



Republic of Yemen
Ministry of Education

The Development of Education IN THE REPUBLIC OF YEMEN

(THE NATIONAL REPORT)

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Introduction

We are lucky that the International Conference for Education happened to be conducted by the end of the first half of implementing the National Basic Education Development Strategy 2003-2015 in the Republic of Yemen.

Yemen was able to mobilize its national efforts and the support of its brotherly and friendly countries to achieve a remarkable progress in enrolling children in Basic Education, increasing the enrollment rates, narrowing the gap between male and female, intensifying in-service training for teachers and improving the different inputs of the education process.

The approval of the National Basic Education Development Strategy and launching its implementation was just a first indication for re-arranging the status of the education and training sector, identifying its goals, encompassing its priorities and drawing up its policies. Then it was followed by the approval of the National Vocational Training and Technical Education Development Strategy then the National Secondary Education Development Strategy and finally the approval of the National Strategy of Higher Education.

The Yemeni approach towards developing the training and education system is actually within the general frame of the scenario which Yemen lives in since the re-unification of Yemen in May 1990. Yemen lives in an economical, social, cultural and political developing rise. It was able of stabilizing its national unity, establishing its political system based on democracy and multi-parties, peaceful alternation of authority, respecting human rights, implementing a package of economical, financial and manageable reforms , rooting a group of social values such as justice and equity, providing equal opportunities and enhancing women participation in the economical and political development.

As I present this National Report for the development of education in the Republic of Yemen, I ensure that the education and training system are still in need of increased efforts and resources for development in its both quantitative and qualitative sides, and mobilizing more national efforts and support from our brothers and friends to expand the provision of education services to all children, adults and youth with a quality that enables them to effectively participate in serving their country and themselves.

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12/10/2008

First: Goals and Policies

1.1 Background: There is no doubt that the education in the Republic of Yemen is based on a clear and well-established constitutional and legal base. The constitution at the beginning has secured equal opportunities for all citizens politically, economically, socially and culturally. The government secures, according to the law, the education as a right for all citizens by constructing different schools and cultural and educational institutes with the decision of compulsory basic education and paying more attention to illiteracy eradication, and expanding in the vocational and technical education .The government should also pay special attention to youth and protect them from deviation and provide for them religious ,mental and physical education , set up for them suitable circumstances by developing their abilities in all fields.

All this, is because of the constitution of the Republic of Yemen which looks at health and social services as essential corners for building and improving the society. The society with the government should contribute to provide that. (The Constitution : articles 24, 34, 53).

The general law for education 1992 identifies, the general principles and foundations for education in the Republic of Yemen, religiously, nationally and educationally.

The General Law of Education

The law considers education as a human right and the government secures and facilitates it to all its citizens. According to the law, education is a human and development investment for the long run. So, enough and adequate schools should be established to absorb all students and provided with libraries and all scientific equipment. For the long term it is a human investment. Adequate number of schools is constructed in Yemen and all their educational conditions are completed for the different grades.

According to the law, schools. The government works hard to achieve social justice, equal opportunities in education and takes care of the social and economic circumstances which stand as an obstacle in front of some families especially their right in education.

Education systems are divided into two main branches according to the law:

1. For and education: It contains all stages, starting from pre-school and ending with higher education and university passing through general secondary education, technical education and vocational training.

2. Non-for mal Education: It cares for providing education and training opportunities for adult and young citizens who did not get enough formal education or dropped out of schools (the previous reference).

In addition to the national legislation axis, Yemen has endorsed the international declaration on Education for All, which was issued in Gomitain-Thailand in 1990, also in Dakar's framework for 2002.

2.1 Yemen strategic vision 2025:

The general Strategic Vision

The strategic vision aims during the coming 25 years [2000-2025] at improving the level of human development so that Yemen becomes one of the medium development countries with raising the living level of the society and individuals and guarantees a respectable life for them. To achieve that goal it requires improving the status of democracy, health, illiteracy eradication and raising enrollment in basic education especially among females, in addition to that, raising the per capita income of individuals to the level of medium per capita income which is connected to verifying the resource of local production generation instead of depending totally on oil reproduction and natural gas through identifying growth resources and the promising sectors and creating job opportunities and achieving a strong push in export, so the formulation of the strategic Yemen vision 2025 is to:

To transfer Yemen into the medium human development countries group with an economical variety, social, cultural, knowledgeable and political development. [Second five-year plan for economics and social development 2001-2005, part1 p.57].

The strategic vision identifies the approaches and goals in the social domain -education- as follow:

The Vision in the social domain

- Illiteracy combating to be reduced to less than 10% by 2025.
- Achieving education for all and universalize and guarantee Girl's education, especially in rural areas and narrowing in the gap between female and male through applying the principles of obligatory basic education and raising the awareness on the importance of girl education, and raising the capacity of girls' schools and preventing drop outs.
- Make a whole alteration in the education system in terms of structure and curriculum to be able to be in line with science and technology and development of need. [The previous reference p. 71-72].

It may be useful to mention the strategic vision trends and goal in the science of domain and technology which have been identified, transferring the primitives of the Yemeni technology and scientific set into a national system for creativity according to the following perspective:

- Set a national strategy for science and technology.
- Give special importance for raising training and education and expanding its basis and developing its fields.
- Raise the response of university education for the requirements of the society, and be in line with development in the fields of human and practical science, and the era change challenges. The strategic vision is looking forward to guarantee the linkage of higher education with the society. So the newly graduated person changes from someone who is looking for a job into someone creating a job opportunity.
- Increase the number of centers and institutions of scientific research and development, and spend money on it, support it, activate its role, enhance coordination among them and link them to the different productive and services sectors in order to be one of the effective

compositions in the national system for creativity. As well as encourage carrying out studies and scientific researches in universities and include the requirements of higher education degrees.

3.1 The strategies of education and training system

The education and training system in the Republic of Yemen works according to a set of sector strategies which identify quantitative and qualitative goals for each sub sector.

The government has endorsed the national strategy of illiteracy eradication and adult education [1998] which aims at eradicating illiteracy for ages 10-45 years old, which were estimated at that time by 4.867.450 illiterates from both sexes , in addition to the new illiterate people who are expected to accumulate during the implementation of the strategy , either those who drop out from the centers of illiteracy eradication or those who drop out from basic education.

The work in the programs of illiteracy eradication and adult education focuses on the following implementation policies:

**The
National
Strategy of
Illiteracy
Eradication
and Adult
Education**

- Ensure on education obligation and block up the fountainheads of illiteracy.
 - Provide illiteracy eradication and adult education through opening new centers in the populated areas in urban and rural areas.
 - Encourage the enrollment of illiteracy eradication and adult education programs and raise the number of those who have registered in both urban and rural areas especially women through presenting food incentives and other things.
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- Develop illiteracy eradication and adult education in both functional and alphabetical dimensions and implement training and refreshing programs for the staff in the training and teaching field.
 - Verifying and updating basic training programs and those fore females enable them acquire the technical knowledge and life skills which help rural women to be integrated in the labor market and depend on themselves, especially poor women.
 - Participation of the local councils, NGOs and local communities in opening illiteracy eradication and adult education classes, also activating the different media role to raise the awareness of the risks behind illiteracy.
 - Implement illiteracy eradication programs for affiliated people in their association by the government civil and non civil bodies.
 - Provide teachers and trainers, especially women to meet the shortage and improve their income level.
 - Enhance the mechanism of coordination with the MoE to limit the drop out phenomena [third five-year plan].

The government has endorsed the National Basic Education Development Strategy [2003] which aims at reforming and developing basic education system to be able to provide

**The National
Strategy of
Basic
Education
Development**

equal basic education opportunities with high quality for each Yemeni student in the age of [6-14]. In the quantity side the strategy's ambition is to provide basic education for 95% of Yemeni children in the age of [6-14] years old, and decrease the gap between males and females and urban and rural by the year 2015.

So the programs and activities of the strategy focus on the following:

- Develop the level of coverage with the aim of providing basic education for [95%] of the age category 6-14, decrease the gap between males and females, urban, rural and the marginalized categories, by increasing the enrollment of children of special needs in a way that can make us concentrate on the special status of special needs children and deprived children. Also paying special attention to the curriculums of children of special needs, and distributing education resources between governorates and districts to which guarantee education dissemination according to the criteria which fulfils equity.

- Develop the quality of basic education and make students and teachers as the focal points of the education system and the society, by improving the performance of basic education teachers, raise the level of qualifying and competency of school administration, develop curricula for basic education stage, eliminate the crowdedness of classrooms and provide school furniture, activate communication channels between education institutions and society, encourage private sectors in expanding in pre-school education system in all areas. Make a qualitative development in the roles and methodologies of educational guidance in order to become a leader and supervision for the targeted changing process and re-structuring the budget to activate the qualitative sides.

- Improve the efficiency of education and decentralized education by strengthening and supporting the technical and institutional structure in the governorates and districts education offices, improve and support the legal structure for community participation in education, raise the awareness level about the importance of this participation for all concerned sides, decrease education waste by redistributing the labor force which do not work or work partly. Increase the fund of basic education and verify its sources, and decrease the education waste which is a result of reparation and drop out.

Medium-Term Results Framework 2006-2010 (MTRF) is ambitions to achieving the goals of the strategy through reaching to the following results:

1. Increase the total enrollment rate from 77% to 90%.
2. Decrease the enrollment gap between males and females from 25 points to 11 points.
3. Decrease the illiteracy percentage from 47% to less than 30% with basically targeting females.
4. Measure the education achievement for all subjects of grades 1-9 stipulating that the study's result of the students' achievement which has been prepared by the Education Development Research Center is to be the basic year for this comparison.
5. MoE leads the implementation of the National Basic Education Strategy Development Strategy, and builds a framework to manage the sector and coordinate between all

partners, and reorganize the structure with the required skills for effective implementation of the strategies, policies and programs

The Yemeni government has approved the National Secondary Education Strategy [2006] which is seeking to empower Yemen of possessing general secondary education features

**The National
Strategy of
Secondary
Education
development**

with justice and equity in providing education opportunities and quality education, and domain verification which enables graduates to continue their higher education or join the life of work. The strategy also aims at providing general secondary education for the outcomes of basic education, which fulfills justice and equity in the enrollment and quality education and verification in domains to reach to the graduation rate which is estimated by [56%] by the year 2015.

To achieve the general goal, the strategy focuses on:

1. Expand and spread through:

- Update school mapping survey and guarantee covering all the governorates in the Republic.
- Implement general awareness campaigns, especially on girls' education in the targeted areas which will be selected according to the school mapping survey's results.
- Build new schools and expand and maintain the existing ones, provide furniture and suitable facilities taking into consideration the needs of students of special needs.
- Provide incentives to increase enrollment and female retention in schools especially in rural areas.
- Develop and implement interventions which aims at decreasing repetition and drop out rates.
- Encourage private sector to invest in the general secondary education.

2. Improve the quality level of the general secondary education through:

- Reconsider the current verification of the general secondary education by benefiting from the regional and international experience, which leads the harmonization with the needs of students and enable them to join in the life of work.
- Develop and pilot new school curricula which translate the skills, competencies and knowledge which is required to be acquired.
- Develop in-service training programs for teachers which suitable to the new curricula and approved a the verification of the general secondary education.
- Develop pre-service training programs for training teachers which suitable the new curricula and approved verification of the general secondary education.
- Develop a system to evaluate educational achievements suitable to the new curricula and approved verification for the general secondary education.

3- Strengthen institutional capacity and improve the general secondary education system efficiency at all levels [MoE, governorates ,districts and society] through:

Strengthen education information system.

- Establish school environment which enables school administration to be improved at all levels.

- Implement a program for giving authorities to the lowest levels of decision making and guarantee transparency.
- Develop interventions to improve efficiency.

The five-year plan 2006-2010 emphasized the following policies and procedures concerning general education.

