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& Culture and Sciences

Education in Republic of Yemen

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Preface:-

The birth of the current system of education and training in Yemen was given in the first of the sixtieths. Yemen, as other developing countries, has endorsed the principles of: Equal rights, justice and equality in ensuring education and training opportunities for all. In result, both the popular interest and the social demand were great into education that led the government, cooperating with the society, to extend constructing the educational institutions to be allowed to children to join and ensure educational and training opportunities. In fact, this extend has not been only horizontal, but vertical too. At present Yemen owns a perfect educational system, which begins from the kindergartens and basic education (BE) through the secondary education (SE) to the higher and university education (HUE), vocational and technical training and institutes for preparation and training teachers.

Yemen efforts, in ensuring educational opportunities, are not limited to children and youth, but they include those who are aged. These efforts are made towards establishing literacy, educating adults and basic training programs to facilitate education and training opportunities for those who could not join the regular education and training system or dropped-out of it.

In 1990, when the unity country was achieved, there were chronic accumulations and difficult situations such as, the high population growth, population dispersing population geographically in small groups and regions of different relief, and the illiteracy outbreak which was then about (64%). Besides the low rate of the (BE) joining (57,6%) especially of females (37,6%) and the increase of dropouts rates of the first classes, in particular, of such educational stage that was approximately over (15%). (The second five-year plan 2001-2005, part 1).

Because of all those difficult situations and to fulfill the constitution goals, the government has paid a lot of attention for the education and training problems through increasing expenses on education and training sector to be (18%) of the general expenses during the period (1990-2000), which lead to expand the capacity of schools, institutes and universities.

The joiners' number of (BE) has increased, for example, from (25%) female of (2,051,049) students in 1990/1991 to (38%) female of (3,765,169) students in 2000/2003. Also the number of students has increased in secondary stage from (15%) female of (134,240) students in 1990/1991 to (29%) female of (549,363) students in 2002/2003.

Although, all those achievements, the goals and aims of education process is still unachievable, and intercepted by structural challenges particularly in seeking to generalize the basic education, remove the kind

variation, the suitability of the education and training specializations with the business field needs and the requirements of development plans and programs.

(The second five-year plan 2001/2005 part 1)

Yemen realizes the education importance in achieving its economical and social development goals, so the educational system is under a comprehensive revision process, that lead to the way of strategic planning of treating the confusions and to face challenges either they are quantitative or qualitative. Yemen set the (BE) development strategy and the National strategy of literacy and adult education. Yemen employs all financial and personnel abilities to implement both of those strategies agreeing with the other national strategies goals such as the National Poverty Reduction Strategy (PRS), the national population strategy, population work plan etc... and the national technical education and vocational training strategy etc... At present, Yemen is preparing the national secondary education strategy and the national higher and university education strategy.

First: Educational situation development level

Introduction:

After forty years of the education and training system birth, there is no doubt that it has been developed clearly in both qualitative and quantitative sides. The number of students had increased and the educational institutions had spread through out the state. The educational and training opportunities become available after the (BE) either in general education or in (HUE), or in technical and vocational training. Also the government preserved in providing the requisites to operate and direct the educational institutions which include teachers, educational and school management, equipment, furniture and educational and studying devices. Likewise, the efforts adopted establishing literacy and adult education and irregular education programs aiming at putting down the illiteracy and ensuring basic training chances for aged. According to the law, the education is a right for all citizens, whom the government guarantees by establishing schools and educational, cultural institutions; the education is obligatory in basic stage. The state supports literacy and expands the technical, vocational education. (Constitution: subject 53)

Illiteracy and literacy rates:

Yemen believes that the illiteracy is one of the main problems, which intercept the social, economical and political development process. The efforts against illiteracy in Yemen began in the first of sixtieths. However, its rate is still high particularly of females. It is expected that Yemen keep suffering from illiteracy. As long as the (BE) cannot include

all children in age of the equivalent educational stage, and it could not, also, improve the educational methods to reduce the dropout phenomenon mainly at the first seminar of the stage (1-6). The statistics indicate to a reduction in illiteracy rate and an improvement in literacy rates. The educational case of those of (15 and more) seems to be as the following:

- 1- Low rate of illiteracy among the total population from (62.73%) in 1994/1995 to (55.70%) in 1999/2000, in other word, it reduced (6.5) points. Therefore, literacy rate increased either of males or females. That means the education rate of adults reaches approximately (44.30%), such rate is lower than the general rate of Arab countries at (15.40) points, as the adult education rate in these countries is about (59.7%), while it is lower than the general rate of countries of low development at (3.80) points, where the rate in such countries is about (48.1%).

Illiteracy rates in 1994/1995 and 1999/2000 relating to sex, rural and urban areas
(15 years and more)

Sex	1994/1995			1999/2000		
	Urban	Rural	Total	Urban	Rural	Total
Male	27.018	49.77	43.10	19.72	42.71	36.00
Female	57.55	90.92	82.79	47.82	84.21	74.11
Total	40.47	70.76	62.73	33.90	64.37	55.70

Source: Central Corps of Statistics - fast results of census, December 1994, March 1996 – National survey of poverty phenomenon.

- 2- Extend the gap between female's illiteracy rate and male's, this gap was about (52.06%) in 1994 and extended to (46,69%) in 1999/2000. (The gap is: female illiteracy rate ÷ male illiteracy rate x 100.

