

CHAPTER 1 BACKGROUND OF THE PROJECT

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1.1 Current Situations and Issues of the Education Sector

1.1.1 Current Conditions and Issues

(1) Education System

Prior to unification of the Peoples Democratic Republic of Yemen (south) and the Yemen Arab Republic (north) in 1990, the education system was divided between the 6:3:3:4 system in the north and the 8:4:4 system in the south. With passing of the Education Law in 1993, the 9:3:4 systems of basic education, secondary education and higher education were established. This basic education, integrating the previous six years of primary education and three years of early secondary education, was defined as 'compulsory education' whereby the rights of all citizens, both male and female, to equally receive education were guaranteed.

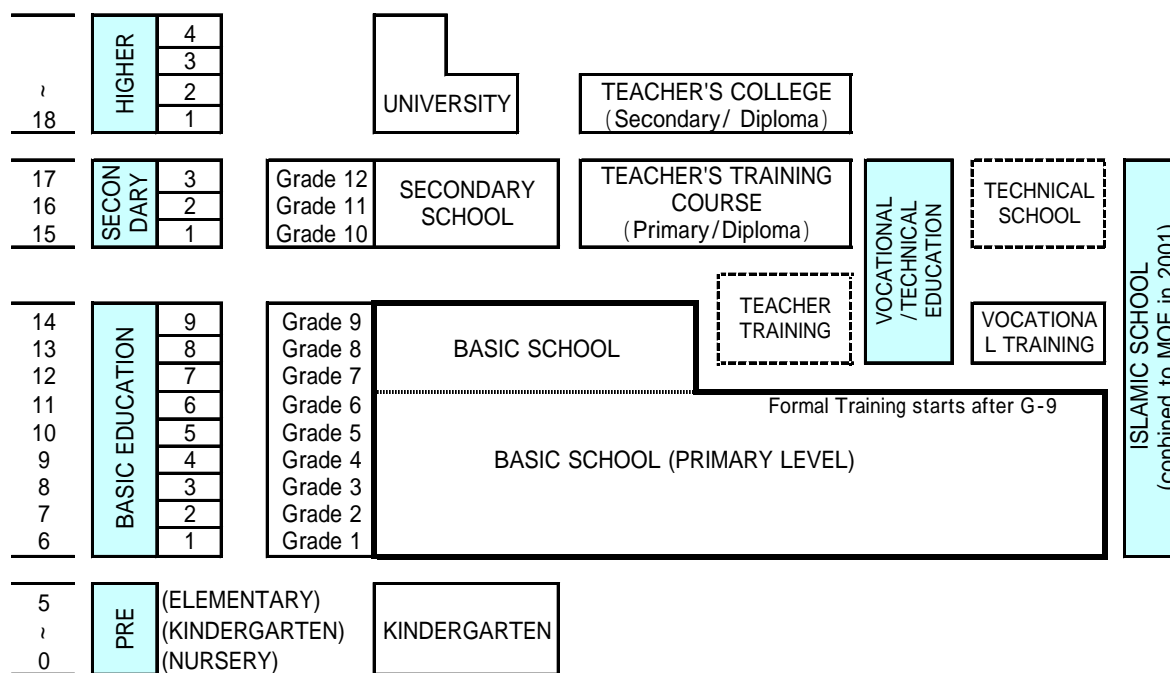


Figure 1-1 Education System in Yemen

Another reform occurred in 2001 when Quran Recital Schools, which had previously been managed by the Ministry of Religion, were brought under the combined supervision of the Ministry of Education. The current system also provides vocational and technical training as well as literacy and adult education, whereby students can enter the seventh grade of basic education upon completing a 3-year literacy and adult education course. An issue in compulsory education concerns the 9-year requirement on school attendance, however, in the old s6-year system, the dropout rate in lower grades was raised by the fact that no completion certificate was issued and the system minimized incentive.

Basic Education

Basic education consists of 9-years of compulsory education. According to 2000/2001 statistics, the number of basic education schools nationally is 9,930, rising to 13,141 when 3,211 basic and secondary combined schools are included. In reality, due to restrictions on the number of classrooms and the fact that there are not many students, there is a wide variety in types of school operations, ranging from G-1 to G-6 schools based on the old system, G-1 to G-12 schools that include later secondary education, G-7 to G-12 schools comprising early and later secondary education, and so forth. Moreover, there are cases where schools sometimes accommodate classes in certain grades from neighboring schools that do not have adequate classroom facilities.

Table 1-1 Number of Schools by Education Level(2000/01)

	Basic School (Grade1 ~ 9)	Basic/Secondary (Grade1 ~ 12)	Secondary School (Grade10 ~ 12)	Total (operating schools only)
Ibb Governorate	922	394	13	1,329
Taiz Governorate	698	560	10	1,268
National Total	9,930	3,211	249	13,390

Source : MOE General Report on Periodical Educational Survey for 2000/2001(Draft)

The basic school enrollment age is six years old, however, many children enroll at a later age due to various domestic conditions and the shortage of school facilities. Although basic education is designated as compulsory, there are deficiencies in the learning environment such as shortage of classrooms and outdoor classes, and authorities are unable to provide proper access to compulsory education.

Secondary Education

Secondary education applies 3-years for to the G-10 to G-12 (age 16 to 18 years) and corresponds to high school education in Japan. As of 2000/2001, there are 3,460 schools, and 3,211 of these (93%) are combined with basic education schools. Secondary education subjects include ordinary courses, science, art, commercial studies, Shari'a, agriculture and so forth. In general, students sit the ordinary course in the first year and are then streamed into science courses or art courses in the second and third years (99.4% of all enrolled students). The total number of enrolled students in 2000/2001 was 484,573, of which girls accounted for 129,830 (26.8%).

Literacy Education and Adult Education

The literacy rate among citizens aged 15 years and over in 1999 was 44.3%, breaking down as 64.0% among men and 25.9% among women. More than 5 million peoples are illiterate, and three out of every four women are unable to read or write. Reasons pointed to for this situation are the insufficient diffusion of basic education, a high dropout rate among girls in early grades, and forgetting of reading and writing skills by students who quit education after learning for only two or three years. The government has made eradication of illiteracy an emergency issue and is striving to spread literacy education and advertise the need for literacy.