- Restructure general education institutions and develop its capacities.
- Expand general education through updating school mapping, and building new schools and rehabilitating the exciting schools, and constructing annexed classes in the exciting schools.
- Add the schools educational utilities.
- Split co-education schools in the school building in the light of criteria which cares for privacy and the size of each stage.
- Encourage private sectors to expand kindergarten and basic and secondary education.
- Develop the general education, and raise its internal efficiency and set up controls quality its outcomes and its alignment with the polices, the general goals and the objectives of the education process.
- Verify secondary educations tracks which enable its outcomes to harmonize with the standards of acceptance in technical and university education.
- Improve the performance of teachers and paying attention to qualifying and training programs and expands them horizontally and vertically, especially for those who have secondary education as a respond to quantitative and qualitative needs for the education career.
- Increase the number of female teachers in rural areas, and encourage girls who have graduated from the faculties of education to work in rural areas with providing a collective accommodation for them in the areas where schools are far away from their houses.
- Review the performance of supervision, and enhance, improve the mechanism and methods of evaluating teachers' performance and students' achievements.
- Enhance financial and management decentralization in the frame of transparency and accountability.
- Separate basic education budget from secondary and re-distribute financial resources between governorates and districts according to the subjective standard.
- Ensure operation al and maintenance, and set up a complete set for maintaining and renovating schools.
- Exempt children of poor families form paying school fees, especially girls and provide school materials free of charge for them and expand school nutrition projects in rural areas.
- Link the subsidies of social fund care for the poor families by registering their children in basic education and guarantee their retention.
- Spread general awareness about the importance of education in general and girl education in particular, and activate the role of fathers' and mothers' councils.
- Include modern concepts about population education, environment, human rights and democracy in the education curriculum.

- Expand introducing computer labs. to town schools and develop its software, and start teaching English from grade 4.
- Complete establishing the education channel and expand its broadcasting scope.

The National Strategy of Vocational Training and Technical Education

The National Vocational Training and Technical Education Strategy is looking forward to achieving a balance between both secondary and university education from one side and vocational training and technical education from the other side, and promote the programs and curricula of vocational training and technical education and improve its effectiveness and raise its efficiency.

This strategy cares about fulfilling the following goals:

1. Achieve a proportional balance between the general secondary education from one side and vocational training and technical education from the other side through increasing the capacity of vocational training and technical education to 7% from the total enrollment of secondary education by the year 2010.
2. Expand vertically and horizontally vocational training and technical education, and increase the number of centers and institutes and community colleges to 145 institutions by 2010.

To achieve these goals, the there after policies would be followed:

- Enhance institutional and organizational capacities for the sector of vocational training and technical education, and restructure it to respond to the training needs for the business sector and society.
- Expand colleges vocational and technical institutes and community and re-habilitate the existing ones.
- Encourage the private sector to contribute in establishing and equipping the qualitative institutes.
- Expand partnership among the sectors of training, labor and production to harmonize between training opportunities and operation requirements.
- Continue the development of the curricula of vocational training and technical education to be in line with the scientific and technology development, and verify the technical experience with basic competencies and general skills, and open convenient paths with the labor market needs, including information technology systems. It is also necessary to provide spare parts which are used in training.
- Establish qualitative institutes and domains which are suitable for women, and encourage female enrolment in the vocational training and technical education.
- Establish especial vocational training institutes to make those who live in rural areas acquire skills which enable them to join the labor market.
- Prepare a directed program for unemployed people and transfer training programs to absorb labor force surplus by treating shortages in some careers especially equipment maintenance and equipping workshops.

- Expand cooperative education system to improve the performance of the staff and make it easy to accept poor people, and integrate people of special needs in the programs of vocational training and technical education.
- Promote career level and scientific capacities for training cadre through specialized programs, and coordinate with universities to qualify teachers and trainers of vocational training education, and start domains which prepare cadres for teaching in vocational training and technical education institutes and centers, in addition to that, sending the distinguished ones to update their knowledge, and use suitable incentives to attract qualified cadres.
- Paying attention to the professional, educational, guidance and awareness programs and improve social perspective towards vocational training and technical education.
- Integrate population and environment concepts in the curricula of vocational training and technical education.
- Use of education channel in disseminating technical education and vocational training and its culture.
- Activate the role of vocational training and technology fund, and verify the resources of funding, and enhance the trend of beneficiaries' participation in costing.
- Motivate private sectors to fund training those who are seeking for jobs and let them acquire skills which expand their opportunities to find a job.
- Provide consultancy services, and marketing practical training production, and get the benefit from the trainees to make art works for private sector, with organizing the revenues and improving expenditure efficiency.
- Facilitate getting easy loans for those who have graduated from vocational training and technical education to make small projects.

The National Strategy of Higher Education

The National Strategy of Higher education [2006] aims at creating a system for higher education features with quality and vast participation, and the multiple paths in both horizontally and vertically which secures verification and which is characterized by efficiency and presents qualitative programs, and fulfills quality in education, research and community service for a better quality of life.

The Strategy also has an ambition to expand the acceptance for students in universities and higher education institutions from the age of [19-23] to the rate of 35% by the year of 2025.

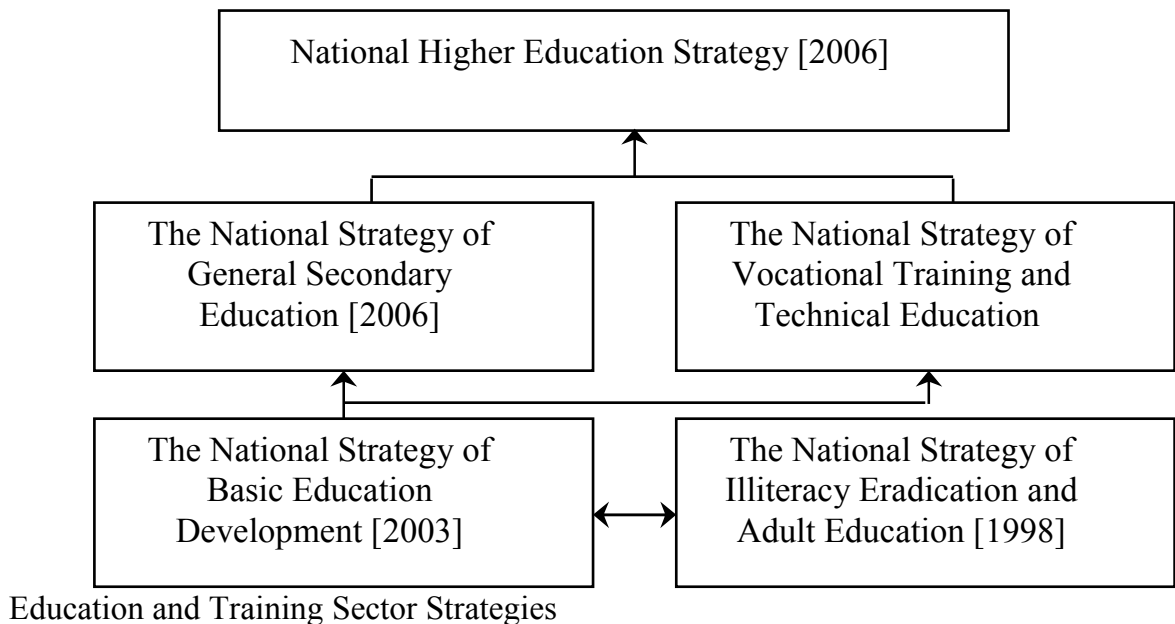
The third five- year plan 2006-2010 is looking forward to transferring the current technology and science organization to a creative national system through activating the relationships between education, training, research and development and the events of production, services and scientific activities.

The five-year plan draws up in the field of higher education and scientific research the following policies and procedures:

- Re-structure the ministry of Higher Education and Scientific research and the education institutions which are related to it. And develop its institutional capacities at the national and university levels to enable them improve their performance and increase their effectiveness to fulfill the expected goals.

- Develop legislations and set up a philosophy includes changes which be in line with education process reform, and improve its outputs and contributes in developing institutional capacities and verifying fund resources.
- Activate the role of higher councils for education in drawing up polices and activating supervisory follow up mechanism with completing its structures to guarantee role completion in guidance and supervision.
- Support the capacity of university administration to raise education process, and strengthen statistics planning and monitoring in the light of the tasks wanted from them.
- Develop university education which fulfills the requirement of social economic development, and establishing academic reliance system and including quality concepts to fulfill sustainable development needs and local labor markets and regional requirements.
- Enhance verifying the higher education programs and limit the typical duplication for faculties and sections through verifying the programs and the structures of higher education both vertically and horizontally and expanding in establishing faculties and qualitative new domains to highlight the distinguished students and expand their capacities especially in the fields of practical science.
- Restructure facilities of education and transfer sub-facilities to mute comprehensive programs with an applied feature.
- Provide enough resources for universities usage of guidance to achieve more benefits to the society and identify basis of resources distribution among universities in the light of programs and performance which guarantees accountability and transparency.
- Focus on enhancing the ability of higher education institutions on developing their resources.
- Deepen the participation of the private sector in higher education development and open science facilities and new domains which fulfill the needs of labor markets.
- Establish an information system to link higher education institutions from one side with the national, regional net and international net from the other side.
- Continue acceptance policies according to the capacity available, with paying attention to expand in scientific domains and future science and its applications and strengthening the students' capacities in the English language, and encourage girls' enrollment in rural areas.
- Develop the curriculum and improve the quality of teaching and learning process in a way that it transfers universities to communities that develop the knowledge and community skills and produce knowledge, deepen and disseminate them and use them to treat the society's problems.
- Horizontal and vertical expansion in higher studies programs with establishing mechanisms for upgrading the scientific research and enhance the universities function in servicing the society.
- Prepare a national strategy for scientific research
- Set up practical mechanisms for coordination between the centers and the research authorities and universities from one side and the productive institutions which benefit from the findings of scientific researches from the other side.

- Develop higher studies and researches in the universities and encourage scientific dissemination and translation and increase scientific publications, and ensure on ownership rights.
- Activate scientific research through providing consultancy and carrying out a series of researches and studies and develop technology.
- Build effective partnership between universities and researches centers and private institutions in fund the scientific research projects, especially researches related to the development challenges and main problems.
- Develop the belongings of universities' libraries and faculties and renew thier contents, with inserting electronic library system.
- Provide equipments, labs and laboratories and use them in practical applications.
- Integrate demographic concepts and human rights in education curricula.
- Activate the restrictions and mechanisms of the teaching staff and their assistance appointment, identify needs in the light of the existing shortage, face the expansion, and activate the mechanisms of monitoring and evaluation.
- Enhance the capacities of teaching staff and their assistances through the preparation of refreshing programs for them inside and outside, insert the information telecommunication systems and train on using them.
- Set up a mechanism for abroad dispatch which includes clear restrictions that depend on the importance of the domain and not to be available inside the country, link between the required domains and the labor markets needs at the long term, and periodical review to guarantee the required flexibility and development.
- Expand the oppourtunities of enrollment in universities for the poor especially the outstanding students, and provide scholarships that conform with labor markets needs.



Second: The level of Educational Development

The percentage of illiteracy and literate:

The third five-year plan 2006-2010 indicated that illiteracy is considered one of the complicated problem which hinder the path of social economic development because of its linkage to a number of educational, social, and economic issues which effects and influence them.

The population education status [15 years and more / is as follows:

1. The decrease in illiteracy percentage out of the population total [15 years and more] is 12.37 points during one decade, whereas the general percentage has reduced from 62.73% in the year 1994 to reach to 50.36% in 2004. It is noticed that the general percentage for illiteracy has retreated in the urban a little bit as it is in rural areas. And a retreat has happened in female illiteracy more than males. [See annex: table 1]

In spite of the improve in the rate of literate from 37.27% in 1994 to 49.64% in 2004, it s still behind the rate in the less developed countries which this rate has reached to 53.4 % and also about the countries with low income which reached the percentage of 54.1% [human development report UNDP-2007/2008]

Also, an improve has taken place in the rate of literate among the population of 15-24 years, where this rate was 60.40% in the year 1994 and raised to 69.34% in the year 2004 and improvement disproportion among males and females, while it has achieved improvement of 2.71 points among males, and 16.78 points among females, which means that girl education has witnessed a strong push during the decade between 1994 and 2004 and gender gap has narrowed in the literate rate of the population 15-24 year estimated in 18.24 points. And by comparing the rate of literate 15-24 year that exceeds what has been achieved in less developed countries and also in under developed countries [annex: table 2]

2. In spite of the retreat in illiteracy percentage and the rate of literate, but the enormous number of illiterate has increased with a percentage of 19.67% where this number has reached to 4.550.203 in the year 1994 and has increased to 5.444.647 in the year 2004. obvious it is that the increase percentage in the numbers of illiterate was among females 22.80 %, higher than the male 13.76%. However, illiteracy problem is still hard to be solved, especially if we know that basic education was not able yet to include all children who are at school age. Also basic education can not keep all the pupils till the end of the stage because of the low internal efficiency.

Illiteracy Eradication and Adult Education Program

Adult education and illiteracy eradication programs are limited in two programs:

A. The alphabetical program, which pays attention to provide enrollees with basic skills [reading, writing and mathematics] for two years, and using curricula and special textbooks which make them reach grade 4 of basic education.