The more the result increases, the more the gap reduces and vice versa), which indicates that the educational development was to the advantage of male more than female. The gap is considered as one of the most extended gaps in the countries group classified (countries of low human development). Where Mauritania, Niger and Burkina Faso only the three countries classified after Yemen (UNDP-2000).

- 3- Although, the illiteracy rate of female reduced from (82.79%) in 1994/1995 to (74.11%) in 1999/2000 at a reduction of (8.68) points, it is still high especially in rural areas. These rates show that female literacy rate got to only (25.89%), and it is lower than the middle East and North Africa rate, which got to (47%) of (15 years and more), at (21.11) points. (UNCEF-2000). That means that a large number of females suffer, and will keep suffering, from this problem because of the progressive accumulation and growth of their numbers especially that the females

rates of joining the (BE) are still low in rural areas in particular, with consideration that population of the rural areas represent three quarters of the Republic population as a whole, and this proves that illiteracy in the way to concentrate largely among females. Consequently, the reality of illiteracy problem, which requires gathering all requisite abilities and energies, appears all the efforts must work together widely to face this problem and reduce its effects on Yemen people future.

4- The modern education and training system impact, which began forty years ago, looks clearly on literacy rates. The educational signs of age classes show that there is retreating in illiteracy rates starting from class (65+) to the smaller and smaller age classes for both males and females, even the illiteracy rates of females are still higher than the male through all different age classes. It is clear there is a concentrate for literacy rates in age classes between (49-45) years and less. And that shows how much the modern education system effects ensuring the education and training opportunities for the population during the last forty years. Although the illiteracy rate of male in the age class of (40-44 years) is about (70.5%), it is reducing to (6.8%) in the age class of (20-24 years). And the same thing occurs among female, the rate reduces from (94.5%) to (60.7%) for the same age classes.

5- In spite of the reduction of the illiteracy rate, there is an increase in the absolute numbers of the illiterates. The statistics show that illiteracy rate between population (15 and more) reduced from (63%) to (56%) in the period (1994/1995 and 1999/2000), but the illiterates absolute number increased from (4550202) in 1994/1995 to reach (5118599) in 1999/2000 thus, to achieve the literacy goal becomes very difficult.

6- According to the latest data 1999/2000, the literacy and illiteracy rates (15 years and more) vary between governorates. The illiteracy rates in seven governorates are lower than the general rate of it (55,7%): Aden (24.2%), Sana'a (27.9%), Hadramout (42.3%), Abyan (46.4%), Lahj (51.6%), Taiz (50.9%) and Aldhale'a (53.6%). As for the rates in the other rest governorates are higher than the general rate, and they reached the maximum in Aljouf (76%), Saada (69.1%), Mahweet (65.6%) and Dhamar (65.1%). The literacy rates differentiation shows that specified number of governorates had profit from the educational development before 1999/2000.

Second: Educational service availability level:

1- Children of the ages before the (BE):

When the regular education stages were being determined, the general law of education (No.45- 1992) began the studying stages with the stage "before the (BE) " (item: 16). The law identified this stage: nursery schools and kindergartens, which include children (3-6) years. Kindergartens aim at inuring child to like knowledge preparing him for the following educational stages and to plant high values and good positive habits; and bringing him up healthy, socially to be cooperative with other children (item: 17). General specialized management has been created as part of the Ministry of education (MoE) structure to care and supervise such educational stage.

Join development of the education before basic:

The number of children who joined kindergartens increased from (9847) in 1990/1991 to reach (14771) in 2000/2003.

Naturally, the current join level of the education before basic stage is low comparing with the number of children in age of (3,4,5) years that represent the main group of this stage joiners. The number of children in this age class, according to the population projections (1994-2031), reaches (1935000) in 2000. If it is compared, for exam, with the total number of joiners, it will represent a slight rate (0.59%).

The development of this stage, or any other educational stage, depends essentially on the official interest degree according to economical, social and educational considerations, which is not available properly for this stage yet, in the other hand, depends on the social demand on the educational stage services, and the social demand on the education before basic institutions services is still limited perhaps for the following reasons:

- 1- Low woman participation rate in the work out house especially in urban areas where it may be a need for services of such institutions.
- 2- The education before basic is not considered as a part of the regular education stairs yet, that means the child can join the following stage even if he does not end this stage, in spite of the law of education (No.45-1992) considered it as one of the regular education stages.
- 3- Many families, even those that its women work out home, are not able to bear the expenses of joining children with this stage institutions that impose such expenses, that verify between public and private institutions. The most modern study about

kindergartens in Sana'a shows that most of them are managed by the private sector with expensive fees that the poor classes of population cannot obtain this important educational services (Sharaf Al-deen 99-945).

- 4- Yemeni families are still characterized by cooperation and solidarity, even the wife who works out house may leave her children upon her relatives or neighbors safely instead of sending them to kindergartens.
- 5- There is no awareness of the kindergartens role importance for child life and for his lore in the following educational stages.