Literacy education (adult education) was implemented at 3,638 schools nationally in 2000/2001, and the total number of students ranging from 10 to 40 years of age was 45,668, with women accounting for approximately 80% of the total. Also, literacy classes for graduates are held at 795 basic schools throughout the country. Courses are Arabian language, Islam and Calculations, and students are able to complete the first 6 years of formal basic education in just 3 years, after which they can rejoin ordinary basic education from the seventh grade. However, since it is expected that the illiteracy rate will increase due to non-school attendance and dropouts in addition to more than 5 million illiterate citizens, it is necessary to take immediate steps to spread basic education in addition to literacy education.

(2) Current Conditions and Issues of Basic Education

Transition in the number of schools and students

Looking at transitions in the number of schools and students in Table 1-2, the number of schools increased by 3,317 (33.7%) over 10 years, whereas the number of students increased by 1,200,000 (54.6%). In terms of the number of students, the number of male students increased by 660,000 (43.8%), and the number of female students by 530,000 (79.1%). Thus, the number of female students is increasingly rapidly, however, the ratio of female students is still low at 35.8% and this gap is slowing down the literacy rate among girls and women.

Table 1-2 Transition of Number of Schools and Students from 1990 to 2000

	1990/91 (a)	1998/99 (b)	2000/01 (c)	Increased 10 years (a) – (c)	Increased 10 years (c)/(a)
Schools (No.)	9,824	12,356	13,141	3,317	33.7%
Students	2,199,000	2,959,134	3,401,508	1,202,508	54.6%
Boy	1,520,000	1,978,410	2,185,278	665,278	43.8%
Girl	679,000	980,724	1,216,230	537,230	79.1%
Girl/Boy	30.9%	33.1%	35.8%		

Source: MOE, Final Report; Results of Educational Survey, 1998/99, 1999/00, 2000/01

Movements and disparities in enrollment rates

The total enrollment rate in basic education in 2000/2001 was 95.5% among boys and 53.0% among girls. Compared with 10 years ago, the overall enrollment rate increased by 6.0 points, but the increase among girls was highly marked at 23.0 points. However, the net enrollment rate for girls is still just 49.2%, which means that only half of all girls are attending school. Reasons given for this situation are the lack of school facilities, cost burden, domestic labor, lack of understanding among parents, and unwillingness by children to attend school due to the poor learning environment.

Table 1-3 Transition of Gross Enrollment Rate from 1990 to 2000

	1990/91	1998/99	2000/01		
Boys Students	75.0%	89.1%	95.5%	20.5 +	(86.4%)
Girls Students	30.0%	45.1%	53.0%	23.0 +	(49.2%)
Total	68.4%	67.3%	74.4%	6.0 +	(67.9%)

Note: + shows points of improvement compared year 1990, () shows Net Enrollment Rate.

Source: MOE, Statistics Dept.

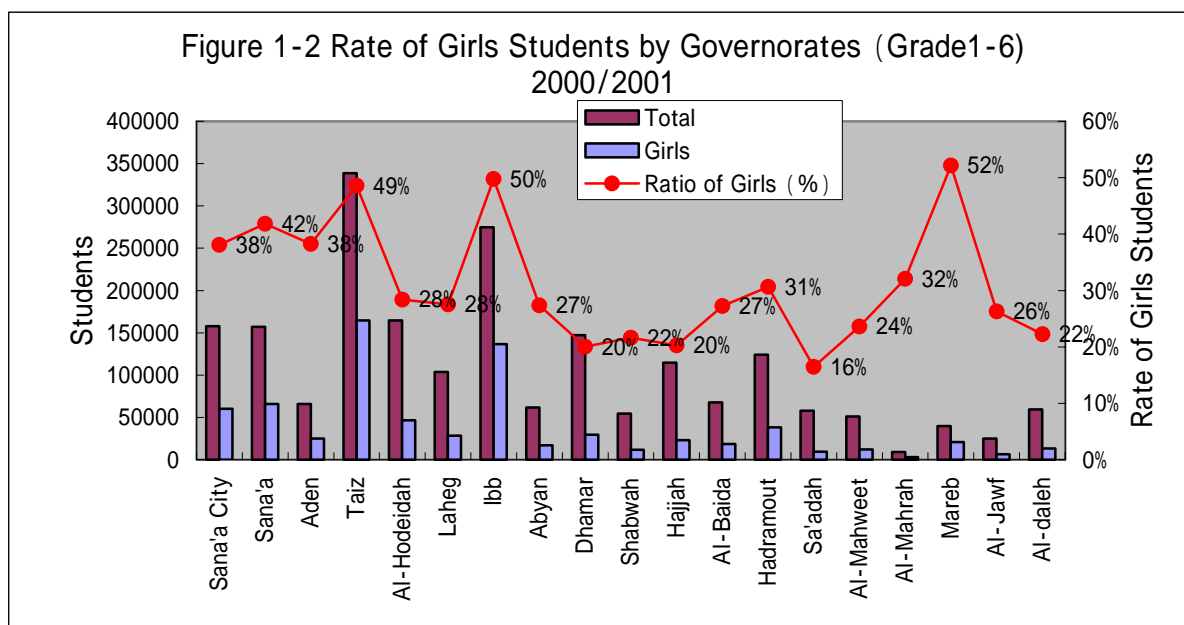
Disparities in the female enrollment rate are particularly marked in rural villages, where 78% of the population can be found. According to a survey conducted in 1994, only 27.2% of girls in rural areas were enrolled in school compared to 74.5% in urban areas, and rectification of this disparity is treated as a matter of urgent importance.

Table 1-4 Enrollment Disparity of Urban/Rural and Boy/Girl in 1994 (G-1 to G-6)

	Urban	Rural	Disparity (%points)
Boys Students	83.9	67.2	16.7
Girls Students	74.5	27.2	37.4
Disparity (% points)	9.4	40.0	

Source : MOE National Strategy for Girl's Education, 1998

Data was not available by Governorates on the female enrollment rate, however, Figure 1-2 shows numbers of students according to sex in the first six grades. Girl's account for roughly 50% of all students in Taiz and Ibb. The ratio in rural areas, based on the numbers of female students at 40 targeted schools, is 39% in Taiz and 43% in Ibb, i.e. girls are outnumbered by boys in both Governorates.



