) to ensure findings are mainstreamed and incorporated into the assessments of the other TWGs. Gender specialists were recruited to undertake gender analysis in the different sectors and government ministries, to identify gender gaps related to MDGs in general and EFA in particular. Gender training was also conducted. Three studies/ reviews were conducted concerning the promotion of gender equality in Yemen⁶⁷

66 Optimizing Budgetary Allocation for Girls' Education in Yemen

67 UNDAF/ Yemen 2005

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UN organizations also played an important role in raising awareness and advocacy on MDGs among media and national and local authorities through sensitization workshops and seminars, particularly on women and youth. Along this line various training workshops for general and female media professionals on the MDGs and MDG-based PRSP were held. These workshops sensitized the media on the MDGs including the sixth goal on education which feeds into EFA, and development planning process, how they can promote them, and relevance to national development planning to reduce poverty⁶⁸.

Other set of UN and donors sponsored workshops were held which involved academic institutions, think tanks, social activists, donors, private sector, and women representatives, to enhance the debate on MDGs. A school drawing competition on the MDGs was held in 30 schools and 6 drawings were selected to appear on the UNS MDG calendars, also produced, and a series of radio programmes were commissioned to hold debates on the various MDGs and sensitized the public to the Goals⁶⁹.

Despite the many challenges and obstacles, Yemen also offers important opportunities for cooperation, coordinated action and the attainment of development results. The Government's commitment to the MDG represent an important entry point for such coordinated action and the annual CCA/UNDAF process provides the avenue for enhanced UN System planning and cooperation.

UN system in Yemen is taking steps strengthen the coordination capacity of the UN Resident Coordinator. In this regard, the 2005 workplan and budget proposed to expand the Office of the Resident Coordinator in the context of the UN system's support to the Government MDG/EFA related reform program and planning processes.⁷⁰

To facilitate communication and knowledge sharing among donors and development partners, Communities of Practice (CoP) on MDGs, Governance and Operations were established. The MDG CoP has been particularly successful and has now over 100 members from resident and non-resident UN agencies, government and non-government partners and bilateral donors.

In terms of donor coordination and harmonization, the UN Resident Coordinator and the World Bank Country Manager have co-chaired aid coordination meetings with bilateral donors (including Western and Gulf States) every two months, with the RC's Office providing the technical secretariat for these 'Donor Forum' meetings. In addition to constituting a platform for information exchange on emerging issues, these meetings provided an opportunity to discuss such key topics as the MDGs, the MDG-based national development plan, and OECD/DAC Guidelines.

Joint work through the donor coordination group has been undertaken which resulted in a set of harmonized packages on training, supervision and support to parents' councils. A

⁶⁸ Ditto

⁶⁹ ditto

⁷⁰ UNDAF/CCA 2005

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training package for parents' councils which was developed by the WB, was adopted and implemented by all partners in their different projects (including councils' role in school governance) .

Involvement and participation of the local community:

However, above all said, efforts on the ground to enhance the participation of the local community are still insufficient and ineffective enough to ensure ownership of all the above, though a number of Parent Teacher Associations are being formed.

To address this need, the donors' community supported the formation of Community Local Councils, and community communicators groups, to support these councils in promoting girls education and health awareness among the local community at the level of schools and health centers.

During the period 2002-2006 Government efforts to provide decentralized quality services to populations in thirty remote districts representing about 10% of Yemen's total population, were supported by UN organizations. Community based interventions to support behavioral and social changes to promote child education and girls education specifically, were also initiated through training of village level communicators for ECCE and girls' education along with other health and nutrition related topics⁷¹.

Challenges/Barriers:

As mentioned earlier, Yemen faces many challenges in achieving EFA. Some of which are institutional and others are socio-economic and cultural.

Addressing the large gender and regional disparities (gender gap exceeding 20 points in the gender development Index⁷²) requires huge capabilities and well strategized plans, which create a big responsibility on the GoY, in availing access to economic, educational, health, social rights and political opportunities particularly for women and young people.