The development features of education before basic:

The development features of education before basic briefly are:

- 1- Oscillation in institutions and join growth from year to year through the period. The oscillation may be brought about by the weakness of the observation and supervision on such institutions, and the limitation of the abilities, which operate them.
It is not rare; some institution works for one year and stops for the next one either the public or private institutions. The general report of the comprehensive educational survey results in 2002/2003, for example, mentions that the total number of kindergartens of the same year was (221), (11%) approximately closed, which is (24), (83%) belongs to private sector and the rest are public.
- 2- Kindergartens concentrate mostly in urban areas, it is natural and expected feature because the demand is available in these areas, however the comprehensive educational survey results mention that there are (4) rural institutions which is (1,76%) of the total number of active institutions in 2002/2003.
- 3- The private investment is growing up to establish and open institutions for this stage particularly in urban areas. Kindergartens increased from (12) in 1990/1991 to (161) in 2002/2003, in spite of that, we have to deal with this feature carefully, it must not be at the expense of the public investment increase in this field for two main reasons:
 - a- Families, which enter their children in public kindergartens, which are of low cost comparing with private kindergartens, definitely cannot improve their children situation by entering them in private kindergartens.
 - b- Private kindergartens are not ensured to last, because they depend on the input of this last, or it is more useful to give up if the input is unsatisfied. Some report that mentioned the

suffocation, which kindergartens are facing, emphasized that to open or close a kindergartens is not governed by rules. (MoE, 1997).

It is worth mentioning here that one of the five-year plan project goals of (MoE) in (2001-2005) **emphasized to interest in education before basic and extending its service field over all governorates through extending the capacity of this kind of education institutions originating a suitable study building designs as low cost as possible for this classes**, insuring personnel and financial requisites to meet this kind of education and encouraging the contribution of private sector investment in this kind of education.

4- Although, the education before basic was included in the regular education stairs and an administrative specialized unit was formed within the (MoE) structure for supervision and observation, the reports and studies show the low level of this stage as result of the low official attention which reflected itself on this stage level development and on the offered services level. The most important of what this stage face as a result of what is mentioned above, may be summarized as follows:

- a- Lack of curriculum approved by (MoE). So, the targets, programs, activities curriculum and equipment are different. The MoE has recently developed a curriculum relating to the kindergartens and is going to spread it soon.
- b- Most kindergartens work at rented buildings and equipments that is contrary to the criteria and characteristics which are made by specialists (sharaf Al-deen 99).
- c- Rarity of the specialized governesses and lack of such specialization in teachers' preparation and training colleges and institutes either the intermediate or university.
- d- Therefore, the educational goals and needs that relate to childhood are not achieved. Although, children ages are different, they are treated as of one class. And there is a default in their evaluation that lead to ignore the individual differences.
- e- Lack of healthy care in kindergartens. Children also lack of good nutrition when being there. (MoE 97. sharaf Al-deen 99:94).

2-Children in age of (BE):

Acceptance and joining basic education development:

Most official attention has been paid to educational sector, since the current education and training system was created, through extending the (BE) institutions. In fact this attention emerges not only from the constitutional and legislative commitment to ensure the education for all and to fulfill the justice, equality and opportunities equivalence principle but as a result of the social demand and popular interest in education, the basic one in particular, and the state appreciating the (BE) from economical, social and cultural concerns either individually or socially.

The acceptance of the first class and the (BE) total join has grown constantly. The number of accepted children reached (676458) in 2002/2003 before that it was (346303) in 1990/1991.

Also the total joining number of students increased from (2051049) in 1990/1991 to (3765169) in 2002/2003. The females' participation rate of acceptance increased from (31.3%) in 1990/1991 to reach (43%) in 2002/2003. The females' participation joining rate increased from (25.23%) in 1990/1991 to reach (38%) in 2002/2003. The acceptance in the first class achieved annual growth average of (4.91%), the attracted thing is that the females' acceptance made an annual growth average at (8.42%) which is more than the males acceptance did, which was (3.21%), with variation of (6.84%). The total joining achieved an annual growth average at (4.53%).

The females' annual average in this growth was (7.89%), while the males were (5.22%) with variation of (2.67%) to the advantage of females. The reason of the annual growth average variation between females and males perhaps returns to the official interest in educating girls. And attempt to treat the reasons behind the low-level of their joining (BE).

In Yemen, the (BE) may be distinguished, between many other countries over the world, by giving the educational opportunities for those who passed the age class that meet the studying stage due to the circumstances of the educational system rising and delay of number of regions specially rural for long time to get the educational service as we find the following:

1- Expansion of the acceptance age:

Although the general law of education (No.45-1992) determined the acceptance age of the first class of the basic stage in (6) years old (item 18), school list that issued by ministerial decision (No.950-1997) stipulated that "Children aged between (6-9) years old are accepted in the first class of the basic stage. It is allowed in the rural areas to rise

the maximum age to (10) years old if the education locations are available (item 44) accordingly, we notice that the expansion of the acceptance age includes both urban and rural areas except rising the maximum age to (10) years that applied in the rural areas only if the education locations are available.

- 2- The interested people who passed the alphabetical literacy program successfully with its two stages, (i) the basic (to acquire the skills of reading writing and mathematics). (ii) the observation (to qualify the learner to reach the sixth class level of the basic stage), those people may join the (BE).
- 3- The current joining represents not only the population of the age class (6-14) years old that meets the studying stage, but includes the joiners who exceeded the age class.

The statistics show a reasonable increase in joiners rates of the age class (6-14) years between 1999/2000 and 2002/2003 as in the table below

	1999/2000	2002/2003	Increase
Male	76.60	82.1	5.5
Female	46.7	50.0	3.3
Total	62.2	66.0	3.8

Source: MoE. Technical Office. General Administration of Statistics & Planning. MoE – National Basic Education Strategy 2003-2015

Students lore evaluation.