Source: CSO/MOPD, Statistical Yearbook 2000

Types of school operation

The number of classrooms throughout the country in 2000/2001 was 44,366 at basic education schools (G-1 to G-9) and 30,424 at combined basic and secondary education schools (G-1 to G-12). However, the total number of classes actually receiving lessons at basic education and secondary education schools is 94,269, thus indicating a shortage of 19,479 classrooms. Schools cope with the shortage by packing more than 100 students into classrooms, implementing outdoor lessons or, in the case of urban areas where there are surplus of teachers, carrying out double shift lessons (in which cases, it is prescribed that different teachers teach in the afternoon).

Looking at the number of girls' schools in Table 1-5, 80% of all schools in the country are coeducation schools, while only 823 schools (6% of total) are girls' schools. Accordingly, many schools in urban areas implement double shift lessons whereby boys are taught in the morning and girls in the afternoon.

Table 1-5 Number of Schools by Goys/Girls (incl. Secondary schools)

	Boys Schools	Girls Schools	Coeducation Schools	Total
Ibb Governorate	73	50	1,206	1,329
Taiz Governorate	91	90	1,087	1,268
National Total	1,806	823	10,761	13,390

Source: MOE, General Report on Periodical Educational Survey for 2000/2001(Draft)

Looking at the types of teaching classes as shown in Table 1-6, 41% of classes in urban areas are afternoon lessons, whereas this number falls to 10% in rural areas. Looking at the type of classes for girls, these are equally divided (50% each) between morning and afternoon lessons, whereas 53% of girls' classes in rural areas are carried out in the afternoon as opposed to 47% in the morning. However, the ratio of classes for girls only is just 22% (4,659) in urban areas and just 4% (3,840) in rural areas, indicating just how difficult it is to receive girl's only lessons in the regions. The lack of teachers is pointed to as the main reason for this situation.

Table 1-6 Basic School Management System in 2000/2001

		Class (Sections)						No. of Class	No. of Rooms
		Morning		Afternoon		Sub-total			
Urban Area	Boy	3,020	65%	1,659	35%	4,679	(22%)	2,298	14,884 (20.0%)
	Girl	2,351	50%	2,308	50%	4,659	(22%)	2,375	
	Coed.	7,249	61%	4,690	39%	11,939	(56%)	5,807	
	Total	12,620	59%	8,657	41%	21,277	(100%)	10,480	
Rural Area	Boy	9,286	97%	277	3%	9,563	(10%)	8,541	59,368 (80%)
	Girl	1,804	47%	2	5%	3,840	(4%)	3,276	
	Coed.	73,068	91%	6,976	9%	80,044	(86%)	70,721	
	Total	84,158	90%	9,289	10%	93,447	(100%)	82,538	
Total	Boy	12,306	86%	1,936	14%	14,242	(12%)	10,839	74,252 (100%)
	Girl	4,155	49%	4,344	51%	8,499	(7%)	5,651	
	Coed.	80,317	87%	11,666	13%	91,983	(80%)	76,528	
	Total	96,778	84%	17,946	16%	114,724	(100%)	93,018	

Coed. Coeducation

Source : MOE, General Report on Periodical Educational Survey for 2000/2001(Draft)

Internal efficiency of education

Table 1-7 shows the grade repeat rate and dropout rate according to each grade in 1999/2000. The overall repeat rate is 7.3%, indicating the ratio of students unable to advance to the next grade for some reason or other. The repeat rate is especially high in the third through seventh grades but relatively low in the lower and higher grades.

Meanwhile, concerning dropouts, the figure is high in the first, sixth and seventh grades, especially among girls. It is said that at least three years of education is required in order to acquire basic reading and writing skills, so there is a high risk that students will end up being illiterate if they do not attend school at least for the first three grades. Moreover, even if students do attend school for three years, it has been pointed out that they will forget what they learned if they do not continue their education.

The Ministry of Education is aiming to increase the school enrollment rate. Regarding to terms of investment efficiency, it is necessary to prepare the learning environment with a view to reducing grade repetition and dropout rates and helping students to complete nine years of basic education.

Table 1-7 Rate of Repeat and Dropout by Grade in 1999/2000

	G-1	G-2	G-3	G-4	G-5	G-6	G-7	G-8	G-9	Average
Repeater	5.7%	6.3%	7.8%	9.2%	8.9%	7.5%	7.6%	6.1%	6.2%	7.3%
Boy	6.0%	6.6%	8.4%	10.1%	10.0%	8.4%	8.6%	6.8%	7.1%	8.0%
Girl	5.4%	5.8%	6.8%	7.3%	6.4%	5.3%	5.2%	4.2%	3.8%	5.6%
Dropout	8.0%	0.7%	3.2%	4.1%	4.9%	8.5%	8.0%	1.0%	0.0%	
Boy	6.7%	0.9%	1.7%	2.9%	4.0%	8.2%	8.6%	0.6%	0.0%	
Girl	9.8%	3.1%	5.7%	6.4%	6.7%	9.2%	6.8%	1.9%	0.0%	

Source: MOE/Statistics Dept., Education Statistics 1999/2000

Concerning the reasons why students do not attend school, the survey results shown in Table 1-8 are useful. In terms of the national total, the top three reasons are: less understanding among parents, inability to pay school fees, and shortage of schools. The same reasons also apply to girls, although the order of importance differs. Meanwhile, in the target areas of Ibb and Taiz Governorates, inaccessibility to schools is given as the third reason, indicating the need to improve access to schools in remote mountain areas.

Inaccessibility and shortage of schools are the responsibility of the government (supply side), however, responsibility for less understanding among parents and inability to pay school fees rests with households (demand side). Therefore, in order realize higher enrollment rates, in addition to construction of facilities (including construction work in the Project) on the supply side, it will be necessary for greater understanding (of the need for education) and higher income levels (increased budgets for living and schooling) to be achieved on the demand side.