This program cares also about those [young people] who are illiteracy free to enable them to continue their education in the general education institution.

- b. The program of basic training skills, which trains adults on basic and womanly skills, that can help them generate income generation jobs, in addition to that there are some basic training centers which provide illiteracy eradication programs beside training them on basic skills.

The total enrollment in the illiteracy and adult education programs has reached to 128618 male and female students in the year 2006/2007, before, this number was 104361 students in the year of 2002/2003, it means with a difference of 11743 male and female students more during 5 years. Most enrollments in the program of illiteracy eradication.93.37% and the rest is distributed on female skills 6.23% and basic education 0.4% [006/2007]. [Annex: table 1]

Despite the retreat in illiteracy percentage among males and females and urban, rural and the improvement in literate, yet illiteracy will remain a developmental challenge, for the following reasons:

1. Lack of ability of basic education not only in being able to include all children in the age category of [6-14 year], but also in being unable to keep the children till the end of the stage , especially among females, which forms a well which does not dry.
2. Lack of ability of the current illiteracy programs to face illiteracy, not because of the weakness in enrolling to these programs but also because of their disability to keep learners till they are able to read and write and then the possibility of returning them back to illiteracy is terminated . Enrollment has achieved in literate programs an annul average of growth estimated by 7.59% during the period 2002/2003-2006-2007, but it did not continue to receive the programs from the enrollees in the year 2004/2005 [first grade basic] only 57.39% [second grade basic] in 2005/2006. Also the enrollees in grade 2 basic in 2005/2006 only for 54.21% to continue to receive follow up program in the year 2006/2007. This means those who continue receive the follow up program are only 33.78% out of those who have been enrolled in [first grade].
3. The limited financial resources allocated for illiteracy eradication program and adult education which causes, and stopping some centers for years, in addition to the lack of registering in basic female skills programs.

There are two main developments which may push illiteracy eradication programs towards development, and these are:

1. MoE considers that LEO as a part of MoE plans to develop basic education for the two years 2007/2008 which will allow an important source for fund, because these plans are funded with the partnership of the government and donors.
2. Yemen has joined in the empowerment initiative for literacy " **life** " which was adopted by UNESCO in 35 countries. The initiative contributes in achieving Dakar

goals, especially the third goal of it ‘ fulfilling education needs for all children and adults’ the fourth goal which is ‘ achieving improvement with a percentage of 50% in the levels of illiteracy eradication and adult education, and the fifth goal which is ‘ equity between sexes in education”.

MoE has actually commenced to be ready for the participation and assigned the Education Research Development Center [ERDC] to implement a field study to identify the needs towards literate and empowerment.

Third: Level of progress in providing the education service

1.3 Children at the age of pre-school education:

Pre-school education, according to the law, is nursery and kindergarten, children are enrolled from 3-6 years old [the general law of Edu. 45: article 17,2].

Enrollment in this stage has achieved an annual growth average which has reached to 13.17% during 5 years [2002 / 2003 -2006/2007] this average disproportions between government and private institutions.

At the time which private institutions have reached to 25.56%, the government institutions have reached to 8.29%. [See annex: table 4]

The enrollment development indicator in the education institutions school indicates to:

1. Raise the percentage of participation in private institution out of the total of enrollment, whereas the percentage of participation is 45.33% in the year of 2002 /2003, and this percentage has increased to 53.96% in the year 2006/2007 with dissimilarity by 8.36 points between the beginning and end of the period.
2. Females low participation percentage out of the enrollment total, whereas the percentage was 47.11 in the year 2002/2003 and lowered to became 45.72% in 2006/2007 with a dissimilarity of 1.39 points between the beginning and end of the period.
3. The total enrollment rate has reached to 1.05% only out of children total in the age category which is in the school year [2006/ 2007].

There are two important developments perhaps they will push this kind of education:

1. The care of The National Youth and Child Strategy [2006] in the early childhood. One of the fields and focus components of the strategy and prior interventions in life cycle work frame 0-5 years is to set up a national program for early childhood, the strategic goal has been identified in:
 - Create a acknowledgment in the importance of early childhood and implement a comprehensive strategy includes especially societies and families with low income.
 - Prepare and develop mechanisms which guarantee growth for all children and fulfill development for their capacities and abilities. The strategy identifies interventions to fulfill these goals as follow:
 - Promote the awareness level among youth categories on productive health issues and developing early childhood to create for them parenthood responsibility.
 - Starting parenthood care service for children from zero age to 5 years.
 - Expand in establishing utilities and increase resources.
 - Set up and implement legislations and policies related with developing early childhood.
 - Disseminate awareness in the importance of developing early childhood through public mass media.
 - Set up and develop the primary basis for pre-school education stage.
 - Set up identified general goals and educational goals for children programs in public mass media.

- Encourage and care about talented, gifted children in kindergarten and develop their capacities. [The strategy p: 65+66, 2006].
- 2. MoE considers that pre-school education is a part of MoE plan to develop basic education for the year 2008, which will provide an important source for fund for this stage, where these plans are funded with the partnership between MoE and donors.

2.3 Children in basic education age group

October 2003 does not represent a turning point in the path of basic education, but in the path of training and education sector in general. In the period of October 26-29 2003, The First National Conference for Basic Education has conducted, and approved The National Basic Education Development Strategy in the Republic of Yemen. The event of the approval of the strategy has an exceptional importance for a number of reasons, The most important ones:

1. Identifying quantitative and qualitative goals for basic education stage, which was not clear in the documents and government plans before the strategy approval.
2. looking at basic education for the first time in a comprehensive, complete way, where the strategy dealt with the different elements of the education work in basic education, starting with the teacher ,supervisions ,curricula , evaluation, School administration, education finance, decentralized education management, and girl education
3. Encourage other education sectors on formulating and developing and approving their strategies, which identifies quantitative and qualitative goals for these sectors. The National Vocational Training and Technical Education Strategy has been approved [2006], and The National Strategy of Higher Education in [2006].
4. Guiding the relationship with developing partners, because basic education has a clear quantitative and qualitative goals, the government and donors are trying to achieve according to annual plans which have been approved.
5. Make a qualitative development in MoE work, administrative and systematic planning and activities and programs designing, and budget preparation.

Enrollment

Statistics point that enrollment in basic education has raised from 765.133 pupils in the year 2002/2003 and reached 4.270.087. 2006/2007. Basic education fulfilled annual average of growth estimated 3.69% with a disproportion from this average among males 2.08% and females 6.25% [see annex: table 5] and the average annual growth among females rather than males is because of the general strategy approach towards encouraging females enrollment in basic education not only to accompany with institutional and legislation commitments which is governed by the education sector work, but also with the Yemeni government commitments towards applying Dakar work frame and achieving The Millennium Goals.

Female participation percentage has risen from the enrollment total to 41.54% in the year 2006/2007 while this percentage was 37.90% in the year 2000/2003, it means with a difference of 3.64 points.

Private education participation percentage has raised the enrollment total to 1.612% in the year 2002/2003 to become 3.16% in the year 2006-2007 it means with a difference 1.55 points.

Enrollment rate

It is natural that the enrollment growth is reflected on the total increase of enrollment rate in basic education, where the gross enrollment rate has increased from 64.4% in the year 2002/2003 to reach to 75.4% in the year 2006/2007 it means with a difference of ten points during the period, which means that this rate has fulfilled an increase with an average of 2.2 points in each year. [see annex: table 6.

It is clear that the enrollment rate among female has made a bigger increase, better than male estimated 17 points during the period, which means 3.4 points in each year. And to look at the quantitative goal for the National Basic Education Development strategy represented to achieve to an enrollment rate 95% in the year of 2015. Bigger efforts should be made especially those linked with encouraging girls educating till we reach our goal in the identified year. However, gender gap indicates that basic education is moving towards narrowing the gap in enrollment between females and males and this is what the BEDS is targeting.

Teachers

The number of teachers in general education (government) has reached to 194443 male and female teachers in the year 2006/2007 where the number was 171396 male and female teachers in 2002 /2003, it means with a difference of 23047 male and female teachers and with an increase rate of 4609 male and female teachers in each year. And the growth percentage approximately reached to 13.45% during five years. [see annex :table7].

Since the initiation of modern education system, the MoE has exerted huge efforts to face the increasing social demand for education. The problem of demand/ supply has been the major challenge. Therefore, it was unavoidable to provide the necessary requirements to operate the system especially the teaching workforce system though the system is still unable to re-produce the qualified and needed workforce. Hence, efforts directed towards: attracting teachers from available sources regardless of their qualifications and to establish teacher training and preparation institutions for existing outputs. As a result, the teacher preparation process involved many programs including post- primary school preparation program (three and five-year), post-preparatory and unified school program (three-year), and post-secondary school preparation program (two-year) and Schools of Education were established in parallel. Meanwhile, the MoE has intentionally tried to dry out these systems to catch up with developments taking place in the education system. Thus, Schools of Education have become the only preservice teacher training and qualification system. Outputs of above systems represent nowadays the teaching workforce.

As reflection for the development of the education system as a whole and the development systems of teachers training preparation in specific, a number of issues have appeared, the important ones are:

1. The continuation of low female participation in the teaching force. It does not exceed 20% during five years. Though this percentage has raised by 1.71 points in the level of the grand total, but it has retreated concerning basic and secondary education. Raised in a reasonable amount concerning for co-schools [basic secondary] estimated 12.89 points. But any way efforts should be doubled to provide teachers if we want achieve the strategic goals. Females have number increased with a percentage of 35.43% from the total increase in teachers number during five years and the rest [64.57%] of the increase were the portion of male teachers.
2. Teachers qualifications diversity: The followed policies to provide teachers to the social demands for education, have resulted a diversity in qualifications according to the training preparation systems, in addition to that the policy of attracting those who carry qualifications to work in education field.
Statistics have shown that the percentage of teachers who have secondary and less have decreased from 47.32% in the year 2002/2003 to become 41.86% in the year 2006/2007, which means 5.47 points. However, those who have secondary or less have among them someone who does not have educational qualifications. In addition to that those who have diploma after grade six for three or five years and general diploma for teachers after grade nine or the unified school for three years. so those who have a diploma after secondary and above, there are some other who have academic qualifications but without professional qualification, in addition to that those who have graduated from the faculty of education[see the annex : table 8]

The disparity of teachers' qualifications, in all cases might have multi-reflections, perhaps the most important ones are:

- Students do not get equal opportunities in learning as a result of teachers qualifications disparity who teach them.

- 3- The huge load on in-service training and qualifying which the responsibility of raising teachers efficiencies educationally lies on them from one side, and qualifying the unqualified teacher from the other side.

The existing gap between preparation institution and the needs of labor markets: The strategic approaches impose to unify qualifying and preparing teachers both basic and secondary stage and to develop the current institutions of teachers training to the level of university. Also to raise the level of qualification to university level by training them in-service training. The question which is in front of us is , Are teachers training and preparing institutions at the university level ready to provide the required teacher according to this vision?

For this reason, the Ministry of Education sees that it is in need of: a teacher in kindergartens, class teacher, domain teacher, special education teacher, music teacher, art and physical education teacher, home economics teacher, in addition to professional preparation in the following fields: school administration, educational guidance, illiteracy eradication, laboratories technicians, librarians. This will need for re-structuring the programs of the Faculties of Education, as well as the Faculties of Education harmonization

with the needs. It is obvious that all the needs should be considered according to specialization and gender.

4. Weakness in skills and default in teaching practice:

Looking at the academic background of the enrollees to the teachers' preparation and qualification programs, at the scientific level for those who have general secondary education certificate, at the weakness in the occupational preparation of the programs of training and qualification, we find that most teachers suffer from weakness in skills and default in teaching practices. There was a study for "the reasons of low educational level of students in basic education in reading and writing from the point of view of teachers and inspectors". It has found that the inspectors attributed the low level of reading and writing to a number of reasons, most important of all: [1] Weakness in academic and professional preparation for teachers in teaching students reading and writing [2] Teaching classes of first grades [1-4] does not depend on teachers with high linguistic competencies. [3] Un-fit methods of teaching. [4] Less of the teachers' interest in diagnosing the difficulties of learning, reading and writing. [5] Rare use of demonstration aids by teachers in teaching the skills of reading and writing

[Education and Research Development Centre, 2000, p. 41]

Another study titled " Evaluation of teachers' competencies in basic education" points out that the areas of competencies which teachers perform and which are at a less level than "completent" are in ten areas, most important are: [1] teaching aids, [2] teaching materials. [3] lesson plan. [4] teaching goals. [5] class management . [6] learning and teaching evaluation. It is clear that teachers' competencies do not reach up to the level of "perfection" except for two areas:

[1] The area of class questions. [2] The area of lesson content [Education and Research Development Centre, 2002, p. 22].