In term of revision and evaluation policy for the BE system, Yemen evaluates students lore and participates in number of regional and international evaluations.

Yemen, cooperating with UNICEF and UNESCO, performed and evaluating for students lore in the subjects (Arabic, Mathematics, Science, Life skills) of the fourth and sixth classes of the (BE).

(6156) Students were evaluated (54%) of them were from the fourth class and the rest were from the sixth class. Evaluation was done taking into consideration those of variable species and urbanite situation (urban/rural). Results had been analyzed based on dividing the performance levels into three: Non-mastery level (answering 30% and less of the questions total), partial mastery level (answering 30% to 70% of the questions), complete mastery level for subjects (answering 70% and more of the questions). Students has been distributed to mastery levels of subjects as follows:

Students distribution between the basic subjects mastery

Subjects Mastery level	Fourth class				Sixth class			
	Arb. %	Math. %	Science %	Life skills%	Arb. %	Math. %	Science %	Life skills%
Non-mastery level	29.2	29.5	10.4	10.7	22.4	32.3	31.6	21.5
Partial mastery level	56.8	63.6	76.9	78.9	85.9	58.7	57.9	57.1
Complete mastery level	14.0	6.9	12.6	30,5	18,7	9.0	11.4	21.3

Evaluation attained a number of orders as concern the necessity of curriculum reformation, teacher-training improvement of school environment and to attract community participation. Yemen has not hesitated to participate in the regional and international evaluations. Yemen had participated in applying regional lore exams of: Arabic, Science and Mathematics of the (BE) fourth and ninth classes in (1998), and in (Science, Mathematics) lore exams of the (SE) with cooperation of Arab league in 2000.

Currently, Yemen is participating in (TIMSS) evaluation. Yemen aims from this participation at comparing its students lore level with other states students', from other side, at making changes and improvement for the educational policy due to the national needs.

The national basic education strategy

Yemen realized that the (BE) system such as it is currently is disable to achieve the intended educational goals and aims either from quantitative or qualitative side. In spite of passing forty years of the current education system birth, the BE has not been able to include all children of the same age class yet and to achieve full justice and quality in ensuring educational opportunities. In addition to that, the quality is still low.

Therefore, Yemen made a comprehensive evaluation for all substances and contents of the BE system to lay down a national basic education strategy agreeing with the constitutional and legislative commitment at the education right for all and with what achieve the justice, equality and opportunities equivalence principles.

Yemen strategic planning of the BE development quantitatively and qualitatively does not deviate, besides that, from Dakar Principles and the necessity to achieve the goal of education for all (EFA) at the beginning of 2015.

Yemen strategic view summarized in **“by 2015, Yemen should have a (BE) system which give every Yemeni child in age of (6-14) the (BE) chance of high suitable quality to development needs that enable Yemen to build capable generation provided with knowledge skills and life morals which enable the one to learn and growth personally and socially and make him an active and dynamic member in achieving the economical, social and sustainable development goals”**.

Hence, the strategic goal takes form of **“reformation and development of the (BE) system to be able to ensure good basic education opportunities with high quality equally for every Yemeni child in age of (6-14)”**.

Therefore, Yemen is executing nowadays programs of:

- (BE) reformation and Development.
- Developing and Modernizing (BE) Strategic Performance.

The first programs discuss the major axes_of system improvement which are: teacher, curriculums, guidance, evaluation, participation with society, education finance, girl education, school management, decentralization in the educational management and school building. Simultaneously, the second group of programs aims at developing the strategic performance by: development of quality, development of the internal capacity and finance, development of the education finance and varying its resources and development of propagation and coverage: equality and justice. Perhaps, it is premature to evaluate the execution level of the strategy, but the Yemen government showed true obligation to achieve its goals through gathering financial and personnel capacities to implement its programs and apply the different external financing resources such as: loans, aids and grants towards the contribution in its programs and activities execution finance.

Youth in secondary and university education age class of (15- 17) secondary education (SE):

After Passing the (BE) youth have Chance to join many fields of (SE) technical education and vocational training.

1- General Secondary Education (GSE) :

(SE) aims at giving students who have the (BE) certificate chance to follow up their scientific, artist Knowledge and skills. The

(GSE), scientific or artist, takes three years. The (SE) attracts the majority of the (BE) graduates. The total number of the (SE) joiners form (98%) of the total number of the (SE) joiners as a whole perhaps the youth looking forward university is the reason behind their flocking to the (SE). They look at the (SE) as the only way to the university because the technical and vocational education joiners have no chance to join the higher education. So the (SE) faces constant stresses that effect the acceptance in the universities (Al-Khateeb 96:6).

The GSE grew greatly during the period 1990/1991-2002/2003. The accepted children number of the first class had increased from (57823) in 1990/1991 to reach (212145) in 2002/2003, as the total joining had increased from (134240) students in 1990/1991 to reach (549363) students in 2002/2003. For females, their participation rate of acceptance increased from (15.55%) in 1990/1991 to (27.29%) in 2002/2003 in variation of (11.74) points, as their share rate of joining increased too from (15.38%) to (26.09%) in the same period in variation of (10.71) points. The total joining rates estimated at (33.76%) in 1999/2000 in big variation between males (48.55%) and females (18.12%). The (GSE) was marked by features which are:

A- Students distributed between the rural and urban areas (53%-37.47%) respectively in variation to the advantage of the rural areas. However, there is variation between males and females in distribution while the distribution rates of males and females (63%-37% respectively) in the urban areas. We find the rural students distributed in rates of (83.81%) for males and (16.19%) for female. The majority of female joiners concentrate in urban areas at (68.06%) and the rest in rural areas at (31.94%) in 1999/2000.