Table 1-8 Number of students by reasons why not enrolled in 1999

		Shortage of School	Lack of Access	Parents Non-agree	Have work	Lack of Fee	Lack of Teachers	Sick	unlike study	Others	Sub-total
IBB Gov.	Boy	7,539	9,799	7,331		13,144	577	1,895	504	7,530	48,319
	Girl	15,066	19,404	66,322	576	38,967	1,154		514	8,761	150,764
	Total	22,605	29,203	73,653	576	52,111	1,731	1,895	1,018	16,291	199,083
Rate (%)	Boy	15.6	20.3	15.2	0.0	27.2	1.2	3.9	1.0	15.6	100.0
	Girl	10.0	12.9	44.0	0.4	25.8	0.8	0.0	0.3	5.8	100.0
	Total	11.4	14.7	37.0	0.3	26.2	0.9	1.0	0.5	8.2	100.0
TAIZ Gov.	Boy	4,649	5,687	4,854	584	19,632	776	3,532	1,590	4,959	46,263
	Girl	7,434	16,459	38,037	2,564	44,438		543	874	6,544	116,893
	Total	12,083	22,146	42,891	3,148	64,070		4,075	2,464	11,503	162,380
Rate (%)	Boy	10.0	12.3	10.5	1.3	42.4	1.7	7.6	3.4	10.7	100.0
	Girl	6.4	14.1	32.5	2.2	38.0	0.0	0.5	0.7	5.6	100.0
	Total	7.4	13.6	26.4	1.9	39.5	0.0	2.5	1.5	7.1	100.0
National Total	Boy	65,510	68,854	70,544	12,836	126,914	6,638	12,258	8,079	74,823	446,456
	Girl	164,616	108,450	488,474	35,895	248,485	13,338	4,804	8,102	71,975	1,144,139
	Total	230,126	177,304	559,018	48,731	375,399	19,976	17,062	16,181	146,798	1,590,595
Rate (%)	Boy	14.7	15.4	15.8	2.9	28.4	1.5	2.7	1.8	16.8	100.0
	Girl	14.4	9.5	42.7	3.1	21.7	1.2	0.4	0.7	6.3	100.0
	Total	14.5	11.1	35.1	3.1	23.6	1.3	1.1	1.0	9.2	100.0

Source: MLVT/CSO & UNDP, Labour Force Survey Results, 2000

Number of teachers and teacher training

Looking at the number of teachers in Table 1-9, the national total fell from 160,000 in 1997/1998 to 140,000 in 1999/2000. However, teaching personnel still account for one-third of the total number of government public servants of 410,000 and teacher personnel expenses are a major burden on the national budget.

Prior to national unification, tens of thousands of Egyptian and Sudanese teachers were employed to teach English, science and math in the Yemen Arab Republic (north). However, the number of such teachers dropped to 4,000 by 1999 and as a result the shortage of English, science and math teachers is chronic. Now, measures are being examined for accepting foreign teachers under technical cooperation.

Looking at the ratio of male to female teachers in basic education schools, female teachers only account for around one-quarter the number of male teachers. In particular, female teachers are almost unheard of in rural areas. According to an interview survey carried out on the ground, teaching is popular among women in rural villages as the surest way of securing income outside of domestic work. However, since many such women move away to urban areas after they get married, the growing bias towards the cities is a problem.

Table 1-9 Tendency of Number of Teachers by School System (qualified teachers)

	Basic School		Basic & Secondary School		Secondary School		Sub-total	Total
	Boy	Girl	Boy	Girl	Boy	Girl		
1997/98	83,145	19,771	40,370	6,269	4,623	1,271	155,449	160,607
National Total	4,912	246	0	0	0	0	5,158	
1998/99	95,271	24,680	10,123	906	9,041	2,858	142,879	150,292
National Total	1,939	689	2,485	304	1,821	175	7,413	
1999/00	89,436	23,007	10,344	672	9,814	3,003	136,276	140,397
National Total	1,089	280	1,378	128	1,168	78	4,121	
(Ibb Gov.)	9,757	1,242	1,703	61	947	118	13,828	13,903
	32	0	20	0	23	0	75	
(Taiz Gov.)	12,023	3,239	2,405	141	2,191	551	20,550	20,628
	20	6	14	4	33	1	78	

Note: Upper shows Yemeni Teachers, lower shows foreigner teachers.

Source: MOPD/CSO Statistical Yearbook 2000

Basic education teacher training is implemented by higher institutes for education, which consist of two-year courses and can be enrolled in by graduates of university education departments and secondary education. There are 27 higher institutes for education throughout the country, and courses at these institutes are divided into two, i.e. class teachers for G-1 through G-3 grades, and field teachers specializing in different subjects. According to statistics from 1999/2000, the total number of students throughout the country was 19,126 (16% women). In Taiz Governorate, there are three higher institutes for education with 4,296 students (27% women), whereas in Ibb Governorate, such an institute is currently under construction next to the Governorate Education Office.

Table 1-10 Tendency of Students in Teacher Training Institutes (1997-1999)

	1 st Year		2 nd Year		Total			Number of Institutes
	Male	Female	Male	Female	Male	Female	Both	
1997/98	163	23	1,480	1,044	1,643	1,067	2,710	78
1998/99	10,848	1,799	4,090	456	14,938	2,255	17,193	27
1999/00	7,154	1,063	8,983	1,926	16,137	2,989	19,126	27
(Sana'a H.I.)	1,325	415	1,352	366	2,677	781	3,458	3
(Taiz H.I.)	1,518	416	1,616	746	3,134	1,162	4,296	3
(Ibb H.I.)	-	-	-	-	-	-	-	(under-construction)

Note: Teacher Training Institute (TTI) was reorganized to Higher Institute (H.I.).

Source: MOPD/CSO, Statistical Yearbook 2000

In order to deal with the shortage of teachers, three years of teacher training and short-term intensive training were implemented following completion of basic education up until 1998. Moreover, in rural areas, many teachers were employed after having only completed basic education and secondary education, but retraining of these teachers is currently being advanced.

Meanwhile, the number of students enrolled in university education departments was 25,391 in 1999/2000. Since university courses are four years, this meant that around 6,300 teachers were graduating every year. However, most teachers graduating from university become secondary school teachers, with only 14.6% becoming basic education teachers in the above year. In order to rectify this situation, universities are greatly expanding the number of openings for teacher training in the basic education course.

Teacher salaries and qualifications

The average monthly salary for teachers is 17,000 YR (approximately 12,000 yen) and that for principals is 23,000 YR (approximately 16,000 yen). In rural villages, where there are few employment opportunities, this is good income, and for women especially, teaching is almost the only way to gain salaried employment in such areas. Based on the hearing survey here too, teaching could be said to be a respected and attractive profession at all the schools that were targeted. However, for teachers transferring from urban areas to the regions, accommodation facilities are not in place and the living environment is undeveloped, and volunteers for such transfers are few and far between in spite of government allowances for employment in remote areas. Accordingly, authorities are advancing plans to train local graduates as teachers and are displaying particular urgency in training local female students as female teachers.