Stagnating per capita income levels and rising legal Qat⁷³ abuse and addition even among children and girls, is accentuating the problem of poverty and mal nutrition particularly among under five children (which rose from 30% in 1992 to 46% in 1997)⁷⁴.

The scarcity of local NGOs , poses a problem when attempting to implement community based literacy and non-formal education programs to reach the un-reached.

The presence of a big "untouchables" group (Al Akhdam), which for socially rooted reasons, is discriminated against by being stigmatized and marginalized , hence denied access to services and opportunities.

⁷¹ UNICEF's Yemen's Annual report 2006

⁷² UNICEF's GAP Report

⁷³ Qat is an addictive narcotic, in the form of a leaf grown locally and predominantly chewed by Yemenis at a relatively high cost

⁷⁴ HDR 2006

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The street and working children phenomenon is also prevalent. Between 700,000 children (12% of children aged 6-14 years) are accounted for in the labor force. Violence against children (particularly girls) is widely practiced at all levels, and child trafficking is on the rise. Add to that the big number of Somali and other immigrants (legal and illegal) from neighboring countries, who are not registered and therefore unaccounted for, while a big number of them are HIV positive

Prevalent lack of awareness of the value of women's participation and girls' education, passive perception of the role of youth, contribute to slowing down the progress towards EFA.

Youth are marginalized and don't get enough attention neither by the government nor by the development organizations international and local ones working in Yemen, and youth un-employment is over 29%, while 10% of the employed are children, and 75% of the 65% illiterate females nation wide, are in rural areas⁷⁵.

The lack of baseline data poses a challenge to policy makers and planners when designing programs, and evaluating projects.

When all is added to short schooling hours (4 hours/day), widely dispersed population, bad infra-structure, very harsh terrain for commuting and communicating, and the low ratio of female to male teachers (in cities is 52 to 100, while the ratio for rural areas goes down to an alarming 9 to 100), it makes things more difficult⁷⁶.

Worth noting is that in Yemen, like in many other countries, multi-partner initiatives are being implemented, this notion of "partnership" and 'collaboration" over support to national initiatives, create much tension among the different partners whether at international or local levels, over leadership and coordination. This poses one major common challenge which persists despite the many coordination and synchronization efforts exerted in the process of networking, for more effective synergy and collaboration.

Policy Conclusions:

Yemen has been one of the countries which has been seriously trying to expand education in line with EFA, while struggling to maintain sufficient balance in education policies, by giving due attention to quality and to increase enrolment. Yemen, for instance, was able to increase the value of its EDI by more than 15% between 1998 and 2001, (from 0.546 to 0.629 respectively), by improving all four EDI components, achieving strong increases in its primary-level NER, adult literacy rate, GPI and survival rate to grade 5 over the three years⁷⁷

⁷⁵ Yemen Field visit observations report and based on UNICEF SiTan 2005

⁷⁶ Yemen's CCA 2006

⁷⁷ HDR 2005

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Initiatives to enhance girls' education, elaborated on earlier in the report such as those of WFP' Food for education, WB's Fast Track Initiative, WHO's Life skills and UN's Girls' Education Initiative (UNGEI), and other UN initiatives such as UNICEF's private sector involvement initiative and national media campaign in 2006 helped to accelerate and support governmental efforts and its serious political will at all levels to achieve EFA. Government policies implemented in 2006 regarding school fee waiver, curricular development, certifying of female teachers, establishment of the girls' education sector in 2006 helped to bring Yemen forward towards EFA.

For enhancing more girls' education it is crucial to bring schools closer to girls, increase female teachers, create a gender supportive environment, and strengthen the Education Management Information System (EMIS)

The government of Yemen took affirmative action in focusing on adding more female only schools to increase female enrollment, in both urban and rural areas. At the same time, Yemen tried to focus more on rural than urban areas, to address male/ female and rural/urban discrepancies. This is reflected in the substantial increase in the total number of rural schools (8.7% increase), versus the increase in urban schools (1.3% increase). However, the increase in female schools in rural areas is much higher than that in urban areas (41.5% increase by rural females, versus 19% for urban females).