B- Joiners' rates of the scientific section varied between the rural and urban areas. While they formed (57.30%) in urban areas, (29.05%) in rural areas, of the total rate of the joiners in the two sections. The majority of the scientific section joiners concentrated in the urban areas in rate of (55.06%), in opposite to (44.93%) in rural areas. For females, rates distribution at the same section, were (62.69%) to the urban areas, (37.69%) to the rural areas in 1999/2000.

Interest of students in the SE (artist section) may be explained as follows:

- Extend term the SE in the rural areas is very limited thus, secondary classes are added as an appendix to the elementary schools from which student graduated from the BE. The MoE determined a certain number (30 students) to

open a SE class in the elementary schools; unless this number is available students should enroll at any close secondary school. Because of distance and the lack of transport means, many graduates of the BE (females in particular) are hindered to go on studying the secondary stage.

- Lack of independent secondary schools in rural areas forces students to choose the artist section after passing the first class of the SE because the lack of teachers and the required equipment to open scientific classes. Besides, students of urban areas like artist section for its easy studying and that is why most of colleges are of theoretical stamp.

Technical Education (TE) and Vocational Training (VT):

Vocational and Technical Training sector has been considered as one of the main four sectors within the Education system. In 1995 a General Authority for Technical and Training has been established and it comes under the Ministry of Labor and Vocation Training.

Within the economical and social rapid change and the technological and globalization development in the present time, the attention for this sector has been increasing and a Ministry has been established for this sector in 2001 and its duties are:

Developing the quality and quantity in Technical and Training sector

Attention to in Vocation and training for Women and people with special need.

Raise awareness and achieved in providing chances for all

To implement this duties coordination with International Organizations and UN Organizations such as UNISCO, ESCOWA to provide technical consultancies in the following fields:

Prepare vocational and training planning

Support small enterprises to enhance and develop work opportunities in selective fields

Provide support for establishing an up-dated data base on education, training and female employment and support and develop Information system in the Ministry of Education and insure the inclusion of the information and the information available in the market labor

Provide technical consultative for developing Yemeni experience in cooperation training and in vocational education in the governorates and review the situation of the Vocational Training Fund and capacity building

The procedural of education in vocational and training has been developed in the perception of programs and plans of the Government and it is as follows:

Strategic perception (2001-2025)

The Second Five Year Plan (2001-2025)

National Poverty Eradication Strategy

The implementation program, that has been approved by the State, to enhance the capacity of the basic and high school out-put to %15 by establishing a vocational training and technology institute distributed throughout various governorates.

The National Vocational and Training Education Strategy:

The continuous Government's efforts along with the support provided by the World Bank and the European Delegation, the Strategy has been prepared for the ten coming years and was approved by the Cabinet in 2004, it consists of the following four themes:

The ability to absorb and equal opportunities

Connection of Labor Market and participation of commercial sectors

Capacity building

Develop the institutions' capacity building

The (TE) and (VT) are organized in three branch systems which are:

1- The regular education and training which includes:

A) Vocational training of two years level:

(VT) of two years level is a specialized education prepares workers to the skilled level class (The vocational institutes of two years level certificate) which takes two years after the (BE) (the graduate acquires a sit of skills about a complete part of the career theoretically and practically). Those who have this certificate are able to join and go on their studying in the vocational, industrial institutes (3-year level) for who have the required criteria to keep studying. Learners of this level are taken care by the (VT) institutes of the industrial field. The BE graduates are allowed to join the (VT) institutes or the vocational industrial institute (2-years level) in one of the specializations: Electricity, Electronics, Mechanics, Carpentry and Building.

B) Vocational training of three years level:

(VT) of 3-year level is a specialized education prepares workers to the professional level class (the vocational institutes of 3-year level) which take three years after the (BE) or one year after the (VT) 2-year level (graduate acquires full skills in certain career). This institutes graduates granted certificates of (professional) level and be taken care by the vocational institute with educating and training one of the available

specializations: Civil Engineering, Electricity, Electronics, Mechanics, Beautiful arts, Carpentry, Building, Marine, Commerce, Agriculture, Veterinary.

C) The Technical Education (TE):

The (TE) is a specialized education prepares workers to the technical level class which is defined by the vocational classification and specialty (The technical institutes certificate or equal) which takes two years after the (SE) or the vocational industrial institutes three years level certificate or equal (technical education graduate acquires, scientific skills and an ability to transfer the specialists thoughts to workers of the lower career level). These institute graduates granted a certificate of (technician) and be taken care by the technical institutes with one of the available specialization: Internal design, Building, Electricity, Electronics, Mechanics, Marine, Hotel, commerce, agriculture.