Concerning the qualifications of teachers in terms of academic background, Table 1-11 shows that approximately 27% of teachers are graduates of university or higher, 19% have completed secondary education, and 36% have completed basic education (including the old system). 15% of teachers have no qualifications, and the Ministry of Education is currently rushing to build higher institutes for education and retrain such teachers in 20 Governorates throughout the country. Despite having no academic qualifications, there are many experienced and skilled teachers and principals who have the warm trust and respect of community peoples.

Table 1-11 Educational Background of School Teachers

		Qualification Teachers					Non-qualification		Total
		Master	Bachelor	Secondary	J. Sec.	Old Sys.	Secondary	J. Sec.	
IBB Gov.	Male	13	4,067	2,530	7,185	418	987	67	15,267
	Female	4	546	307	846	65	351	8	2,127
	Total	17	4,613	2,837	8,031	483	1,338	75	17,394
TAIZ Gov.	Male	32	7,232	4,490	7,480	345	1,690	47	21,316
	Female	8	1,706	890	1,848	151	500	17	5,120
	Total	40	8,938	5,380	9,328	496	2,190	64	26,436
National Total	Male	375	36,155	26,348	40,874	10,229	17,458	1,761	133,200
	Female	123	10,350	5,581	7,463	1,877	7,988	682	34,064
	Total	498	46,505	31,929	48,337	12,106	25,446	2,443	167,264
Rate (%)		0.3%	27.8%	19.1%	28.9%	7.2%	15.2%	1.5%	100%

J.Sec: Junior Secondary School, Old Sys: old education system before unification.

Source : MOE, General Report on Periodical Educational Survey for 2000/2001(Draft)

1.1.2 Development Plans

(1) “First Five Years Plan (FYYP) 1995-2000”

The Yemen was unified in 1990; however, civil war broke out in 1994, the government immediately embarked on economic reconstruction and in 1995 compiled a package of structural adjustment measures with support from the World Bank and IMF. The First Five Years Plan was formulated as part of this.

In this plan the Government of Yemen is aiming to develop the production infrastructures and raise the quality of human resources, and it has placed priority on not only economic development but also social development. In particular, concerning human resources, it is striving to 1) improve education and public health services in order to direct the rapidly increasing population towards national development, and 2) raise national creativity by building the ideal environment for education and job skills.

The Ministry of Education has compiled the Five Year Education Plan as the development plan for education, and this guarantees basic education to all citizens upon pointing out the need for education that can keep pace with world advances in science and technology. In particular, with respect to basic education, the Ministry aims to promote equal basic education services for all children, paying particular attention to promotion of girls' education in rural villages. As improvement targets for 2000, the Ministry raised an enrollment rate of 100% (total enrollment rate in the first year) and a total attendance rate of 80% over all grades in basic education.

Table 1-12 Targets of First Five-Year Education Development Plan (1st FYDP)

	Target in 2000	Improvement
Kindergarten (age 3 ~ 5year) :	42,179 kids	Double
Basic Education :	Both 100%	24 point up
Grade 1 enrollment rate	Boy 88%	
	Girl 62%	
Total enrollment rate (G1-G9)	Both 80%	55 point up
Secondary Education		
Grade 10 enrollment rate	Both 65%	
Total enrollment rate (G10-12)	Both 30%	23 point up

Source : MOE, The First Education Development Five Year Plan, 1996

As specific measures, the following items for improvement were raised in the basic education sector:

- Expand the accommodation capacity of basic education schools with a view to realizing compulsory education.
- Take provisional measures to reduce class sizes from 40 to 25 students.
- Strive to expand education for girls in both urban and rural areas.
- Prepare all the teaching materials and apparatus required for basic education.

(2) "Second Five-Year Plan (SFYP) 2001-2005"

Yemen is still an LDC in spite of the fact that 30 years have passed since it embarked on national development. Reasons for this state of affairs can be analyzed as inefficient systems and underdevelopment of human resources. In order to realize national development, it is necessary to develop human resources and switch over to an education system that is suited to development needs and is in line with scientific and technical advances while at the same time preserving Arab and Islamic culture. In particular, it is urgently necessary to make up for the slow development of girls' education.

Eradication of illiteracy has been raised as a concrete goal and it is intended to reduce the literacy rate to 10% or less by 2025. In order to achieve this goal, it is intended to raise the enrolment rate for basic education, reduce dropouts among girls in particular, and expand literacy education.

Improvement targets at each education level are as follows:

- In the area of literacy education, educate 345,000 students per year for five years.
- In the area of basic education, raise the first year enrolment rate by 12% so that the overall enrolment rate is improved to 69.3% and the enrolment rate for girls and boys is raised to 55% and 82.4% respectively.
- In the area of secondary education, aim for an enrolment rate of 41.3%. Concerning vocational and technical training, newly establish 60 training centers and technical colleges, restore schools that are currently closed, and raise the acceptance capacity of all schools to 25,000.
- In the area of university education, increase the number of science and engineering students with a view to nurturing independent entrepreneurs. Increase the number of students at national universities to 282,000, and increase the ratio of female students to 27% and the ratio of technical and engineering students to 16%. Reduce the number of students enrolled in education departments (currently increasing rapidly) in line with rising numbers of students in teacher training colleges.

Table 1-13 Targets of Second Five-Year Education Development Plan (2nd FYDP)

		1995/96 (1 st FYDP target)	2000/01 (current)	2005/06 (2 nd FYDP target)
Basic Education	Girl	39.3%	43.9%	55.0%
	Boy	71.6%	77.2%	82.4%
	Total	56.6%	61.4%	69.3%
Secondary Education	Girl	10.6%	21.1%	N.A.
	Boy	40.6%	47.2%	N.A.
	Total	26.1%	34.7%	41.3%

Source: MOE, Second Five Year Education Development Plan (Arabic draft)

Furthermore, it is intended to work on the following items in order to raise the efficiency of education administration.

- Promote decentralization and improve efficiency of education administration.
- In the area of education finances, bolster the role of local communities.