Focusing on increasing access of girls' without focusing on the complete picture could be a misleading where EFA UPE is concerned. Both boys and girls in Yemen need to be in school if EFA is to be achieved, considering latest figures of illiteracy rates among adults 15 and above is was still 49% in 2004 (though rising from 32.7 in 1990)⁷⁸. (Table2 in Annex 1 refers)

On the other hand, the problem of access persists where rural girls are concerned despite the construction of schools, since shortage of female teachers continues to be identified as one main obstacle for girls' enrollment. Male recruitment in terms of MoE staff or teachers specifically is always much higher than females, which has its repercussions on girls enrolment in the education system. (Figures 3 and 4 in Annex I refer)

Furthermore, and despite this substantial improvement in the number of girls schools, more than 50% of Yemen girls of school age are still out of the formal education system, and there is big shortage of female teachers to serve those rural girls schools. (Table1 in Annex 1 refers)

A common observation on all data, that data before 2000 is scarce, while efforts for data collection after 2000 are proving productive as figures have very little gaps in data cells, for recent years. Gender disaggregated data collection has been an active and serious process in Yemen since 2001.

⁷⁸ In the absence of recent data, estimates from UNESCO (United Nations Educational, Scientific and Cultural Organization) Institute for Statistics. 2003. Correspondence on adult and youth literacy rates. March. Montreal. , based on outdated census or survey information, were used and should be interpreted with caution

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In spite of the substantial progress in certain areas, serious collaborative efforts are further needed if EFA is to be achieved by 2015. Innovative multisectoral strategies and actions should be adopted by the different EFA stakeholders, benefiting from successful Yemeni innovations and others from neighboring countries, to accelerate progress, and address the many different challenges in both formal and non-formal education. Egypt's Community School Initiative which is designed to address the problem of lack of schooling for un-reached girls in remote rural areas, through multi-grade classes, and training of local female teachers, and Ishraq which is another similar local initiative in rural Egypt sponsored by different donors, are two very successful innovations which could be replicated and implemented with some minor adjustments to adapt them to Yemen's specific geographical and cultural situation.

UNICEF's paper "Optimizing Budgetary Allocation for Girls' Education in Yemen" contends that, using gender as a major criterion, current budget allocation practices can be improved and better educational outcomes for girls can be achieved even within the current budgetary ceilings. It is expected that a case can be made to the Ministry of Education of Yemen to take a serious look at its current policies to ensure that girl's education is given a priority through optimizing what is allocated to the sector.

The ECCE section at the MoE remains weak and under-funded, and has little authority – if at all- on the private sector kindergartens. Furthermore, and despite the mentioned donors' supported initiatives, this support is short of being sufficient. It follows that any ECCD innovation becomes a challenge, in the absence of an influential government or NGO partner.

Innovative community based quality models are badly needed to reach pre-school children in remote areas.

For reaching out of school adolescents, it is needed to avail a second chance for drop outs and for working girls, involving flexible registration and flexible hours/ evening classes/ shorter condensed syllabus with extra-curricular activities and life skills. Qualify learners to enable them to continue in formal education system (secondary or university level). More authority is also needed for GE Sector, as well as a confirmation of the Ministerial decree for appointment of female teachers, and decentralization through giving more autonomy for local educational authorities

Enhancing involvement of private sector, activating the NGO forum for implementing MDGs headed by Women's Union, and coordinating between the MOE/MOP and the Thematic group and Donors' Group, could also speed up EFA processes.