2- The parallel Education:

The parallel education is an educational training system that is equal to the regular education level and its requirements, but it defers in teaching pattern and the materials rate, which are out of specialization. In this educational system, the regular program is divided into different courses (programs) vary in number from career to another due to the vocational practice in business field and its requirements. Therefore the regular systems were divided into correspondent education programs in which student enroll starting from the foundation program, then the next subsequently until they end. Then, if student has command of the correspondent education that takes the same period and contents of the regular training system 2 or 3 years after the basic stage, he reaches (skilled) level or (professional) level which is equal to the regular programs technically and practically. As to the diploma certificate, if the applicant has the BE certificate and vocational level certificate, he will be allowed to enter the tests of the cultural and basic materials and if he passes them successfully, will obtain a certificate similar to that of the regular program (2-year level or 3-year level).

The correspondent education has been endorsed as an educational system allowed in the MoE institutions on trial starting from the educational year 2002/2003 during the evening period to contain. The big flow of students into the institutions of the (TE) and (VT) and to implement the executive programme of the MoE to raise the capacity of General Education graduates at (15%).

3-The Continual Education:

The continual education (short course) is considered as firm parts of the (TE) and the (VT), which promote and develop the general, acquired career knowledge to keep up with the technological development age

situation and business field requirements. The continual education aims at yielding other career skills and capacities, and also at developing workers socially and vocationally. It is executed by the public and private institutions, business and production location or both, or the national vocational associations and the public organization.

Continual Education Programs divided into:

- Programs which correspond the national endorsed career levels that are subjected to the conditions, characteristics and criteria that relating to the training programs, tests and certificates stipulated by the law of (TE) and (VT).
- Programs that meet needs specified according to demand. The continual education targets business field workers, education-less people and those who interested in improving their career level or renewing and developing knowledge and information to keep up with the technological development or acquiring a new career skills.

The number of enrolled student in the (TE) and (VT) had increased from (7052) in 1999 to reach (13220) in 2003/2004. Females participation rate has risen too, from (4.85%) to reach (6.9%) in the same period.

**Enrolled student in the (TE)
and (VT) programs 2003/2004**

Level	Male	Female	Total
Technical institutes	2632	426	3058
(VT) 3 year	2841	464	3304
(VT) 2 year	6039	27	6066
Correspondent education	792	-	792
Total	12303	917	13220

Source: The Ministry of the Technical Education and Vocational Training (MTEVT) 2003

The development of the (TE) and (VT) marked by:

a) Decrease of joining opportunities for females:

The social factors seem to play a role in lack of females share of joining this kind of education. Perhaps, females themselves feel that the joining in these institutions is not suitable for their nature except the hygienic education and training. As in return, there are no institutions or centers for the (VT) relating to females by which female avoid the mixture the strong prevent to females who are interested in join such institutions. However, the females share rate of the total join rose from (4.85%) in 1998 to (6.9%) in 2003/2004.

B) Limitation of capacity:

Students crowds are apparently no longer a hindrance to the (TE) and (VT) to develop, of 3-year in particular the comparison between the capacity and the joining total of the technical education institution 3-year in 2001/2002 uncovers that such institutions accept students over their capacities. It is worth mentioning that the (VT) centers is free from this phenomenon. Therefore, extend of the technical education and training institutions is still needed.

C) Limitation of graduates work opportunities:

A study preformed by the German Project for consultative services (GTZ) in 1992 found that the majority of graduates work for the public sector, and a few of them established own workshops or work for the private sector and half of graduates approximately are working out of their specialization. The private sector little participation is the reason of declining the external capability of the (TE) and (VT) “The private sector participation is important to finance training and developing the engagement between training and working then, to rise the external capability of the ((TE) and (VT). After evaluating the relationship between the education system and employment, the study (GTZ) concluded that the technical secondary education in its three forms (technical, agricultural, commercial) is of great benefit which is that this kind of education opens no way to the university as the GSE does. However, the (TE) graduates of (industrial, agricultural) represent burden on the official employment system (public) shoulder. As for employment opportunities in business field, they are little because the qualification quality and level are not compatible with the business needs, so to employ graduates of the vocational secondary education is a problem which is expected to rise in the future after the public employment system becomes full (GTZ, 1986-1992). The labor force survey of (1999) indicated that there was unemployment among the qualified graduates of the (VT) centers and of higher level in rate of (22.1%) of the unemployed total (Central Corps of Statistics/Ministry of Work 2000).

4- The Higher and University Education (HUE):

The (HUE) originated in the beginning of seventeenth when Sana’a and Aden universities had been established with opening some colleges. The (HUE) marked during the nineteenth decade of the last century by:

- Horizontal extend of the Yemeni Public universities number to be seven.
- Interest of the private sector in the investment in the (HUE) to be there about eight private institutions of the (HUE) .

- Interest in construction of the intermediate colleges (two years after the secondary stage) and community colleges to receive the numerous numbers of the general secondary graduates.
- Issue of the legislative basis of the (UE) by the law (No.8-1995) in respect of Yemen universities which defined the (UE) targets and its academic criteria and internal regulations.
- Establishment of the Ministry of Higher Education and Scientific Research (MHESR), and the High Council of Universities for Planning and supervision on the, University Education.

The (UE) grew between the period (1994/1995-2002/2003), since the number of students increased from (90826) in 1994/1995 to reach (182,445) in 2002/2003, in variation of (91619) students.