- Examine multi-stream education for developing the individual characteristics of each child.
- Complete school mapping work and promote efficient construction of schools.
- Supply school facilities, furniture, teaching materials and blackboards, etc.
- Tour schools to carry out enlightenment and guidance concerning utilization of school facilities and equipment, maintenance and bearing of expenses.
- Establish production centers for preparing textbooks and teaching materials according to each education level.
- Construct girls' schools equipped with the necessary equipment, thereby reducing the dropout rate of girls.
- Expand employment opportunities for women in order to raise the role and status of women in the home and society.
- Examine physical subsistence of households living in poverty, as a means of raising the enrolment rate of girls.
- Adopt an integrated system of basic and secondary education exclusively for women.
- Examine measures for promoting training of local female students as teachers.

(3) "Girls' Education Strategy 1998" and revised on 2001

Total dissemination of basic education (EFA: Education For All) is required in order to realize modernization of Yemeni society; in particular, effort should be made to promote education of girls and rectification of disparities between both sexes. Since conventional education policies were based around male students, illiteracy among women of 15 years and over is high at 73% (a poor figure even in world terms), and the disparity between boys and girls in terms of enrolment rate is as high as 33% (37.4% among girls and 70.7% among boys).

Measures taken in order to rectify such a situation include construction of classrooms for girls, implement of lessons for girls, and training of female teachers. The dissemination of education for girls has a profound impact on the national economy, society, culture and political development. Accordingly, girls' education is a social investment and the local community should take the initiative in promoting such education.

Table 1-14 National Girls Education Strategy 1998

Duration	Targeted rate of girls enrollment		
1998-2000	40.3%	45.7%	5.4 point up
2001-2005	45.7%	60.0%	14.3 point up
2006-2010	60.0%	86.1%	26.1 point up

Source: MOE, National Girls Education Strategy 1998 (Arabic text)

In 2001, the revised National Strategy of Girls' Education was formulated and this aims to raise the enrolment rate for girls to 90% by 2015. The following points are raised as current conditions and issues in the area of girls' education.

Table 1-15 Subject to Improvement of Girls School Enrollment

Problems	Subjects
<p>Awareness of the importance of girls' education remains low. Education budgets for carrying out improvements are insufficient. Due to the large size of families (many children), education for girls is treated as a secondary issue.</p>	<ul style="list-style-type: none"> - Short supply of enrolment opportunities - Shortage of female teachers - Inadequacy of the school education system - Shortage and underdevelopment of school facilities - Disparity between curriculums and local needs

Source: MOE, National Girls Education Strategy 1998 (Arabic text)

The following countermeasures to the above issues are recommended as necessary:

- Raise interest in education matters overall, improve the social awareness of schools, and promote local participation.
- Give public recognition to the importance of girls' education.
- Reduce the birth rate.
- Subsidize costs entailed in girls' education.
- Raise expenditure on basic education.
- Reduce the dropout rate.

Looking ahead to the National Education Conference that will be staged in November 2002, detailed review is being carried out by a preparatory working group on girls' education.

(4) "Education Plan Currently Being Compiled"

The Ministry of Education is currently working on the Ten Year Education Plan with support from the GTZ, and this is scheduled for discussion at the National Education Conference in November 2002. This Conference will discuss matters affecting all areas of education in Yemen and will present education policy, strategy and specific action plans. This will consist of an overall strategy and the following itemized strategies:

- Curriculum,
- Teacher training (regional and central),
- School facilities,
- Girls' education,
- School business management,
- Decentralization and school operation,
- School finances, and
- Local participation.

It is scheduled for the overall strategy to be compiled while adopting the bottom-up approach.

1.1.3 Socioeconomic Conditions

Yemen is the only LDC on the Arabian Peninsula and per capita GNP is only US \$ 368. Previously, the national economy was enriched by money sent home by migrant workers to Saudi Arabia and so on, however, the number of such workers plummeted during the Gulf War and stood at just 14,061 in 2000. From 1995 a program of economic, administrative and financial reforms was commenced under support from the IMF/World Bank, and as a result the rate of inflation, which previously stood at 71.3%, was brought down to 6.3% by 1997. Following stabilization of the economy, full-scale structural adjustment measures centering on financial, tax and administrative reforms and privatization were advanced from the same year.

Production of crude oil is increasing. In 2000 this stood at 460,000 barrels per day and 55% of national revenue is dependant on petroleum income. Petroleum accounts for 96.9% of export income, while the second placed item of coffee and other agricultural products struggle to grow. As a result, dependence on petroleum has reached extreme levels. However, 52.9% of workers are engaged in agriculture, 3.9% in manufacturing and 12.4% in the service sector, and Yemen still retains an agriculture-based industrial structure. The working population in 2000 was approximately 8,920,000 and the unemployment rate was roughly 8.6% (760,000). Since Yemen does not have many industries capable of absorbing the labor force, it has a lot of public servants. In 2000 there were approximately 428,000 public servants accounting for 4.8% of the total working population.

Concerning population increase, the total fertility rate (TFR) remains high at 7.4 and the rate of population increase between 2001-2005 is projected as 3.6%. Rapid growth in the number of children of school age resulting from this high growth rate is slowing down educational reform and making it difficult to realize improvements.

Table 1-16 CDR, TFR, migration and estimated rate of population Growth (1994 census)

	Crude Death Rate	Total Fertility Rate	Population Migration	Rate of Population Increase		
	(CDR)	(TFR)		1996-94	1996-01	2001-05
Sana'a City	9.03	5.70	49.3+	7.1	6.7	6.4
Aden Gov.	8.15	4.00	9.8+	3.1	3.0	3.0
Taiz Gov.	9.87	6.90	13.5-	2.2	2.5	2.5
Hoddeida Gov.	15.31	6.80	7.1+	5.5	3.9	4.0
	12.51	7.90	13.5-	2.1	2.3	2.4
Damarh Gov.	15.81	8.00	8.9-	1.8	2.1	2.1
National Average	11.35	7.40	0.0	3.4	3.5	3.6

Source: MOPD/CSO, Population Estimates by Administrative and Geographical Subdivisions 1994-2005, 1996

1.2 Background of the Request for Grant Aid

Yemen, which has no mainstay industrial sectors and only minor income from petroleum, is striving to develop its human resources, however, an overall basic education enrolment rate of 61% (2000) and literacy rate of 45% are both in the world's lowest rank. In particular, regional disparities and disparities between the sexes are large, and it is reported that the school enrollment rate of girls is only around 22% in the rural villages, where traditional customs are deeply engrained. Therefore, the issue facing Yemen concerns how to improve the school enrolment rate and literacy rate of girls and women while paying respect to traditional values. International agencies and other donors are also tackling this issue.