Other strategies are proposed to and being considered by the GoY by donors and partners, some of which have been piloted in other countries such as:

- One teacher, one classroom school in remote areas
- Community adolescent education to address needs of youth out of schools
- Introduction of time and labour saving technology for domestic chores to allow more girls to elave home and go to school

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- Incentives for female teachers incentives to work in remote rural areas
- More school building according to set child / girl friendly standards
- Training for all GE focal points in governorates particularly on gender disaggregated data collection and analysis
- Train staff of GE sector and focal points in governorates in monitoring GE
- Acceleration strategy according to set indicators and evaluation of GE projects
- Present role models as opportunity for future success and prosperity
- link education policies with poverty alleviation
- Mobilize local and religious leaders to play a more active role in attitude and behavioral change
- Work with community participation dept. in GE sector (training and sensitisation of community participation teams in governorates)
- Involve government counterparts in inter-country meeting and highlight locations where GE established high rates : (Tunisia) with substantial government support and political commitment

Other potential projects considered to accelerate EFA are:

- Mainstream standards of cost efficient and child friendly schools (construction, latrines, safety, etc.). A recommendation was made to share experiences from other regions to produce a child friendly school manual, and share with them the standards for supervision are already developed and approved, as well as the protocols package for training of teachers
- Build capacity within the different ministries in reviewing education sector budgets, in budgeting for children and in costing education programs.
- Support the process of decentralization of education management to district levels, including EMIS (Educational monitoring information system), and teacher related policies such as recruitment, training, salaries, absenteeism, etc .
- Provide support to the government to clarify the role the donors could take in accelerating efforts to address issues related to teacher related policies
- Use and build on lessons learned from other countries in the region . The idea of the "packaged" interventions was discussed during donors meetings, to promote inter-linkage of interventions and integrated approaches in and around the school and within the education system to maximize impact. Packaged interventions should be used as models to mainstream and scale up successful education initiatives.

Annex I: Tables

Annex II: List of References

Annex I: Figures

Figure 1

Increase in the numbers of schools by geographic location and gender between 2000/2001 and 2004/2005

Total				Rural				Urban				Academic Year
Total	Mixed	F	M	Total	Mixed	F	M	Total	Mixed	F	M	
13078	10478	812	1788	11558	9667	492	1399	1520	811	320	389	2001/2000
13162	10763	810	1589	11645	9937	499	1209	1517	826	311	380	2002/2001
13425	11139	850	1436	11865	10286	528	1051	1560	853	322	385	2003/2002
13954	11749	886	1319	12292	10843	538	911	1662	906	348	408	2004/2003
14417	12254	1236	927	12663	11238	841	584	1754	1016	395	343	2005/2004

Source: MoE/Y 2005

Figure 2

Number and increase of public schools per level and gender between 2003/2004 and 2004/2005							
Average growth	absolute increase	2005/2004		2004/2003		Gender	Level of School ¹⁾
		%ratio	number	%ratio	number		
5.1%	28	5.3%	582	5.2%	554	F	Basic
-8.3%	-75	7.5%	831	8.5%	906	M	
4.4%	408	87.2%	9632	86.3%	9224	CoEducational	
3.4%	361	100.0%	11045	100.0%	10684	total	
3.1%	9	9.8%	301	9.8%	292	F	Sec/Basic
-3.4%	-10	9.3%	283	9.9%	293	M	
3.8%	90	80.9%	2474	80.3%	2384	Total	
3.0%	89	100.0%	3058	100.0%	2969	total	
7.5%	3	14.0%	43	13.3%	40	F	Sec
1.7%	2	39.7%	122	40.0%	120	M	
1.4%	2	46.3%	142	46.7%	140	CoEducational	
2.3%	7	100.0%	307	100.0%	300	total	
3.3%	457		14410		13953	TOTAL	

Source : MoE/Y 2005

Figure 3

Increase in Numbers of Teachers by Gender and Geographic Location Between 2000/2001 and 2004/2005

total			Urban			Rural			Year
Total	F	M	Total	F	M	Total	F	M	
174,039	35,750	138,289	56,097	26,511	29,586	117,942	9,239	108,703	2001/2000
166,725	33,439	133,286							2002/2001
171,396	36,025	135,371	54,776	26,915	27,861	116,620	9,110	107,510	2003/2002
174,538	37,737	136,801	55,113	27,900	27,213	119,425	9,837	109,588	2004/2003
176,972	39,328	137,644	55,730	28,876	26,854	121,242	10,452	110,790	2005/2004