There is another study which notes that teachers of basic education [1-8] are in need of training in the area of evaluation and preparation of tests in a number of knowledge and skills subjects, arranged from one to twenty seven subjects, the first of all is: [1] Build specifications tables for written questions. [2] Kinds of evaluation according to its purposes and timing. [3] Specifications of good exams. [4] Set up questions according to the specifications table. [5] Statistical analysis for the exams results [ERDC Education and Research Development Centre, 2007, p. 102-103]

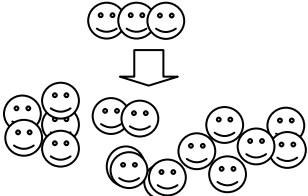
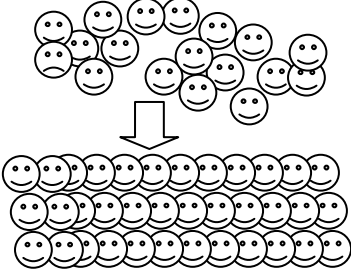
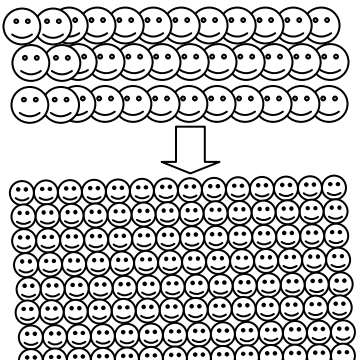
To change and reform the teachers' qualification and professional mapping, the MoE uses a number of approaches, most important of all:

1- Intensify in-service training. The training aims at providing training in a practical way, focuses on weak points which are common, in order to get a quick and active impact starting from grades [1-3] teachers up to the rest of basic grades then the school principles and inspectors and providing training at the decentralized level in order to strengthen the institutional capacity in training at a short period of time.

Schools named "cluster schools" have been formed to be as training places. These schools cover all the country. The idea is that each school must be a member in a cluster school and the number of schools in each cluster school depends on the population. For example there is a cluster school for three schools whereas in the high populated areas there is 6-7 schools members in one cluster school. Also the number of teachers is a main factor because each cluster school is supposed to serve no more than 80-100 teachers in basic education. The cluster school is being chosen from the member schools in order to be the main school as well as a place for training. On this regard the cluster school is committed to be in a middle location and can easily be reached to, and has adequate facilities, in addition to the cooperation of the school principle and his readiness that his school undertakes this role.

In order to raise the professional capacity at the decentralized level, trainers are being chosen to implement the training programs out of teachers and inspectors from the centre itself, with identified professional criteria, in addition to having suitable training to implement the training programs.

Training is being done with a smooth way from centre to base "from wellhead to delta" at three levels as shown below:

	<p>1. Train "senior trainers" by the designers of training programs</p>	<p>12 designers train 6-8 senior trainers from each governorates</p>	<p>To be implemented centrally</p>
	<p>2. Train the centers' trainers by senior trainers.</p>	<p>6- 8 senior trainers train the centers' trainers in governorate.</p>	<p>To be implemented at governorates level.</p>
	<p>3. Train teachers by the centers' trainers</p>	<p>Centers' trainers train teachers in center</p>	<p>To be implemented at the cluster schools level.</p>

The Ministry of Education, by using this approach, has been trained between 68736-71862 male and female teachers in 2006-2007 as shown below:

S.	Program	2006	2007
1	Train teachers of [1-3] in cluster schools, part one	16406	0
2	Train teaches of [1-3] in cluster schools, part two	14785	16309
3	Train teachers of [1-6] in cluster schools, part five, activating	1095	0
4	Train teachers of [4-9] of Qura'an + Islamic studies	7463	13580
5	Train Arabic language teachers of [4-9]	5373	11869
6	Train Social studies teachers of [4-9]	4597	9328
7	Train science teachers of [4-9]	4103	7659
8	Train Mathematics teachers of [4-9]	4783	9477
9	Train English language teachers of [4-9] part one	156	110
10	Train gathered classes teachers of [1-6], part one	0	211
11	Train English language teachers of [7-9]	120	0
12	Train English language teachers of [4-6], part two	0	109
13	Train English language teachers of [4-6], part three	0	25
14	Train rural female teachers of [1-6], first phase	0	915
15	Train teachers of [1-9] the substitute methods of physical punishment	0	263
Total		68736	71862

The ministry plans to continue intensifying in-service training until covering all basic education teachers with considering the continuous monitoring and evaluation to measure the training impact and dealing with shortages in designing and implementing training programs.

1. In-service qualification for teaches, the Ministry of Education works on implementing a "National project for training teachers" which aims generally at raising the qualifications of all in-service male and female teaches to a bachelor degree by using a regular qualification system in higher institutes to prepare and train teachers, the Faculties of Education and distance education system.
2. Set up and develop a coordination mechanism between the Ministry of Education, the Ministry of Higher Education and Scientific Research and the Faculties of Education to guarantee linking the outcomes of teachers' training and preparation institutes with the needs of labor market [general education schools] ; a cabinet decree no. [86] was issued for 2007 to form a coordination committee between the different authorities.[Al-Houthy, Ibrahim, 2008]

Quality

The Republic of Yemen represented by the Ministry of Education has worked hard on evaluating the level of implementation of the National Basic Education Development Strategy by conducting "The Joint Annual Review to implement the National Basic Education Development Strategy" in which the implemented activities and programs are being reviewed towards achieving the strategy goals with the involvement of the development partners who are participants in implementing the strategy. On this regard, four meetings of this kind were conducted and the last meeting was conducted in 5-7 May 2008.

As much as these meetings provide through the evaluations of what was implemented and avoiding the shortages and deficiencies, they also draw up the features of the next year.

Yemen's efforts have not been only on evaluating the implementation level of the strategy, but it has also conducted a survey on the perfection level of basic competencies MLA in grades four and six of basic education. The Education Research Development Centre with the cooperation of UNICEF conducted a second survey for the perfection level of competencies in 2005, after having conducted the first survey in 2003.

The comparison between the first and second surveys results refer generally, to a tangible improvement in perfecting the basic competencies by the fourth and sixth grade students in basic education. It is worth to mention the general results of the comparison as shown below:

- A. In spite of the continuous concentration of perfection percentages at the second level [partial perfection] when comparing the results of the first and second survey, there is an increase in the perfection percentages at the third level [complete perfection] in the four tested topics and in both fourth and sixth grades.
- B. An increase in the perfection percentages at the first level [non-perfection] in the fourth grade in life skills and science topics, this situation has not been repeated in any of the other topics whether it is in the fourth or the sixth grades.
- C. Ranking the topics due to the improvement in the third level at the fourth grade: First position is for Mathematics then Science, after that the language and finally life. As for the rank in the sixth grade, Life skills came at the top of the list then Arabic language, after that Science and finally Mathematics [See appendix: Table 9]

Yemen participates for the second time in studying the international trends in Mathematics and Science, TIMMS, and the reason for its participation is Yemen's desire to know the level of education achievement for its students compared with their counterparts in other countries, as well as getting benefit in making changes and improvements in the educational policies according to the national needs.

**Internal
Efficiency**

Blame is always put on basic education its low internal efficiency in the incapability of graduating students within the specific period of time which they are supposed to spend in the educational stage and this is because of the high rate of repetition and drop-out.

The Annual Progress Reports of the implementation of the National Basic Education Development Strategy of year 2007 notes that through re-forming the groups of male and female students the following was recognized:

1. Number of years that each student spends from both genders to finish the basic education stage reaches to 14 years by an increase of 5 years more than the supposed period of time for finishing this stage.
2. Number of years which each female student spends is [13.4] years with an increase of [4.4] years more that the supposed period of time for finishing this stage.
3. Number of years which each male student spends is [14.2] years with an increase of [5.2] years more than the supposed period of time for finishing this stage.
4. Number of graduates during the supposed period of time for finishing basic education for both gender is [235] out of each [1000], for female students [280] out of each [1000], and for male students [214] out of each [1000].
5. Number of graduates with one year more than the supposed period of time for finishing basic education is [173] out of each [1000] for both gender, for female students [163] out of each [1000] and for male students [177] out of each [1000].
6. Internal efficiency rate both gender reached to [64%], for female students [67%], and male students [63%].

The indicators of internal efficiency of basic education show the low level of internal efficiency in general which is found even lower among female students. [See appendix: Table 10]

3.3 Teenagers 15-17 years in secondary education:

After finishing basic education, there is a chance for teenagers to enroll in different kinds of secondary education, general secondary education, technical education and vocational training.

**General
Secondary
Education**

As basic education. The general secondary education has achieved development but with a less track. The average annual growth reached to 2.80% with 1.21% for male students and 6.53 for female students. It is obvious that the flow of students from basic education to secondary education is suffering from the school society deterioration during the stages of basic education; each enrolled student in secondary education opposes 7.35 enrolled students in basic education in the school year 2006/2007 with a disproportion in this average between male and female students. Each male student in general secondary

education opposes 6.46 students in basic education while each female student in general secondary education opposes 9.11 female students in basic education.

General secondary education has witnessed an increase in female students' percentage of participation by 4.29 points between the beginning of the period and its end. This percentage was 29.23% in the school year 2003/2003 and increased to 33.52% in the school year 2006/2007 [See appendix: Table 11]

As well as the increase of the private/indigenous education participation percentage in general secondary education from the whole total enrollment from 1.61% at the beginning of the period to 3.05% at the end with an increase of 1,44 points.

It is clear that the gender gap in general secondary education is wider than in basic education. It reached to 53.61% by counting that the total enrollment rate has reached to 38.6% with a disproportion between male students 49.8% and female students 26.7% in the school year 2006/2007.

In spite of the development efforts which the general secondary education curriculums have had in the last years, the background papers of the Secondary Education Development Strategy note that these curriculums still face a number of deficiencies, most important of all is: the dominance of theoretical sides over the practical sides, in which the curriculums don't include any subjects related to practical life skills, the limited education programs, in which there is no way for the students except choosing between the scientific or the art section after passing the 11th grade, weakness of relevancy, whereas the secondary education role is limited on preparation for higher education without considering preparation for practical life, but in spite of all, universities are mainly complaining from the low level of the secondary education outcomes.

The background studies of the National Secondary Education Development Strategy [The General Report 2006] note that the average of pass rates in general, reached to 78.2% with a disproportion between male students 76.2% and female students 83.5% and the average of repetition rates reached to 10.0% with a disproportion between male students 11.0% and female students 7.3% and the average of drop-out rates reached to 11.8% with a disproportion between male and female students 12.8% for male students and 9.2% for female students.

It is hopeful that as much as the implementation of the National Basic Education Development Strategy has led to increasing the enrollment and narrowing the gap between male and female as well as mobilizing local efforts and development partners to support basic education, the National Secondary Education Development Strategy will also lead to increasing the enrollment in general and encouraging female students in rural areas specifically. The Ministry of Education works on implementing the [Secondary Education Development and Girls Access Project][SEDGAP] with the cooperation of the World Bank and others. This project aims at narrowing the gap between male and female students in general secondary education, enhancing quality, supporting and developing the secondary education policies.

In general we can say that in spite of the development which has been achieved in the total enrollment in basic and secondary education and the increase which followed in the number of teachers and school buildings and in the different inputs of the educational

process, the third five-year plan 2006-2010 notes that education is facing challenges that slow down its development, most important of all is the population scattering which limits the possibility of reaching to all populated areas, the increase in the average of population growth and the youth demographic structure which leads to increasing the demand on the educational services and increasing the number of enrolled students with a percentage that exceeds the capacity of the educational system. The non-adequate financial resources that secure the requirements of education such as education facilities, libraries, and laboratories as well as the operational expenses, maintenance and renovation reflect themselves on the low competency of the educational systems, in addition to the aging and non-validity of many of the school buildings. Despite the increase of the private sector role in general education, its investments did not reach the level of the anticipated participation. [Third five-year plan: 122]

**Technical
Education
and
Vocational
Training**

Teenagers who have graduated from basic education have also an opportunity to enroll in the technical education and vocational training. There are two main tracks the students can enroll in: vocational training for two years after which the graduate gets a diploma in vocational training in different areas [electricity, electronics, mechanic, carpentry, and building] and technical secondary education for three years after which the graduate gets a certificate of the vocational institutes with a

level of a "professional".