It was in these circumstances that the Government of Yemen compiled the First Five Year Plan of National Development (1996-2000) and formulated plans for the construction of 20,000 classrooms throughout the country in order to raise the basic education enrolment rate by 30% by 2000. Implementation of these plans, however, has been delayed due to financial constraints.

Against this background the Government of Yemen formulated the project to build an additional 1,000 classrooms over five stages (200 classrooms per stage) at basic schools in 10 out of 20 of the country's Governorates and, concerning the first stage of this project targeting Taiz and Ibb Governorates, it issued a request to the Government of Japan for provision of grant aid in 1998. In response to this, the Government of Japan dispatched the project formation team in May 1999.

Table 1-17 Outline of Project

	Contents		
Target	To increase of school enrollments in Ibb and Taiz Governorates		
Project Objectives	To increase school enrollment for targeted schools		
Expected Output	To extend basic school classrooms in project area		
Project Indicators	1) Increase of school enrollments 2) Improvement of girls enrollment		
Contents of Project	Requested Items		
	1) School Construction for 30 schools: Classrooms, Administration rooms, Toilets for Boys and Girls		
	2) School Furniture		
	3) Teaching Equipment		
Project Area	4) Yemeni side activity Employment/Deployment of teachers in rural area : MOE Improvement of girls enrollment : MOE, PTA Management and maintenance of schools : MOE, PTA		
	Ibb Governorate, Taiz Governorate		
	Project Area	Ibb Governorate, Taiz Governorate	
Recipients	Direct :	Students of project schools	12,000 annually
	Indirect :	Community people in project area	70,000 approx.

1.3 Trends in Japan's Assistance

In view of the fact that Yemen has the lowest income of all Middle and Near East countries and has high needs for assistance to promote socioeconomic development, the Government of Japan is considering implementing assistance activities centering around the basic living sector (regional water supply, public health and medical care, primary education, etc.) (See 'Japan's ODA' 2000).

Past grant aid has focused on debt relief, increase of food production, public health and medical care, regional water supply and broadcasting equipment projects, but this is the first time that assistance will be implemented in the education sector.

Table 1-18 Japan's Grant Aid for Education and Health Sector

Year	Project Name	Aid Amount (Million Yen)
2000	Improvement of Tuberculosis Control in Southern Yemen Project	564
1999	Mother and Child Health Equipment of Local Hospitals Project	424
1993	Education Broadcast Equipment Project	799
1992	Construction Machinery Center Project	1,035
1991	National Tuberculosis Control Project	508
1989	Production Equipment for Educational and Cultural Program for National Television	47
1984	National Tuberculosis Institute Project (2 years)	918 108

Source : MOFA, Japan ODA Report, every years and HP

Moreover, in terms of grassroots grant aid, five school construction projects were implemented by 1999 and, combined with public health projects; these were greatly welcomed by the community peoples. In particular, Japan has so far implemented numerous aid projects in the target areas of Taiz and Ibb Governorates.

Table 1-19 Small Scale (Grass-roots) Grant Aid in related Governorates

Year	Project Name	Name of Recipients	Amount (1000Yen)
1999	Sharaff Health Center in Ibb Gov.	102 Area Election Committee	3,431
	Arwa school in Taiz Gov.	Arwa Basic and Secondary School	4,847
	Al-Misak School at Manaha	Haraz Women Social Association	9,139
	Kitabu Water System Improvement in Ibb Gov.	Kitabu Water Association	1,886
1998	Rural Mobile Family Plan Service in Taiz Gov.	Ufamily Care Association in Yemen	6,408
	Bani Awadh Health Center	Education and Health in Bani Awadh	3,395
	Education and Vocational Training for Refugees	Triangle Generation Humanitaire	2,538
	Rehabilitation of Utamusi School in Sana'a City	Utamusi Basic School	2,393
	Health Education Video Equipment at Jibla in Ibb Gov.	Jibla Baptist Hospital	866
1997	National Literacy Education Strategy Formation	Literacy and Adult Education Organization	445
	Renovation of Audience Hall for Yemen Research and Survey Center	Yemen Research and Survey Center	1,792
1996	Construction of Gymnasium for Sana'a City	N.A.	N.A.
	Construction of Al-Deque Secondary School		
	Renovation of TB Ward in Taiz Republic Hospital		
1995	Expansion of Anoul School	N.A.	N.A.

Source : MOFA, Japan ODA Report, each year and HP

1.4 Trends in Assistance by Other Donors

Numerous international agencies and donors implement assistance in the education sector in Yemen, and an outline of this work is given below.

Table 1-20 Education Sector Project by World Bank and Donors

Name of Project		Outline of Project
World Bank : BEEP Basic Education Expansion Project	2000 ~ 2004 (62.6mil\$)	Expansion of basic education, specially for improvement of girls enrollment rate, supporting on construction of schools, toilets, preparation of teacher training, teaching kits, capacity buildings of Government and community peoples.
World Bank : SFDII Social Fund for Development Project - - II	2000 ~ 2006 (175mil\$)	To aim Poverty Reduction, supporting on community development, funding, capacity development. 60% of investment amounts were spent for school construction in SFD-I.
WFP : ESP Education Support Project	1998 ~ 2001 (N.A.)	Supporting food aids to improve enrollment rate for poverty children, girls students of basic school, secondary students in dormitory, female teachers.
UNICEF : ABP Area Based Project	1997 ~ 1999 (N.A.)	Supporting on education improvement in rural area. To promote local female teachers and train girls from secondary students in Teacher Training Center (TTC) at every district (220 places) for improvement of girls enrollment rates
GTZ : HEEP Health & Environment Education Project	1995 ~ 1999 (N.A.)	Supporting school health and environment education for basic schools in technical cooperation basis, provide toilets and others. Participatory development is linked with World Bank, WFP, and UNICEF.
KfW : Construction & Rehabilitation of Elementary Schools	CRES-1: 1997 ~ 1999 (4.6mil\$) GRES-2: 2000 ~ 2003 (N.A.)	Supporting to construct and rehabilitate of school building and toilets by community participation with cooperation of GTZ and World Bank. Construction of 200 schools and rehabilitation of 400 classrooms in Ibb and Abyan Governorates.