Source: MoE /Y 2005

Figure 4

Recruitment within the MoE

Total			Urban			Rural			Year
Total	F	M	Total	F	M	Total	F	M	
9,992	4,187	5,805	899	216	683	9,093	2,000	7,092	2001/2000
6,195	1,243	4,952	496	114	382	5,699	1,146	4,554	2002/2001
4,235	957	3,278	424	89	335	3,812	877	2,935	2003/2002
6,319	1,582	4,737	695	174	521	5,624	1,406	4,218	2004/2003
0									2005/2004

Source: MoE /Y 2005

Figure 5

Expenditure on Teachers Between 2000-2005

Total Salaries	Urban	Rural	Year
47,925,342	15,123,516	32,801,826	2001/2000
62,351,734	19,675,967	42,675,767	2002/2001
61,722,392	19,477,369	42,245,022	2003/2002
68,500,465	21,571,384	46,929,082	2004/2003
76,919,503	24,222,611	52,696,892	2005/2004

Source: MoE /Y 2005

Figure 6: Male and female enrolment disparities in different age groups

Age group	urban		Rural			Total			
	Male	Female	Total	Male	Female	Total	Male	Female	Total
6-11	84.6	83.7	84.1	70.3	47.9	59.4	73.2	55.5	64.6
12-14	89.3	83.4	86.7	82.8	41.4	62.7	84.4	51.0	68.2
15-17	74.3	63.5	69.2	66.6	21.0	43.7	68.5	30.6	49.7
Total	83.4	78.9	81.2	72.6	40.2	56.8	75.0	48.7	62.2

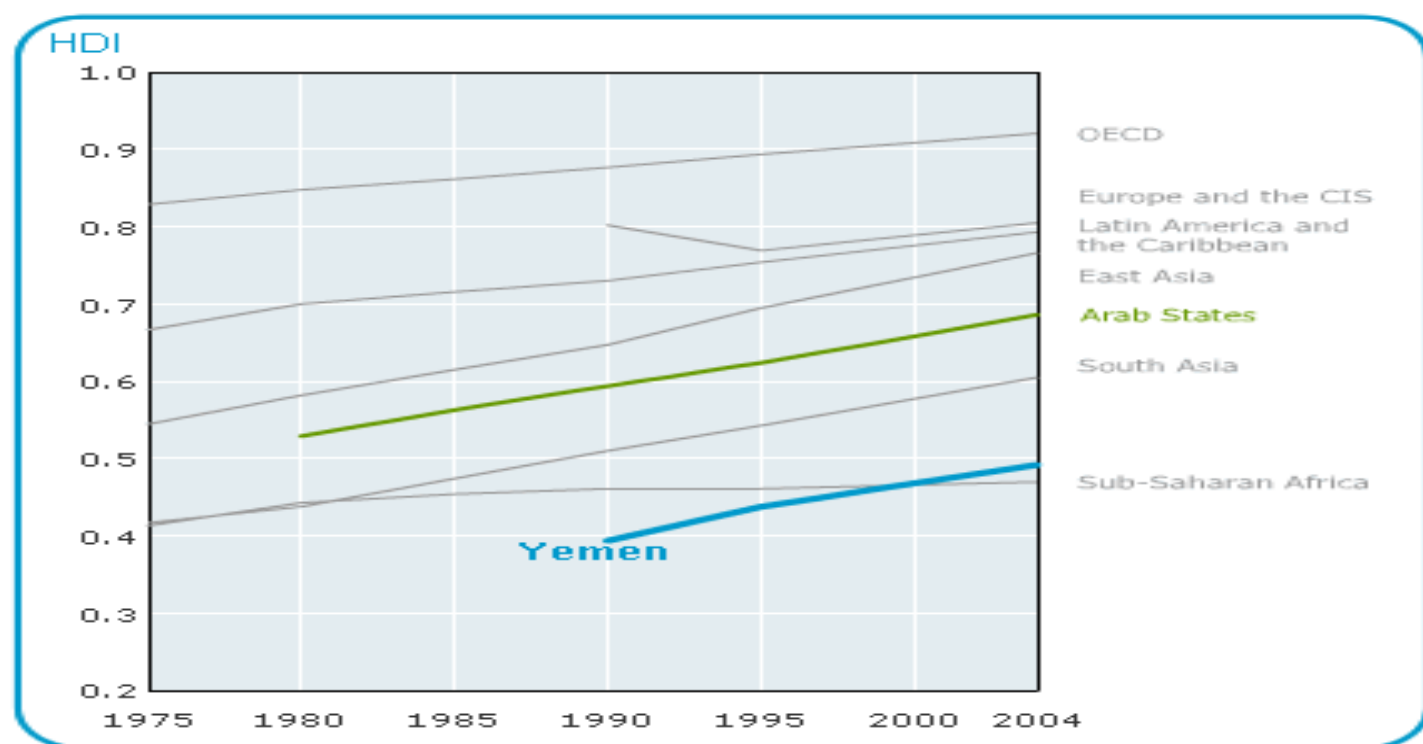
Source PAFAM as quoted in UNICEF Annual Report 2006