The indicators of enrollment in technical education and vocational training indicate to:

- The continuous descending of girls' enrollment whereas the percentage of participation reached only to 1.73% in the vocational training institutes [two year system] and to 4.98% in technical education [three year system].
- The technical education and vocational training at the secondary level have achieved annual development with a total average that reached to 12.67% with a disproportion between the vocational training centers [two year system] 33.17% and the training institutes [three years] 1.26%, nevertheless the total enrollment in centers and institutes constituted only 2.21% from the total enrollment in secondary education in the school year [2005-2006]. [See appendix: Table 12]
- In spite of the increase in the number of technical educational and vocational training institutes from 43 institutes in 2002/2003 to 62 institutes in 2007/2008, they did not fulfill the demand on enrollment to this kind of education, whereas the statistics note that the vocational training centers were not able to accept more than 56% out of the total applicants, and the technical institutes were not able to accept more than 58% out of the total applicants.

The third five-year plan [2006-2010] notes that "technical education and vocational training are facing several obstacles that limit the increase in the number of enrollees, most of all is the low capacity of the vocational and technical institutes and the community colleges, the traditional and routine programs and the weakness of school subjects and trainers, not qualifying trainers in a sustainable way in order to make them aware of the

technical and scientific developments, these all have reflected on the low standard of the outcomes and their not matching with the development needs, as well as their non-efficiency. The low awareness standard about the importance of technical and vocational training appears in the economic and social structure and in the role women can undertake in this kind of education, as well as in the limited linkages between the technical education and vocational training institutes and in the different productive sectors. [p. 125]

3.4 Youth in higher education:

Youth graduates of secondary education have the opportunity to enroll in the institutes of higher education represented by the tertiary institutes [two to three year system], as well as in the government or private universities.

Tertiary institutes and colleges

These institutes are limited mainly to the technical institutes [two year system] and community colleges [three year system], and the Ministry of Technical Education and Vocational Training undertakes the supervision on these colleges, in addition to institutes and colleges which are supervised by other ministries such as Ministry of Health, Ministry of Youth and Sport, Ministry of Endowment and counseling and the Ministry of Civil Service. Still the participation of the private sector in building such colleges is very limited and not like its participation in building private universities.

These institutes and colleges offer a set of specializations and different programs which aim at graduating middle cadre of technicians.

Statistics indicated that enrollment in these colleges and institutes increased from 24111 male and female students in 2003/2004 to reach to 24953 male and female students in 2005/2006 with 842 male and female students more, nevertheless the number of male students has decreased with a percentage of 2.28% while the number of female students has increased with of percentage of 27.95% between the two school years. The percentage of female participation has retreated by 0.48 points. [See appendix: Table 13]

It is noticed that the private sector have not involved much yet in investing in such colleges and institutes, whereas the percentage of enrolled students in tertiary colleges and institutes is not tiny but it has retreated between the two school years by 4.28 points, whereas the percentage was 9.37% from the total enrollment in tratiary government and private institutes in 2003/2004, and retreated to 5.09% in 2005/2006. This retreat refers back to the retreat in the financial capacity of the families and therefore not enrolling their children in such institutes or because of their preference to enroll their children to government or private university level.

University Education

Despite the establishment of higher university education since the beginning of the seventh decade of the last century, it has witnessed a huge development, big expansion and qualitative shift in the number of government universities, in the number of its faculties and sections and their capacity, as well as the educational outcomes and the members of teaching staff, in the field of buildings and facilities, the geographical expansion, in addition to opening the way for the private sector to invest in higher education and empowering it to participate in the process of development [higher education in the Republic of Yemen: 25, 2007]

The number of government universities has increased from two universities in 1990 to eight universities in [2007] and it is expected to construct other four universities in the coming years. Number of faculties has increased from 19 faculties in 1990 to 95 faculties in 2007; out of them are 36 faculties of applied sciences and 25 faculties of human sciences which include specializations of educational and human sciences, in addition to 53 faculties in the private universities, 19 faculties of applied sciences and 34 faculties of human sciences.

The number of sections in the government universities has increased from 108 sections/specializations in 1990 to 448 sections/specializations in the applied sciences and 325 specializations/sections in the human sciences in addition to 207 sections/specializations in the private universities and faculties out of which 79 specializations/sections in applied sciences and 128 sections/specialization in human sciences to make the total of sections and specialization number in government and private universities 655 out of which is 202 sections/specializations in applied sciences. [previous reference: 27-30, 2007]

Enrolling in university, normally, is the ambition of most graduates from secondary education, and the universities supreme council sets up the limitations for acceptance represented by the marks/grades which the student gets in the last general exams of secondary education, as well as each faculty sets up its conditions for enrollment and prepare specific tests for accepting the students. The government represented by the Ministry of Higher Education and Scientific Research has expanded its acceptance policies and increased the capacity of the universities with a suitable annual average to provide the opportunity for those who wish to be enrolled in the university education. The total of planned capacity for acceptance in the school year 2006/2007 reached to 65,517 male and female students, while the total of those actually accepted is 55,844 male and female students, which mean 85.24% and the total female participation percentage reached to 29.8% out of the total acceptance.

The enrollment development in government and private universities indicate to:

- The average of annual growth in the government and private universities reached to 4.8% during 2002/2003 – 2006/2007, with a disproportion in this average between the government universities 2.01% and the private ones 35.63%
- The improvement in the percentage of female participation is by 2, points, while it was 25.24% at the beginning of the period, and reached to 28.20% at its end.
- Improvement in the participation of the private universities out of the total enrollment is by 12.73 points whereas this percentage reached to 6.18% at the beginning of the period and increased to reach 18.91% at its end. [See appendix: Table 14]

According to the analysis of the current situation in the background study of the National Strategy of Higher Education preparation, it is described as follows: [Higher Education in the Republic of Yemen, 198, 2007]

- There are 8 government universities that include 95 faculties covering most specializations. The number varies from about 21 faculties in [Sana'a University] to five faculties in [Amran University]. The universities sizes disproportion in the number of enrollees from 97, 146 male and female students in Sana'a University to 774 male and female students in Hadhramout University. The total number of students in government universities reaches to 195,023 male and female students and there are more than 14 private universities and faculties disproportion in the number of enrollees between 150 to 17.647 male and female students and the enrolment in these universities representing 23% from the total number of registered students in government universities. These universities also are different in their quality, performance, and reputation.
- The rate of expenditure on scholarships has increased from 2, 6 billions to 7, 2 billions rails in 2005, and this equals 30% of the public budget of higher education.
- There are about 2578 members in the teachers' staff and most of them with a Doctorate degree, in addition to about 2456 members in the teachers' staff who are members of the assisting staff with Master and Bachelor degrees. These numbers mean that the percentage of students to teaching cadre including the assisting staff reach to 1.39 and this situation doesn't agree with the international criteria.
- The private works of the members of the teaching staff out of their universities lack for systemized rules, transparency and questioning and they weaken the teachers' main obligations in the field of teaching and scientific research.
- Most of the equipments in the Yemeni Universities are old and have not been renewed since years and also they are not suitable for preparing the students a scientific adequate preparation that suitable with the requirements of the present era. In addition to the absence of information and fast communication which deprived the Yemeni universities from capacities that can be benefited from in the teaching and scientific research processes.
- Number of students in Yemeni Universities is increasing frequently, the average rate of the registered students in private and government universities reached to 13% from the age categories 19-23 years old. Only 27% of the graduates of secondary education get an acceptance in universities [number of graduates from secondary education reaches to 190,000 and number of those who have been accepted in universities doesn't exceed 67,000].
- Rate of registered female students in universities does not exceed 27,9% of the university's students, and the rate of those who get the opportunity in university education from the urban areas exceeds 7 times the opportunities that are provided for the rural areas students.
- The Yemeni universities lack for a mechanism to revise their methodologies in a regular way and an interaction with the surrounding environment, especially with the productive sectors which contribute in the curriculums development to guarantee their suitability with the labor market needs.
- Yemen faces a big specific problem represented by the difficulty of fulfilling the needs for graduates of scientific and technical fields in the comprehensive development and labor

market; enrolled students in the specializations of sciences, engineering and technology do not exceed the rate of 13% in the recent time.

- Yemeni universities still depend on teaching in the traditional methods which are represented by recitation and lecturing and depending on notes which are not suitable in content and do not match with any new up comings, in addition to the shortage of books and references which should be available for students.
- Scientific research in Yemeni universities do not get much care and attention, as well as their need for knowledge and researchable methods, capacities and methods that are necessary for undertaking scientific researches; all the laboratories and libraries that are provided with up to date resources and references and specialized circulations are not efficiently provided.
- Universities do not work hard to vary their self resources. The reason may be is that the recent legislations do not encourage this approach but also they commit the universities to return any amount of money which they have saved back to the Ministry of Finance.

In a paper about "Challenges that face higher education in the Republic of Yemen: Reality and future vision" [Mutahar,2005] , the challenges were divided into external challenges and internal challenges; the external challenges were represented by : globalization and its impacts in increasing the cultural exchanges between nations and higher education globalization from one side, and the role of universities in trying to keep the national identity in the huge flow of information, ideas and programs of other cultures and values by preparing the society with strong cultural basis that help in a rational opening with other cultures in a way that decreases the negative impacts from other side, the acceleration of development techniques of communication and information, the revolution it imposed in the field of learning and teaching and the challenges of how to get the information techniques in the society in general, and in the higher education institutes in particular, in addition to the knowledge explosion which needs Yemen to look seriously at a way of developing the capacities of Yemeni universities and institutions of higher education to shift from just institutions that convey knowledge into knowledge producing institutions, especially the main universities [Sana'a and Aden] and the scientific research centers.

As for the internal challenges, according to the paper, they were represented by the Social demand and how to raise the capacity of universities, the society faculties and the private and government higher institutes with considering the balance between the quantity and quality, the large depend on the government finance, limited higher education structures, the lost investment in higher education by the private sector, weakness of internal competency, limited development of higher studies, shortage in training authority and the need for professional development.

Fourth: Comprehensive Education: Special Glance

The Republic of Yemen looks at the comprehensive education as a right for every child to get education and guarantees the rights of its enrollment in the general education institutes without considering the individual differences, stipulating that these institutes fulfill its needs and respond to them, provide a high level of education for all, under suitable education curriculums, develop education methods, and find a child friendly school which does not exclude any child [normal, disables, genius, deprived, abused] and provide it with programs that suit their capacities and qualify it for the future, as a capable citizen for contributing in a variety of ways to serve their selves and their society.

Legislative foundation

Despite the general legal and legislated basis of the education system which take care of those included in the comprehensive education [see page2], there are special legal and legislated frameworks support the necessity of taking care of comprehensive education. The general law of education [45] of 1992 states that " the country establishes schools and education institutes to educate the disabled, take care of them, provide them basic education that conforms with each case of disability in order to empower them to be in line with the society and contribute in the activities; the regulation should structure the system and its curriculum" [item: 28]

Before that, the Republic on decree was issued with law no. [5] of the year 1991 on establishing and forming a higher national committee to take care of the disabled and its tasks is setting up general strategies and policies concerning taking care and qualifying those with special needs and accomplish integration policies into society and effective participation in development.

The platform of His Excellency President of the Republic paid much attention to education in general and education for those with special needs in which it emphasized on the following:

- # Pay special attention to categories of limited incomes and special needs in the program of general education to achieve educational and social integration for them. This was translated in the following education programs:
 - * Upgrade special education systems to be in line with the international up-to-date trends and classifications.
 - * Provide suitable financial and educational environment for those with special needs.
- # Care for education innovation through setting up an integrated institutional system to take care of talented and innovative students....This was reflected in the following education programs:
 - * Care for educational innovation in the different educational stages.
 - * Develop programs for educating male and female talented students.
- # Present national programs for filling in the enrollment gap in education between male and female students in rural and urban areas, and guarantee equity in

distribution and equity in getting services for them. This was reflected in the following educational programs:

- * Work with local communities to know the reasons for problems and set up suitable solutions for them.
 - * Follow the multi-stage classes system through which one or two classrooms are being built.
 - * Follow the net work schools system.
 - * Train teachers and school administration on dealing sensitively with the requirements for educating girls.
 - * Develop school buildings designs and find more flexible school buildings.
 - * Provide the required facilities for educating girls such as special toilets for them and surrounding walls for schools.
 - * Provide female teachers especially for the rural areas and provide the required encouragement and incentives.
 - * Set up a set of systems and rules to activate the compulsory basic education.
 - * Take into consideration that syllabus should be gender sensitive.
- # Provide free education for all and work on decreasing the school fees for enrolled students in schools. This was translated in the following education programs:
- * Fees abolition for male and female students.
 - * Encourage families to send their children to schools.
 - * Present incentives for the families to decrease the poverty impact on the low rate of their children's retention in schools.