The development of the (UE) marked by:

- 1- Continuation of females participation low rate:
A modern study of the World Bank shows that the joining total rate reached (8,0%) in 2000, which is higher than the countries of low income, however it is close to the other Arab countries (The World Bank, 2001,3). Females participation rate rose to reach (26%) of the joining total in 2002/2003, in variation of (10) points between the period (2002/2003).
- 2- Limitation of private universities participation:
In spite of, the extend in opening up private universities their participation in the joining total of the (UE) is still limited moderately as the joining rate in such universities reached (8,67%) of the joining total in 1999/2000 due to the recentness of such universities births, lack of many families financial ability to enroll their sons and daughters in these universities, lack confidence in education quality of such universities since their graduates are not tried widely and decline of the public appreciation for the (HE) because many graduates remain with no good paid employments or jobs which meets the private universities fees.
- 3- Lack of public acceptance policy: students are accepted according to the marks which they got in the general secondary exams in consideration of the ratios which every university determine for acceptance since every university sets acceptance policies isolated from the other universities (8:98 Motahar).
This problem may be solved after forming the High Council of Universities. The Council issued lately a decision that the universities should not accept students except those of (70% and higher) in 2000/01.
- 4- Unbalance in joining between humanities and applied sciences:

The join in the (UE) is classified as follows, the joiners in the humanities colleges and the joiners in the applied sciences colleges. The statistics show the rates distribution of the joining in the public universities in 2002/2003 as follows:

The number of the public universities joiners in humanities and applied sciences specializations and the rate of the female participation 2002/2003.

	male		Female		Total		Participation
Humanities	106204	78.1	32471	69.8	138675	76	23.4
Applied Sciences	29746	21.9	14024	30.2	43770	24.0	32.0
Total	135950	100	46495	100	183445	100	25.5

Source: The High Council of Education Planning, the indexes of the public universities in 2002/2003 secretary-general office.

Perhaps, such unbalance in the specializations due to two main reasons: first, lack of acceptance planning in the universities to bring the balance about agreeing with business field; second, more important, students prefer joining the artist sections of the secondary stage that makes stresses on the artist colleges and humanities. For those reasons, planning to rise the joining in the scientific and applied faculties must start from the secondary education stage.

5- The unbalance between the universities graduates and the business field:

The strong stress on the (UE) was resulted by the emption of the majority of the students to get university certificates; and because of that they prefer joining the general secondary education by which they impark on their road to the (UE). In return of that, policy of the open door of acceptance encourage to this direction with regardless of the needs and directions of business field and the development requirements in general. This situation tern back to the country intent to spread the (UE) by ensuring opportunities for nationals to join the universities, besides, it is free of charge. This intent gave rise to the numbers of those of university qualifications so much that exceed the business field needs and cannot meet all development needs.

This situation resulted by the extend in some specializations at the humanity and social sciences and lack of the coordination between the labor force planning and the educational planning, which lead in its turn to lack of homogeneity between the (UE) graduates and business field needs (Al-Mekhlafi 27:25)

The final report of labor force survey shows that the number of the unemployed who have universities certificate and higher is (1917) in rate at (4.1%) of the unemployed total; among this level there are (81.6%) unemployed concentrate in the specialization: humanities and social sciences, (5.1%) in the applied and geometric sciences and (39%) in medical and medicinal sciences and (2.2%) in the applied and agricultural sciences. The rest rates distributed between the pure sciences and applied and breeding sciences (Central Corps of Statistic/the Ministry of Work 2000).

Therefore, we cannot say that the external capability of the (UE) system (which means the ability of graduates to work) is lower than the needed level, but worse.

Third: The general expenditure on education by following up the general volume of expenditure on the education services and affairs during the period (1990/2003), directions and features can be deduced as follows:

- a) The continual growth of the general expenditure on the education services and affairs during the period (1990-2003) even with rates varied from year to year. This expenditure growth determined an annual average at (27,5%) which was higher than the annual growth average of the governmental expenditure at (0,4) points. It is worth mentioning here that when the governmental expenditure and the national production total retreat, as what happened in 1998 when the governmental expenditure and the national production total determined a negative growth rate at (2.00%), (4.44%) respectively, the general expenditure on the education services and affairs keeps growing; but, in return when the governmental expenditure and the total of national production grow considerably, simultaneously, the general expenditure on the education services and affairs grow at the same rate; that nationally reflects that Yemen strongly committed to supporting education.
- b) The general expenditure on the education services and affairs in Yemen, apparently does not fall in line with

international rates recommended by (UNESCO) and the international conferences to be the rate that guides countries in their expending on education, which is (14-17%) of the general budget and (4-5%) of the national production total (Morsi: 98), but exceeds such guiding rates. Since the average of the general expenditure rates on the education services and affairs reached about (19%) of the governmental expenditure, as well as, the average of this expenditure rates of the national production total reached approximately (6%) during the period (1990-2003). The education share of the governmental expenditure in Yemen is considered as on of the highest rates of the countries classified as “low human development countries”; the highest rate of this expenditure achieved in Senegal at (33.1%) in (1995-1997); and the lowest rate achieved in Zambia at (7.1%). As for the education share of the national production total, Yemen was the highest between those countries group, which exceeded the average of the education share of the national production total in the Arab countries that reached (5.4%) (UNDP-2000).