Yemen's human development index 2004			
HDI value	Life expectancy at birth (years)	Combined primary, secondary and tertiary gross enrolment ratio (%)	GDP per capita (PPP US\$)
1. Norway (0.965)	1. Japan (82.2)	1. Australia (113.2)	1. Luxembourg (69,961)
148. Djibouti (0.494)	128. Turkmenistan (62.5)	137. Nepal (57.0)	161. Eritrea (977)
149. Lesotho (0.494)	129. Nepal (62.1)	138. Madagascar (56.5)	162. Zambia (943)
150. Yemen (0.492)	130. Yemen (61.1)	139. Yemen (55.4)	163. Yemen (879)
151. Zimbabwe (0.491)	131. Myanmar (60.5)	140. Nigeria (55.0)	164. Madagascar (857)
152. Kenya (0.491)	132. Ghana (57.0)	141. Togo (55.0)	165. Niger (779)
177. Niger (0.311)	177. Swaziland (31.3)	172. Niger (21.5)	172. Sierra Leone (561)

Figure 7

Source : HDR 2006

Figure 8



Source HDR 2006

Figure 9

Adult Literacy Rates (15 and over)					
1990			2000-2004		
T	M	F	T	M	F
32.7	55.2	12.9	49.0	69.5	28.5

Source: EFA GMR 2005

Figure 10

Youth Literacy Rates (15 -24)					
1990			2000-2004		
T	M	F	T	M	F
50.0	73.5	25.0	67.9	84.3	50.9

Source: EFA GMR 2005

Figure 11

Gross Enrollment Ratio (GER) In Pre-Primary Education (%)							
1998				2001			
T	M	F	GPI (F/M)	T	M	F	GPI (F/M)
0.7	0.7	0.6	0.87	40	0.41	0.38	0.92

Source: EFA GMR 2005

Figure 12

Gross Enrollment Ratio							
1998				2001			
T	M	F	GPI(F/M)	T	M	F	GPI (F/M)
73.3	93.2	52.5	0.56	81.0	97.0	64.3	0.66

Source: EFA GMR 2005

Figure 13

Governorate	Name of Institute	TOTAL		2nd year		1st year	
		F	M	F	M	F	M
Aden	Industrial Technical Institute	17	279	-	96	17	183
	Industrial Technical Institute (three year system)	1	85	-	36	1	49
	The National Institute For Technicians & Trainers	0	295	-	124	-	171
	Touristic Hotel Institute	0	25	-	25	-	-
	Commercial Technical Institute	45	177	19	41	26	136
Taiz	Industrial Technical Institute/Hoban	87	903	32	203	55	700
		16	81	-	-	16	81
	Total	166	1845	51	525	115	1320

Source : Ministry of Technical Education and Vocational Training

Figure 14

NO. OF SCHOOLS, CLASSROOMS, STUDENTS , AND TEACHERS BY NATIONALITY AND SEX AT ALL LEVELS OF EDUCATION FOR 2003/2004

Level	Total General Education				Private Education			Public Education				
	General	Secondary	Secondary	Primary	General	Secondary	Secondary	Primary	General	Secondary	Secondary	Primary
Item	Total	Primary			Total	Primary			Total	Formal		
Schools	13953	2969	300	10684	234	103	12	119	13719	2866	288	10565
Classrooms	139492	0	15241	124251	3190	0	446	2744	136302	0	14795	121507
Students (Male)	2830416	0	405281	2425135	46780	0	1557	45223	2783636	0	403724	2379912