Size of those with special needs

The results of the general census of 2004 indicate that those with special needs represent about 2% of population. The distribution of those with special needs varies between rural and urban; most are gathered in the rural areas 76.14% and this goes in a parallel line with the population distribution between rural and urban areas. Disabilities vary; most disabilities are between difficulties in walking [21.1%] difficulties in seeing [19.0%] mental difficulties [14.5%] dual difficulties [14.1%] [Appendix: Table 15].

The reason for disability; statistics indicate that 28% is because of "old age", 28.3% is a birth-deformation reason, 22.2% is "deficiencies" and 11.1% is because of traffic accidents.

Efforts towards making education more comprehensive

The strategic vision of basic education focuses on providing Yemen by the end of 2015 a system for basic education that provide all Yemeni child with a high quality education that suits the needs of development in order to enable them building a competent Yemeni generation provided with knowledge, skills and day life behaviors, enable them learn and develop personally and socially and make them productive and effective in achieving the lifelong goals of social, economic development. Therefore Basic Education Strategy aims at getting all male and female children at the age of 6-14, without any exclusion, the right of education.

The National Basic Education Strategy goals:

- * Increase enrollment rate to 95% among children at the age of 6-14 years
- * Narrow the gap in enrollment between male and female students in rural and urban.
- * Improve internal efficiency of education, [decrease repetition and drop-out].
- * Improve basic education quality and make it suitable for the society requirements.
- * Improve the personnel performance in the education sector.

The National Basic Education Development Strategy focused on those with special needs in the five above mentioned goals in the following manner:

1. **Within the framework of the first goal:** Increase the enrollment rate to 95% and the focus should be on increasing children enrollment into education from the categories of special needs through:
 - Amend the construction plans of schools to make special ramps for the physically disabled students as a main part of the school building components.
 - Designing utilities and facilities that help making the school more welcoming and safe for those with special needs specifically for girls, is a basic component in the new school buildings. The ministry also is looking for adding these facilities to the old schools. These facilities are represented by toilets provided with water for female students and also places for rest for female teachers and students.
 - Free provision of education materials.
 - School financial commitments abolition for children of poor families.
 - Establish specialized departments in the ministry and its offices in the governorates to take care of the comprehensive education.
 - Build classrooms in the far and remote areas.
 - Provide education opportunities as a compensation for those who are unable of enrollment in basic education.

2. **Within the second goal:** Narrow the gap in enrollment between male and female students in rural and urban through:
 - Identify the social, economic and cultural reasons which stand as a wall against girls' education and set up solutions for them.
 - Prepare a media campaign to change the recent trends towards educating children with special needs.
 - Attract and employ girls of general secondary education certificates in rural areas as teachers.
 - Raise the level of education and provide basic skills for the girls' need of suitable life.
 - Develop curriculums to match more with the requirements of local environment and with an economic and social return.

3. **Within the third goal:** Improve basic education quality and make it more suitable for the society requirements.
 - Train teachers on the ways and methods of dealing with students with special needs.

- Train the school administrators and teachers to be sensitive to the students problems and solve them.
- Build new curriculums that care of comprehensive education.
- Adopt the concept of distant education in Science, Mathematics and English Language courses.
- Provide all schools with educational aids that align with the new curriculums which fulfill the different requirements of students.

4. Within the fourth goal: Improve internal efficiency of education, [decrease failure and drop-out]

A program was set up to retain all students till the end of the stage through:

- Adopt mechanisms at the level of schools to support students with weak performance.
- Add school utilities that fulfill the requirements of comprehensive education and girls.
- Provide operational budget for schools.
- Set up a program for expansion in the methods of collecting donations and gifts to support schools and students.
- Encourage the society participation and make the local community more effective in the process of planning, implementation, follow-up and evaluation for the schools plans at the local level in a way that makes the local communities' capacity able to deal with problems such as enrollment and improving quality education which is provided to students and verifying school financing resources.

5. Within the fifth goal: Improve the workers performance in the education sector

- Strengthen the institutional capacity of the Ministry of Education and its offices in the governorates and districts in the fields of planning and management.
- Support the implementation of school planning in order to select the schools' sites according to the needs of people not according to the social pressures.

During the implementation of Basic Education Strategy 2003-2005, problems and difficulties were identified and how can implementing some activities, achieve the goals of the Basic Education Strategy, and consequently the Medium Term Results Framework was prepared which included five main results. These five main results are achieved through eight identified programs during 200-2010. Children of special needs represent the joint issue in all of the eight programs. These results and programs are directly linked with those with special needs in the following three results and six programs which achieve them:

First result: Increase the net enrollment rate to 90% of the population in the age category of basic education 6-14 years.

The programs that achieve this result:

1. Decrease the financial burdens on the students' families especially poor families.
 - School fees abolition for students of grades 1-3
 - Provide school bags for students of poor families and students of remote areas.

- Encourage private sector and local community to provide school bags and school uniforms to students of poor families.
2. Provision of school buildings in close locations to populated areas.
 - Coordinate with all the implementation authorities to make the responsibility of identifying sites for building schools to the Ministry of Education according to the School Planning.
 - Train cadre of governorates and districts on the mechanisms of school planning and update data and information annually.
 - Overcome the population scattering through building multi-stages classrooms, or follow the system of net work schools which is composed of basic education school and classrooms that are related to it in several locations.
 - Train teachers on the ways and methods of teaching in the gathered classrooms and the school administration on the ways of managing net work schools.
 - Provide classrooms and other facilities for the numbers of students in a way that responds to the needs and requirements of the different categories of special needs.
 3. Set up a maintenance and renovation system that identifies the tasks of each level, guarantees periodical maintenance for schools and add the requirements of those with special needs in the buildings which have been built before.

Second result: Decrease the gap of enrollment between male and female students to 11 points

Programs that achieve this result:

The former result can be achieved through implementing the following activities:

1. Set up the systems and by-laws which encourage for providing female teachers in the rural areas.
 - Allocate posts for female teachers in the rural areas with lower qualifications than university degree.
 - Increase the incentives for female teachers who work in the rural areas.
 - Provide safe environment and food for female teachers in the rural areas to help in attracting them to work in these areas.
 2. Encourage and expand the local community participation and its awareness of the importance of educating girls and those with special needs and decrease the financial burden on the students' families especially those poor ones and families of areas that are considered of low girls' enrollment.
- Follow planned and studied campaigns that harmonize with the reasons of low rate of girls and those with special needs enrollment in each area to raise the awareness level on the importance of educating them.
- Encourage and expand the community participation and link the school with the society.
 - School fees or any amount of money abolition for girls of grades 1-6.
 - Provide school bags for girls and children of poor families and those with special needs in areas of low enrollment rate of girls.

3. Improve the school environment to be suitable for girls through:

- Provide present schools with special toilets for girls.
- Build surrounding walls for the girls' schools and co-education schools especially schools that are located in markets or main roads.
- Provide supporting utilities for children of special needs.
- Add the former utilities to all schools which will be built recently and approve the minimum level that the school building should include, as to be called a school [that provides all required facilities for educating girls]

Reform the education system in a way that makes it capable of dealing with educating girls and those with special needs:

- Train teachers on the ways of management and attracting girls and those with special needs to enroll to schools.
- Integrate the supporting indicators for highlighting the status of educating girls and those with special needs within the framework of Education Information Systems.
- Encourage schools on setting up plans and self development in a way that contributes in raising the schools' capacity and autonomy level and make them more capable of attracting larger numbers of girls and those with special needs.

5. Provide classrooms for girls and those with special needs as close as possible to girls' residence

- Follow the system of gathered classes to contribute in providing schools in a closer point to girls' residence and solve the problem of population scattering with the necessity of training teachers on the ways and methods of teaching in these classes.
- Follow the system of net work schools which stand on the availability of a core school followed by a number of un-completed small schools in a way that contributes to investing teachers and school administration in a better way and provide schools in a closer point to girls' residence and solve the problem of population gathering.
- Build classrooms with utilities to comprehend the new enrollees in education.

Third result: Improve Basic Education quality in a way that contributes to raising education achievements rates comparing them with their performance in 2005

Programs that achieve this result:

In order to achieve the above mentioned result, focus is to be on achieving the following programs:

1. Review and reform the status of curriculums, printing and distributing them.
 - Re-consider the tasks of the authorities and committees that are related to setting up, printing and distributing school books to guarantee clearance and ensure on the responsibilities.
 - Integrate printing of school books into one part.
 - Set up a more efficient mechanism for school books distribution in a way that contributes to their delivery to schools by the beginning of the school year with sufficient numbers.

2. Develop school curriculums that stand on educational competencies

- Identify the educational competencies at the class and subject level for the stages 1-12
- Review the goals and syllabus of the school curriculum plan according to the required competencies in each subject or stage.
- Review the school books content according to the required competencies plan at every level and subject.

3. Train teachers, school administration and inspectors according to the curriculums which stand on the basis of competencies to make them more capable of dealing with those with special needs.

- Identify the basic required competencies from teachers to acquire students the identified competencies.
- Train trainers in different levels according to identified competencies in each level or education cycle and respond to the educational requirements of the different categories of students.
- Train the school administration according to limited competencies in each level or education cycle.
- Train inspectors according to identified competencies in each level of education cycle.

1- Improve and develop the students evaluation mechanism according to the identified efficiency.

- Provide the evaluation and measurement centre with qualified cadres.
- Train the centre cadres on the measurement and evaluation skills and manage its update operation.
- Provide equipments and train its staff on it.
- Provide a budget for the centre during the first five years as a base years.

2- Reform and determine the educational guidance tasks at all levels.

- Determine the guidance tasks in monitoring the education quality at all levels.
- Train and develop the guidance capacity in the side of monitoring education quality. Develop the reporting mechanism horizontally and vertically and link the promotion system for the teachers and school management with performance reports according to clear standards.

Complete the consultancy process for the educational guidance and its roles

From the previous presentation we can see that the strategy vision for the education strategy especially the Mid-Term Framework and vision of education in Yemen in general go in the same way of whole education principle which identified as a process that increase children participation in education at school including those who are disabled, street children and marginalized children with its need as variation of educational experiment, policies and procedures to make it visible to the children needs.

Taking the following aspects in to consider:

Commit ourselves that all children must go to school.

Respect individual differences.

Understand that education system must be visible to be able to comprehend these differences.

In addition to the education system which presented to the targeted by Whole Education, Republic of Yemen had worked to establish many institutions to present different services, and encourage civil society and other institutions to build centers and institutes.

Some of these institutions are:

- 1- Orphanage: its a specialized house to take care of orphans and it contains basic and secondary school, a residence and food for orphans, and it aims to provide orphans with education, knowledge and handicrafts to be effective members in their societies.
- 2- President centre and the orphans development institution for orphans rehabilitation and care: it aims to adopt and rehabilitate orphans according to the labor markets needs to be effective members in their societies.
 - Rehabilitation centre for labored children: it aims to rehabilitate labored children through healthy and qualified programs and through social and psychological guidance services and some programs to encourage them to come back to school, school monitoring and medical education program.
 - Al-Aman association and Al-Noor centre for blind people: it aims to interest and teach blind people throughout the country.
 - Vocational and educational rehabilitation centre for those of special needs: in centre we summarize curriculum and select words and meanings to meet the students ability and needs, also, we teach them the language of signs.
 - Almiriad association: it aims to interest deaf-mute and integrate them in society and especially in general education schools.
 - Al-Tahady association for disabled women: it aims to present services to disabled girls through the coordination with associations and government and non-government organizations, help them to interest with their reserved rights, Integrate them in schools and train them on tailing, management, artificial binding and covering.

Challenges

comprehensive education in ROY is facing a number of challenges such as:

- low enrollment rate of those targeted from the comprehensive education represented by special needs and marginalized group at basic education.
- Lack of qualitative and accurate data regarding the special needs and marginalized groups and their geographical distribution and the kind of their disabilities.
- Continuation of education coder and other concerned personal believe that the comprehensive targeted groups should have parallel education system.
- Lack of school facilities to integrate the comprehensive education target groups at the exited schools such as walking paths, toilets, and blinds, such situation represents obstacles to enroll special needs students at the rural areas schools.