- c) Though, the general education possessed the highest rate of the general expenditure on the education services and affairs during the period (1990-2003), since the average of rates, that the general education got, reached (85.39%) that is considered as one of the highest rates which the general education got among countries classified as “low human development countries” since the highest rate achieved in Bangladesh at (88.6%), and the lowest one achieved in Zambia at (59.8%) (UNDP-2000), it is noticeable that the rate of what the general education got of the general expenditure total on the general education services and affairs during the second half of the period since this rate has not reached in any of the last years, to the same rates level in the first years of the period, perhaps, due to the increase of interesting in the (HUE). There are new public universities and three community colleges were opened up also, Yemen is paying a lot of attention to the (TE) and (VT) as it originated an independent ministry to supervise and care of this kind of education.

The share average of the education sector contents of the general expenditure on the education services and affairs during the period (2000-2003).

Content	1990/1996	1997/2003	1990/2003
General	88.87	81.99	85.39
Higher and university	10.32	14.88	12.60
Technical and vocational	0.78	2.02	1.57
Others	0.03	1.11	0.44

Source: the averages calculated according to the base of the final accounts figures. Ministry of Finance + Statistics report of the government finance (No.11 April 2003).

Epilogue:

The progress that Yemen made in building its educational system is considered as a perceptible achievement comparing with the low start-point from which Yemen began forty years ago and the economical, social and cultural circumstances in which this achievement arose. Such circumstances and variables seem to keep affecting the level of educational system development and present major challenges to its development and passing its difficulties. Such challenges may be determined as follows:

1- The demographic challenges:

The population growth rate reaches (3,5) and that redoubles the population every twenty years. Most of populations concentrate under (15) years old, which naturally limit the ability of the educational system to contain new children, in spite of the necessity to include children out of school too. Population distributed into groups large in number. Villages' total number is (37,516) and the domiciles and quarters number is about (68,816). This situation has an influence not only on the difficulty of ensuring social service, like the education, but also on the (BE) quality; as the educational authorities forced to sanction the schools of multi-stages in such groups; with lack of trained teaching staff for such school has bad influence on the education quality; besides the influence of the population dispersal on continuation of some student their studying after passing such schools that they often must move to higher school far from their houses that hinders them to keep on their (BE), females in particular.

Perhaps the most important reflection of the demographic challenge is the largeness of Yemeni family volume since most Yemeni families consist of (4) or more members, reaches (10) members, and that has influence on the joining in schools which is that families are disable to join all their children in schools, so they are forced to not join females or to join some children in schools then with draw them in some stage to join others and such.

The state rely on education to exceed the demographic challenge, therefore the development and improvement of education represents a fundamental element to the national strategy of population and population work policy.

2- The economical Challenges:

Perhaps it is superfluous to say that unifying two countries to be one has an influence on the expenditure level of the new country in the natural situations but, if the country faces exceptional circumstances right after rising the economical difficulties will be more difficult to overcome.

Right after the new country rising, the second Gulf war flared-up and as a result of it (800,000) Yemenis come back from Gulf States and KSA that caused a reduction in emigrants transfer considerably. Those returnees joined the wave of immigrants coming from Africa (the African horn) to create together, strong stresses on the local goods and services. And the loans, grants and aids, which Yemen had been given, were shrunk so much. One of the motives of forming the new country was to merge the organs of the government of the two divided countries to be one for the unified Yemen that in return, created inflation in workers numbers that work in both civil and military corps. This inflation exceeded the government needs and abilities, and generated financial burden that the government must face by a flowing and large expenditure to pay the charges and salaries and finance the basic structures sacrificing the economical growth and development process needs. The new country also forced to face a separatism movement in a war flared-up in 1994. Cost much financially not only in the destruction that it caused but in rebuilding after the war too.

The influence of such situation on the education represented in the disability of country to ensure extra-funds for education because increasing stresses on the general budget; in spite of its declaration of commitment on education through applying a big rate of the general budget towards education, and that under a strong competition of other sectors.

The economical challenge represented not only in the restrict of the country ability to more expenditure on the education but in the retreating of family ability to expend on the education too. The results of the labor force survey (1999) shows that “lack of family ability to bear the education expenses” is an important factor in lack of children join in schools. The general report of family budget survey in 1998 shows that the importance of the expenditure rate on education and culture remained at level of (0.7%) between the period (1992-1997); however, this importance increased in urban areas from (0.9%) in 1992 to reach (1.3%)

in 1998 and it retreated in rural areas from (0.6%) to (0.5%) in the same period. While the importance of the expenditure rate on the health-care services increased in the level of rural and urban areas and the total.

The new country has adopted a program for the economical, financial and administrative reformation and set the national strategy of reduction of poverty in which the education represents a major element.

3- The social cultural challenge.

The social/cultural factors influence on the education represented basically in the public stand on girl education and the woman role in the society; also those factors have an influence on the individuals position on family planning that reflects itself on the direction to forming families of large number; and it effects efforts that made to beat the demographic challenge. The country seeks to encourage girls to join education through building schools of requisite requirement in which they can keep on. The country also set the national strategy of woman, which emphasizes increasing her participation in the economical, social and political development.

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Abbreviations:

(BE)	Basic Education.
(SE)	Secondary Education.
(HUE)	Higher & University Education.
(MoE)	Ministry of Education.
(EfA)	Education for All.
(GSE)	General Secondary Education.
(TE)	Technical Education.
(VT)	Vocational Training.
(MTEVT)	Ministry of Technical Education & Vocational Training.
(MHESR)	Ministry of Higher Education and Scientific Research.
(HE)	Higher Education.
(UE)	University Education.