Students (Female)	1708084	0	177791	1530293	27183	0	2419	24764	1680901	0	175372	1505529
Students (Total)	4538500	0	583072	3955428	73963	0	3976	69987	4464537	0	579096	3885441
Teachers (Male)	136547	53642	5037	77868	1557	1001	111	445	134990	52641	4926	77423
Teachers (Female)	37721	16024	1371	20326	2890	1472	17	1401	34831	14552	1354	18925
Total No. of Teachers	174268	69666	6408	98194	4447	2473	128	1846	169821	67193	6280	96348
Yemeni Teachers	170453	66774	6099	97580	4189	2257	123	1809	166264	64517	5976	95771
Non-Yemeni Teachers	3815	2892	309	614	258	216	5	37	3557	2676	304	577

Source: Current Educational Survey For 2003/2004

Figure 15

Education indicators

Item	2004	2003
Number of primary schools (public)	10565	10199
Number of students at primary Stage	3885441	3702571
- Males	2379912	2297691
- Females	1505529	1404880
Percentage of Males to total students	%61.3	%62.1
Percentage of females to total students	%38.7	%37.9
No.of Classrooms	121507	119091
Average Students per Classroom	31.98	31.09
Number of teachers at formal stage	96348	91654
- Yemeni teachers	95771	90927
- Non-Yemeni teachers	577	727
Average students per teacher	40.33	40.40
Number of public secondary schools	288	280
Number of students in the secondary level	579096	539925

- Males	403724	381680
- Females	175372	158245
Percentage of Males to total students	%69.72	%70.69
Percentage of females to total students	%30.3	%29.3
No.of Classrooms	14795	14610
Average Students per Classroom	39.14	36.96
Number of teachers at the secondary stage	6280	5966
- Yemeni teachers	5976	5530
- Non-Yemeni teachers	304	436
Average students per teacher	92.21	90.50
No.of public schools (secondary + public)	2866	3056
Number of students in vocational training	12428	9840
- Males	11511	9092
- Females	917	748
I Training CentersVocational		
Institutes	26	15
Students	6066	3273
Male	6039	3272
Female	27	1
Teachers	801	523

Figure 16

Education indicators

Item	2004
Vocational Secondary	
Institutes	23
Students	3204
Male	2840
Female	464
Teachers	580
Technical Institutes	
Institutes	12
	3058

2001/2002*	7840	14509	188510	277740	15540	7802	12046	212228	302248	15936	8397	11992	265510	358307	16759
2002/2003*	8214	14778	200131	293133	15846	8674	12848	232331	320320	16558	9381	13705	285726	379261	17858
2003/2004*	10812	18524	216475	308673	16348	10911	16037	248557	339061	16972	12400	16626	304630	397937	18236