- The ambiguity of the civil organizations concerned with the comprehensive education role regarding cooperation with MoE in providing education services to the targeted groups
- low in those of special needs and marginalized categories.
- Reduce data quality and precise information related to those of special needs and their distribution according to their geographical position and the kind of disabled or marginalized categories.
- Continuous believing that the targeted categories of comprehensive Education required an equal education at many cadres of education or at those of special needs and marginalized categories staff.
- shortage of school facilities as passages and toilets to emerge the targeted categories (disabled and blind people) in comprehensive Education in existing schools, this prevented many of those of special needs to enter schools especially in rural areas.
- Absentees the private sector role to complete the ministry of education role to present education to the targeted of Whole Education.
- Deactivate the family role to adopt its initiative to defense about its and its children rights and to able them to participate in whole education elements which take place out the classroom.
- Modern educational skills weakness in the side of female and male teachers to meet these categories need on the psychological and educational sides.
- Weakness of the early intervention and preparation which may contribute to emerge children in the society in early time before they go to school.

Fifth: Funding

Introduction

The public budget is still the main source to finance education despite the latest participation of the private sector to invest in education especially general and higher education. Statistics refer that education occupy high position in the proportional distribution on public disbursement in comparison with very important sectors as defense, public services, health and economic.

Education obtained the third position in the general expenditure during 2003-2007 while the public services got %24,56, economic with %23,02, education with %15,43 and defense with %14,44 then other sectors come like population, local society and health (see table 16)

Size and direction of expenditure on education affairs and services

Expenditure on education affairs and services achieved annual growth with %14,38 and occupied about %5,47 of the total domestic products during this period, and education ratio of expenditure had hesitated during 2003-2007 but it occupied %15,30 (see table 17).

Three sectors sharing expenditure on education affairs and services, and they are: general education (Ministry of education), vocational training and technical education (Ministry of vocational training and technical education) and higher education (Ministry of higher education and scientific research)

It is right that general education gained most of the education affairs and services expenditure due to its contain about %95 of the total number of students among these sectors. In (2006/2007) general education gained about %76,63 of the total then higher education after that vocational training and technical education. General education had lost a large number of its ratio in the last year for vocational training and technical education due to the great importance which gave to it by the government and the heading to build more of the society colleges, and part of the expenditure went to the university education to expand the colleges of developing universities. (See table 18).

Size and direction of expenditure on general education

General education expenditure increased with 10,77% during 2003/2007 with disparity in growth between the current and capitalistic disbursement, in that time current disbursement reached to %8,47 we can note that capitalistic disbursement multiplied four times of the current disbursement, and Reports indicates to that expenditure on general education in this period was influenced with many factors some of them

are:

- 1- Implement the national strategy for basic education development which started in 2003 and the beginning of the national strategy for secondary education development.
- 2- Application of the teachers law which give teachers new privileges in salaries and fees specially rural service fees since 2002 as well as the application of the national strategy for salaries and fees in 2005

- 3- Heading to make all of the education staff Yemenis without need to the foreigner teachers
- 4- Correct the teachers lists and remove those who do not work and redistribute the teachers.

The current disbursement occupy most expenditure of the general education, it obtained about %86,92 of the total during the period ,while its ratio decrease from %89,94 at the beginning of the period to %83,94 at the end of the same period. With decrease of 5,95 points.(see table 19) .

Size and direction of expenditure on vocational training and technical

We mentioned above that technical education obtained about %0,39 of the total domestic products and about %0,58 of the general expenditure and its ratio from the general expenditure on the education services about %5,19.

The expenditure on vocational training and technical education witnessed annual growth with %59,89 with disparities between current and capitalistic disbursement, while the current disbursement gained annual growth with %23,13 , the capitalistic disbursement gained annual growth with %95,96. In comparison with general education which only reached to %38,63 of the total expenditure on technical education during the period (see table 20) perhaps this is because the sub-sector is in the phase of building its infrastructure in addition that its equipments are very expensive, in opposite it must up its capacity because its institutions accept students over their capacities

The third five year plan (2006-2010) determined two main goals of this sub-sector and they are:

- 1- Carrying out proportional balance between secondary education from one side and vocational training and technical education from other side through increasing the capacity for vocational training and technical education to %7 of the total number of students in secondary education in 2010.
- 2- Vertical and horizontal expansion on vocational training and technical education and increasing number of centers and institutions.

Size and direction of expenditure on university education

As mentioned above higher education gained about %1,78 of the total domestic products and about %2,63 of the general expenditure and occupy about %17,27 of the education services expenditure.

University education witnessed annual growth with %19,74, with disparity in growth between current and capitalistic disbursements ,while the current disbursement reached to %16,00 ,the capitalistic disbursement reached to double of what current disbursement reached (%34,44) (see table 21).

The current expenditure occupied about %76,20 of the total expenditure with reference that capitalistic disbursement increased its ratio of the total expenditure because building new universities and the expansion of the existing colleges to face the demands of entering universities.

Sixth: Conclusions

From the previous presentation we can summarize the following:

- 1- Training and education system works according to set of strategies that strategic set to identify its qualitative and quantitative goals and the third five year plan 2006-2010 has been adopted this set and identified its different procedures and policies to achieve goals.
- 2- Education and Training system witnessed a noticeable development during 2002/2003 – 2006/2007. Enrollment increased in the different levels of education; from the pre-school education crossing with vocational training and technical education and secondary education to the higher education, however that enrollment averages indicate that it need extensive efforts to achieve the planned strategic objectives.
- 3- Illiteracy and literacy percentage among people(15-24) years refer that training and education system has provided education for large number of citizens and narrowed the gap among females and males but illiteracy still form the great challenge against development in particular among females in rural areas, and this need to create methods, styles and providing additional resources and efforts to face this challenges.
- 4- The general legislative and constitutional base qualifies Yemen to interest with comprehensive Education, so Yemen interested to enhance that with independent legalizations to care about those of special needs.
- 5- Yemen exerted efforts to make the education and training system mainly basic education more comprehensive by many different policies, procedures and programs which try to present education to those of special needs, poor people, remote areas, females and talented.

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The appendix

Table (1)
Illiteracy percentage for 15 years and more than 15 years according to gender and urban state for the years 1994 and 2004

Year	1994			2004			Improvement		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Male	27.18	49.77	43.10	18.66	40.72	33.18	8.52	9.59	9.92
Female	77.55	90.52	82.79	41.86	78.83	68.11	15.69	27.78	14.68
Total	40.47	70.76	62.73	29.15	60.42	50.36	11.32	10.34	12.37

Source: Central statistic organization: Census final results: for the years 1994 and 2004. ministry of planning Sana'a

Table (2)
Literate average 15-24 year in comparison with other groups

Year	average			gap	Less development countries*		Arab countries		Human development low		Income low countries	
	M	F	Total		total	F	Total	F	Total	F	Total	F
1994	٨٢,٩١	٣٥,٥٧	٦٠,٤٠	٤٢,٩٠	٥٨,٣	-	٧٤,٨	-	٥٥,٩	-	٦٣,٥	-
2004	٨٥,٦٢	٥٢,٣٥	٦٩,٣٤	٦١,١٤	٦٥,٥	٥٨,٠	٨٥,٢	٧٩,٥	٦٦,٤	٥٨,٩	٧٣,٤	٦٥,٨
improvement	٢,٧١	١٦,٧٨	٨,٩٤	١٨,٢٤	٧,٢	-	١٠,٤	-	١٠,٥	-	١٠,٤	-

Comparison averages for 1994 = 85 - 1994.

2004 = 95 - 2005

Source: Central statistic organization: Census final results: for the years 1994 and 2004 +human development reports 2007-2008 UNDP

Table (3)
Enrollment developing for illiteracy and adult education programs in
2002/2003 - - 2006 2007.

School year	Students			growth %	Basic and female skills			growth %	Total			growth %
	M	F	total		M	F	total		M	F	Total	
2002/2003	15456	84833	100289	18.58	743	3329	4072	-23.24	16199	88162	104361	11.16
2003/2004	15317	96894	112211	11.88	956	8146	9102	123.52	16273	105040	21313	16.24
2004/2005	10174	114701	124875	11.01	971	7594	8564	-5.91	11145	122294	133439	10
2005/2006	1078	107810	118188	-5.13	940	7824	8764	2.34	11618	1185634	126952	-4.86
2006/2007	8636	111451	120087	1.61	521	8010	8531	-2.66	9157	119461	128618	1.31
Average	—	—	—	7.59	—	—	—	18.81	—	—	—	6.77

Source: Ministry of education: the general report for the educational survey results for 2002/2003-2006/2007. General management for planning and statistic. Technical office.

Table (4)
Development of enrollment in 2002/2003 – 2006/2007

School year	حكومي			growth %	private			growth %	total			growth %
	M	F	total		M	F	Total		M	F	Total	
2002/2003	4039	4037	8076	17.98	2774	2921	6695	18.51	7813	6958	14771	23.08
/2003/2004	4435	4002	8437	4.47	3901	2966	6867	2.57	8336	6968	15304	3.61
2004/2005	4911	4272	9183	8.84	4992	3818	8810	28.29	9903	8090	17993	17.57
2005/2006	4984	4567	9545	3.94	6454	5039	11493	30.45	11438	91038	31038	19.92
2006/2007	5285	4855	10140	6.23	6671	5214	11885	3.41	11956	10069	22025	4.69
average	—	—	—	8.29	—	—	—	25.56	—	—	—	13.17

Source: Ministry of education: the general report for the educational survey results for 2002/2003-2006/2007. General management for planning and statistic. Technical office

Table (5)
Development of Basic education Enrollment in 2002/2003 – 2006/2007.

School year	Enrollment						Female participation%
	Male	Growth%	Female	Growth%	Total	Growth%	
2002/2003	2337961	3.56	1427172	8.59	3765133	5.41	37.90
2003/2004	2425445	3.74	1530306	7.23	3955751	5.06	38.68
2004/2005	2450272	1.02	1622022	5.99	4072294	2.95	39.83
2005/2006	2364074	-3.51	1607779	-0.88	3971853	-2.47	40.48
2006/2007	2496458	5.60	1773629	10.31	4270087	7.51	41.54
average	—	2.08	—	6.25	—	3.69	39.69

Source: Ministry of education: the general report for the educational survey results for 2002/2003-2006/2007. General management for planning and statistic. Technical office.

Table (6)
Development of Gross enrollment a rates in basic education 2002/2003
– 200 6/2007.

School year	Male	Female	Total	* Gender gap
2002/2003	79.8	49.1	64.4	61.5
2003/2004	79.8	50.9	65.4	63.9
2004/2005	89.2	64.2	77.2	72
2005/2006	87	36.7	75.8	73.2
2006/2007	83.7	66.1	75.4	79

Source: Ministry of Education: annual performance report for national strategy implementation for basic education.2008

*when the gender gap is closer to %100, this means that there is a decrease in the gap.

Table (7)
Development of male and female preparation according to gender for
2002/2003 – 2006/2007.

Stage	٢٠٠٣/٢٠٠٢			٢٠٠٧/٢٠٠٦	
	Gender	Number	%delivery	Number	%delivery
Basic	Male	103474	77.71	86140	77.80
	Female	29681	22.29	24579	22.20
	Total	133155	100	110719	100
Secondary	Male	14216	77.26	6267	79.97
	Female	4184	22.74	1569	20.02
	Totale	18400	100	7836	100
Basic + secondary	Male	17681	89.11	57845	76.22
	Female	2160	10.89	18043	23.78
	Total	19840	100	75888	100
Total	Male	135371	78.98	150252	77.27
	Female	36025	21.02	44191	22.73
	Total	171396	١٠٠	194443	100

Source: ministry of Education. General Reports of the educational survey results.

Table (8)
Teachers number development according to qualification in
2002/2003 – 2006/2007.

School year	Qualification		
	Secondary and less than it	Deploma and more than it	Total
2002/2003	82154	89242	171396
Delivery %	47.93	52.07	100
2006/2007	81389	113054	194443
Delivery %	41.86	58.14	100

Source: ministry of Education. General Reports of the educational survey results.

Table (9)
Level of basic competencies perfecting for fourth and sixth grades of
basic education in 2002 and 2005.

Grade	Level Subject	2002			2005		
		First	Second	Third	First	Second	Third
Fourth	Life skills	10.7	58.9	30.5	15.2	52.7	32.1
	Science	10.4	76.9	12.6	23.1	58.5	18.3
	Mathematics	29.5	63.3	6.9	25.2	57.1	15.2
	Arabic	29.2	59.8	14	23.7	53.4	18.2
Sixth	Life skills	21.5	57.1	21.3	8.6	56.5	34.5
	Science	30.6	57.9	11.4	77	74.4	17.6
	Mathematic	32.3	58.7	9	22.6	64.9	12.1
	Arabic	22.4	85.9	18.7	10.2	63.1	26.2

Source: Educational development and research Centre, UNICEF. Level of perfection basic competencies in basic education: 4th and 6th grades. Second survey. General report. December, 2006.

First level: correct answers between (0-30%) non-perfection.

Second level: correct answers between (31-70%) partly perfection.

Third level: correct answers between (71-100%) full perfecting.

Table (10)
Indicators of internal efficiencies for basic education

Indicator	%male	%female	%total
Average of completing 6 th grade	50.8	46.4	49.2
Average of completing 9 th grade	38.2	33.9	36.5
Average of those who stayed in 6 th grade	61	56.9	59.4
Average of those who stayed in 9 th grade	22.8	17.8	20.9
Passing averages 1 - 9	85.4	85.2	85.3
Failure averages 1- 9	5.8	4.4	5.3
Dropout averages 1 - 9	8.8	10.3	9.3

Source: Ministry of Education: annual performance report for national strategy implementation for basic education. Fourth Joint Annual Review. (Education Forum. May, (5-7) 2008). Prepared by: Hamoud Abduh Najy and others.

Table (11)
Development of secondary education enrollment in
2002/2003 – 2006/2007

year	Enrollment						Female participation %
	Male	Growth %	Female	Growth %	Total	Growth %	
2002/2003	388739	5.06	160624	11.86	549363	6.96	29.23
2003/2004	411016	5.73	177979	10.80	588995	7.14	30.24
2004/2005	409031	-0.48	183396	3.04	592427	0.65	30.95
2005/2006	352977	-13.70	172813	-5.77	525790	-11.25	32.86
2006/2007	386243	9.42	194786	12.71	581029	10.51	33.52
Gross	–	1.21	–	6.53	–	2.80	31.36

Ministry of education: the general report for the educational survey results for 2002/2003-2006/2007. General management for planning and statistic. Technical office.)

Table (12)

Development of vocational training and technical education centres and institutes enrollment according to gender in 2002/2003 – 2006/2007.

School year	Two year training				Three year				Total			
	M	F	Total	growth %	M	F	Total	growth %	M	F	Total	growth %
2002/2003	3246	1	3247	14.49	5928	1296	7224	52.92	9174	1297	10471	38.50
2003/2004	6039	27	6066	86.82	2840	464	3304	-54.26	8879	491	9370	-10.51
2004/2005	6463	100	6563	8.19	3003	483	3486	5.51	9466	583	10049	7.25
2005/2006	7943	140	8083	23.16	3078	438	3516	0.85	11021	578	11599	15.42
2006/2007												
Average	-	-		33.17	-	-	-	1.26	-	-	-	13.67

Source: The highest council for education planning: education indicators in Republic of Yemen (2002/2003 – 2005/2006). prime ministry secretariat- general. Republic of Yemen

Table (13)

Development of medium institutes and colleges enrollment in 2003/2004 – 2005/2006.

Colleges and institutes	2003/2004				2005/2006			
	M	F	Total	Female participation %	M	F	Total	Female participation%
dentistry technique	2632	426	3058	13.93	5571	876	6447	13.59
Society colleges (3years)	1356	388	1744	22.24	2523	534	3057	17.47
National institute for administrative sciences	12585	3584	16169	22.17	6526	2441	8967	27.22
Healthy institutes	2396	117	2513	3.76	3448	1859	5743	32.37
Sport higher institute	233	–	233	0	261	64	325	19369
Guidance and Supervision higher institute	300	94	394	23.86	291	123	414	29.71
Total	19502	4609	24.111	23.63	19056	5897	24953	2363

Source: The highest council for education planning: education indicators in Republic of Yemen (2003/2004 – 2005/2006).prime ministry secretariat- general. Republic of Yemen

Table (14)
Development of government and private universities enrollment in 2002/2003- -2006/2007.

School year	Government universities					Private universities					Total				
	M	F	total	growth %	Female participation %	M	F	Total	growth %	Female participation %	M	F	Total	growth %	Female participation %
٢٠٠٣/٢٠٠٢	١٣٤٩٩٦	٤٦٣٥٤	١٨١٣٥٠	-	٢٥,٥٦	٩٥٠٠	٢٤٤٠	١١٩٤٠	-	٢٠,٤٤	١٤٤٤٩٦	٤٨٧٩٤	١٩٣٢٩٠	-	٢٥,٢٤
٢٠٠٤/٢٠٠٣	١٢٨٩٣٠	٤٦٤٥٥	١٧٥٣٨٥	٣,٢٩-	٢٦,٤٩	١٢٧٧٥	٣٩١١	١٦٦٨٦	٣٩,٧٥	٢٣,٤٤	١٤١٧٠٥	٥٠,٣٦٦	١٩٢٠٧٠	٠,٦٣-	٢٦,٢٢
٢٠٠٥/٢٠٠٤	١٢٥٢٦٦	٤٥٨٥٧	١٧١١٢٣	٢,٤٣-	٢٦,٨٠	٢٣٣٠٩	٦٥٥٠	٢٩٨٥٩	٧٨,٩٥	٢١,٩٤	١٤٨٥٧٥	٥٢٤٠٧	٢٠٠٩٨٢	٤,٦٤	٢٦,٠٨
٢٠٠٦/٢٠٠٥	١٢٥٥٧٦	٤٨٤٥٩	١٧٤٠٣٥	١,٧٠	٢٧,٨٤	٢٠٦٦٣	٦١٥٥	٢٦٨١٨	١٠,١٨-	٢٢,٩٥	١٤٦٢٣٩	٥٤٦١٤	٢٠٠٨٥٣	٠,٠٦-	٢٧,١٩
٢٠٠٧/٢٠٠٦	١٣٩٥٤٨	٥٥٤٧٥	١٩٥٠٢٣	١٢,٠٦	٢٨,٤٥	٣٣١٥٠	١٢٣٤٦	٤٥٤٩٦	٦٩,٦٥	٢٧,١٤	١٧٢٦٩٨	٦٧٨٢١	٢٤٠٥١٩	١٩,٧٥	٢٨,٢٠
Average	-	-	-	٢,٠١	٢٧,٠٣	-	-	-	٣٥,٦٣	٢٣,١٨	-	-	-	٤,٨	٢٦,٥٩

Source: The highest council for education planning: education indicators in Republic of Yemen (2003/2004 – 2005/2006), prime ministry secretariat- general. Republic of Yemen

Ministry of higher education and scientific research: higher education in Yemen 2007.

Table (15)
Proportional distribution for those of special needs in Republic according the kind of disabled and urban state. census of 2004.

Kinds of disabled	urban	rural	total
Blind	18.1	19.3	19
Mute	9.3	11.1	10.7
Deaf	5.1	4.5	4.7
Deaf-mute	4.2	4	4
Walking difficulty	21.7	20.9	21.1
Body movement difficulty	6.5	6.8	6.8
Touch difficulty	4.3	4.7	4.6
Mind difficulty	16.7	13.8	14.5
Mutual difficulty	13.2	14.4	14.1
Unknown	0.8	0.4	0.5
Total percentage	100	100	100
Total number of difficulties	90.639	289.285	379.924

Source: Central statistic organization: Census final results for 2004.
 Ministry of planning and international cooperation December 2006.

Table (16)
Importance of expenditure on education in comparison with other sectors 2003 – 2007

Fiscal year	Defense	General system for safe	Economic	Population and local society affairs	Health	Religion, culture and entertainment	education	Public services
2003	17.85	6.99	19.02	5.98	3.88	1.62	16.59	24.11
2004	15.41	7.50	21.74	7.93	5.22	1.50	16.15	21.01
2005	13.18	6.23	29.75	8.13	4.05	1.24	13.95	20.19
2006*	13.83	6.92	19.77	5.52	4.22	1.68	16.28	28.77
2007*	11.91	6.26	24.80	4.79	3.70	1.54	14.17	28.73
Average	14.44	6.78	23.02	6.47	4.21	1.51	15.43	24.56

Source: Ministry of finance. Government fiscal bulletin. Issued number 27, 2007.

* Budget

Table (17)
Size and direction of expenditure on education services and affairs
2003 – 2007 (by Y. R Million)

Fiscal year	Total domestic products	Growth %	General expenditure	growth %	expenditure on education services and affairs	Growth %	Education ratio	
							Domestic product	General expenditure
2003	2160608	15.50	769888	31.02	128519	8.27	5.95	16.93
2004	2563490	18.65	881852	14.54	142380	10.79	5.55	16.10
2005	3206976	25.10	1184328	34.30	165246	16.06	5.15	13.95
2006*	3650694	13.84	1169761	-1.13	178761	8.18	4.90	15.28
2007*	3962220	8.53	1622488	38.70	229861	28.59	5.79	14.17
Average	–	16.23	–	23.49	–	14.38	5.47	15.30

Source: Ministry of finance. Government fiscal bulletin. Issue number 27 (2007) + annual statistic book 2005 central statistic organization.

* Budget.

Table (18)
Education sub-sectors ratio from total domestic products, general expenditure and the expenditure on education affairs and services
2003 - 2007

Fiscal year	from total domestic products			General expenditure %			from education affairs and services %			
	G	T*	H	G	T*	H	G	T*	H	O**
2003	4.25	0.21	0.98	13.26	0.60	2.75	79.44	3.58	16.48	5.50
2004	3.89	0/15	0.88	12.94	0.40	2.55	80.17	۲,۷۹	15.77	1.27
2005	3.68	0.16	0.85	11.17	0.43	2.30	80.09	3.05	16.49	0.37
2006	3.09	0.31	0.88	11.44	0.98	2.77	7484	6.42	18.10	0.64
2007 ***	3.39	1.13	1.13	9.85	1.43	2.76	69.55	1.10	19.52	0.83
Average	3.66	0.39	1.78	11.73	0.58	2.63	76.82	5.19	17.27	0.72

Source: Ministry of finance. Government fiscal bulletin. Issue number 27 (2007), Yemen.

* including the four colleges of society

** others.

*** budget

(G)= GENERAL, (T)= TECHNICAL, (H)= HIGHER and (O)= OTHERS.

Table (19)
Size and direction of expenditure on general education 2003 – 2007
(by Y.R Million)

Fiscal year	Expenditure *			Growth %			Distribution %	
	Current	Capitalistic	Total	Current	Capitalistic	Total	current	Capitalistic
2003	91823	10273	102096	0.75	81.21	5.47	89.94	10.06
2004	99652	14487	114139	8.53	41.02	11.79	87.31	12.69
2005	117936	14403	132339	18.35	-0.58	16.03	89.12	10.88
2006**	112669	21107	133776	-4.47	46.55	1.09	84.22	15.78
2007**	134274	25599	159873	19.18		19.51	83.99	16.01
Average	–	–	–	8.47	34.49	10.77	86.92	13.08

Source: Ministry of finance. Government fiscal bulletin. Issue number 27 (2007).Yemen.

*Including pre basic education.

**Budget.

Table (20)
Size and approach of expenditure on vocational training and technical
education 2003 – 2007 (by Y.R Million)

Fiscal year	Expenditure *			Growth %			Distribution %	
	Current	Capitalistic	Total	Current	Capitalistic	Total	Current	Capitalistic
2003	2065	2539	4604	48.02	63.91	56.17	44.85	55.16
2004	2014	1956	3970	-2.47	-22.96	-13.77	50.73	49.27
2005	2680	2328	5008	33.07	19.02	26.15	53.51	46.49
2006**	3091	8391	11482	15.34	260.44	127.91	26.92	73.08
2007**	3975	19249	23224	28.60	129.40	102.26	17.12	82.88
Average	–	–	–	23.13	95.96	59.74	38.63	61.17

Source: Ministry of finance. Government fiscal bulletin. Issue number 27 (2007), Yemen

*including the four colleges of society

**budget

Table (21)
Size and direction of expenditure on university education 2001 – 2006
(by Y.R Million)

Fiscal year	Expenditure			Growth %			Distribution %	
	Current	Capitalistic	Total	Current	Capitalistic	Total	Current	Capitalistic
2003	17031	4149	21180	11.18	34.14	15.03	80.41	19.59
2004	17989	4868	22857	5.63	17.33	7.91	78.70	21.30
2005	20804	5837	26641	15.65	19.90	16.56	78.09	21.91
2006*	23567	8595	32162	13.28	47.25	20.72	73.28	26.72
2007*	31641	13220	44861	14.36	53.38	38.48	70.53	29.47
Average	–	–	–	16	34.44	19.74	76.20	23.80

Source: Ministry of finance. Government fiscal bulletin. Issue number 27 (2007), Yemen.

* budget

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