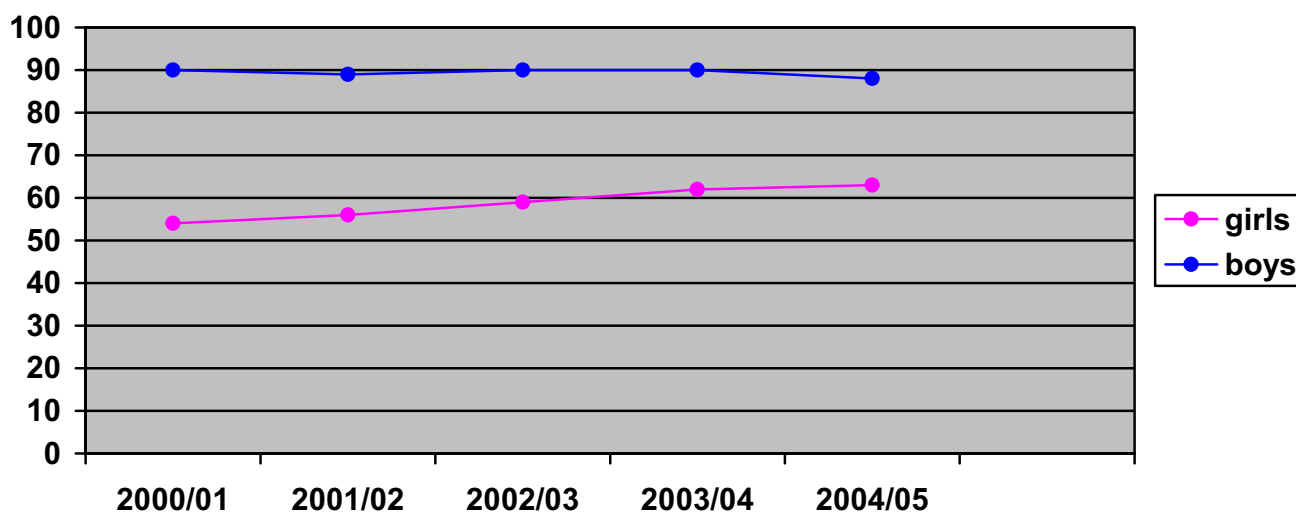
Source: Education Survey 2003-2004

Figure 19
Number of students and teachers by sex, and classrooms at literacy education centers 2003-2004

	Students At Follow-Up level			Students at Basic level			No. of Teachers		Classrooms	
	Total	Female	Male	Total	Female	Male	Female	Male	Female	Male
2001/2002	8855	7677	1178	35516	29110	6406	...	2611	...	2009
2002/2003	14226	12416	1810	78665	65019	13646	3973	930	3763	725
2003/2004	17220	15894	1326	94938	80465	14473	4512	1047	4504	589

Source: Literacy Education centers for 2003-2004

Figure 20
Gross enrolment rate for Basic Education of girls and boys between 2000 and 2005



1.

Source: "Optimizing Budgetary Allocation for Girls' Education in Yemen": UNICEF Draft report 2006

Figure 21
Changes in Indicators for Basic Education between 2000 and 2005

	2000/01	2001/02	2002/03	2003/04	2004/05
Gross Enrolment Rate (percent)					
Basic education	73	73	75	76	76
girls	54	56	59	62	63
boys	90	89	90	90	88
Girl's share in enrolment (percent)	36	37	38	39	40
Private sector share in enrolment (percent)	1.3	1.5	1.7	1.8	2.3
Student-teacher ratio	22.8	24.5	25.7	26.5	26.8
Student-class (section) ratio	29.1	30.5	31.0	31.8	32.0

Source: MOE enrolment/ CSO Census 2004 Population and WB Calculation, as quoted by "Optimizing Budgetary Allocation for Girls' Education in Yemen": UNICEF Draft report 2006

Figures 22 and 23

Year	Total population	Number of illiterates (10 years+)	Illiteracy Percentage
1994	9,456,985	5,294,541	55.99%
2004	13,680,098	6,245,464	45.7%

Table 1 - Total Illiteracy Levels as per 1994 and 2004 Population Census

	Urban			Rural			Total
	Males	Females	Total	Males	Females	Total	
Population	2,090,336	1,675,671	3,643,849	3,956,767	4,087,882	8,044,649	11,688,498
Illiterates	190,369	441,646	632,015	1,043,161	2,543,564	3,566,725	4,198,740
Percentage	9%	26.3%	17.34%	25.85%	62.2%	44.33%	35.9%

Table 2 - illiteracy by area (age group 10-45)

Annex I I

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Organizations/ Persons Met/ Interviewed:

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UNESCO National Committee

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GTZ /Yemen

German Embassy

JICA reProject Officer

Local NGOs

Girls' World Communication Center (GWCC) website

Yemen's Youth Economic Development Initiative (YEDI) website

CHF Website

National Committee on Women

Ministry of Social Development/Yemen

Ministry of Finance/Yemen