Source : World Bank Report and collected data

(1) Education Assistance by the World Bank

The World Bank has continued to support education in Yemen since 1973 and has implemented various projects targeting school construction, teacher training, technical training, vocational training, and so forth. While introducing structural adjustment measures, it has aimed to create employment opportunities in rural areas through constructing small-scale infrastructure including schools in its Public Works Project (PWP).

Similarly, under the Social Fund for Development Project (SFD), which is like a subsidy system for small-scale development, assistance for school construction is implemented in a setup whereby citizens are able to select the development projects they desire.

Table 1-21 Education and Human Development Projects by World Bank (Million US\$)

Year	Name of Project	Amount	Final Year
1973	Education Project I – VIII	-	1995
1985	Teacher Training Project YAR	-	1993
1985	Technical Training Project	-	1993
1991	Secondary Teacher Training Project II	35.1	1999
1992	Basic Education Project	25.0	2000
1994	Education Sector Investment Project (ESIP)	48.7	2001
1995	Vocational Training Project	59.8	2003
1996	Public Works Project (PWP)	28.0	2000
1997	Social Fund for Development Project (SFD)	85.0	2003
1999	Public Works Project II (PWP II)	60.0	2003
2000	Basic Education Expansion Project (BEEP)	62.6	2006
2000	Child Development Project	45.3	2005
2000	Social Fund for Development Project II (SFDII)	175.0	2006

Source : World Bank Report (HP)

Moreover, from 2000, it has incorporated improvement of the girls' enrolment rate in primary education into the Basic Education Expansion Project (BEEP) that has been ongoing since 1992. An outline of major World Bank undertakings is given below.

Basic Education Project (BEP) 1992-2000

The World Bank embarked in earnest on supporting ordinary education from 1992, the year after the School Teacher Training Project (STTP) was implemented. The objectives of assistance are, to improve the enrolment rate of girls in rural villages, and to lay the foundations for improving the quality of basic education. In specific terms, assistance has been implemented in a variety of areas, for example, 1) in order to improve the enrolment rate of girls in rural villages: expansion of classrooms, improvement of utilization rates, assignment of female teachers, and 2) in order to lay the foundations for improving the quality of basic education: internal training of teachers, curriculum development, preparation of textbooks and teaching materials, implementation of common examinations, and so on. The achievements of these efforts were passed on to BEEP-II from 2000.

Education Sector Investment Project (ESIP) 1994-2001

Support for reform of the education sector was started from 1994, the year before the Government of Yemen embarked on its structural adjustment policy. The objectives of this were to develop human resources and improve government capacity for responding to the new economic demand. Specifically speaking, the Project aimed to 1) improve the quality of science and math education in secondary schools, 2) raise the number of girls enrolled in secondary education, and 3) develop two-year programs of business management, commerce and industrial education following graduation from secondary school. The following eight items were advanced as Project Inversion Program (PIP): facilities and equipment, capability of teachers, curriculum development, school operation, learning resources, student assessment, access for girl students, and investment into local colleges.

Public Works Project (PWP) Phase-1 (1996-2000), Phase-2 (1999-2003)

In order to mitigate the negative effects of structural adjustment, public works projects aim to enhance the environment, improve sewerage and promote community participation while creating between 75,000-96,000 jobs per month (US \$ 260-350/month). Project components are as follows: 1) implementation of small-scale works, 2) strengthening of project management capacity, and 3) technical cooperation. Small-scale works covers such areas as sewage treatment, urban development, local development, soil preservation, public health and education facilities, and numerous basic schools and health offices have been constructed in rural areas.

Social Fund for Development Project (SFD)

Phase-1 (1997-2003), Phase-2 (2000-2006)

The SFD aims to mitigate poverty and create earning opportunities through improving the rural village environment. In specific terms, it supports community development in poverty-stricken areas, and discovery of earning opportunities through creation of small businesses via citizen participation.

The Phase-2 SFD aims to improve services aimed at mitigating poverty by combining community development, capacity development, and micro finance. As project components, 1) development support via citizen participation, 2) financial support for poverty-stricken people, and 3) capacity development of stick holders, are carried out. 57% of investment in the first two years was spent on construction and rehabilitation of primary schools based on demand by community peoples. As target areas, 25 districts where the girls' enrolment rate is especially low have been selected from poverty-stricken areas throughout the country.

Basic Education Project (BEEP) 2000-2006

While inheriting the lessons learned in the first BEEP that started in 1992, BEEP 2000-2006 aims to carry out improvement of the education sector overall by 1) improving access, 2) improving the quality of basic education in rural area, and 3) capacity building of the MOE. From school mapping of eight Governorates, four (Saan'a, Amran, Mahweet, Al-Dhala'a) were selected. In selecting, priority was given to districts where the girls enrolment rate is low and schools were selected for improvement of the girls' enrolment rate is possible and shortage of classrooms is chronic.

Table 1-23 Components of BEEP/ World Bank

	Contents
1) Improvement of Access	1. Expansion of number of schools (construction, rehabilitation) 2. Selection of schools by Needs basis (usage of School Mapping) 3. Community participations 4. High cost efficiency for maintenance, others
2) Educational improvement of rural Schools	1. In-service training of Teachers, Inspectors, headmasters 2. Deployment of teachers and new cubiculum 3. Teaching kits, School furniture, others
3) Capacity improvement of MOE	1. Improvement of Basic Education 2. Educational statistics and monitoring 3. Activity plan of community participations, others

Source : World Bank, Basic Education Expansion Project (BEEP),2001

In the first year of the project, 40 primary schools in Sana'a Governorate were constructed, and work was completed in March 2002. Standard designs of three classrooms (single story) and six classrooms (two story) targeting first through sixth grades were set; construction works including toilets and perimeter fences were executed, and classroom furniture and basic equipment were supplied. It is planned to expand the works to other Governorates from the second year onwards.

(2) Cooperation by the Government of Germany (KfW, GTZ, DED)

Phase-I (1995-1998) Phase-II (1998-2002), Phase-III (2002-2005)

The Government of Germany, in a joint effort by the three agencies of KfW, GTZ and DED, has offered support of public health, education, and improvement of water supply in Ibb and Abyan Governorates. Support to the basic education sector was commenced in 1995 and Phase III started from July 2002.

In terms of grant aid, KfW supports construction and renovation of basic schools in the project for Construction and Rehabilitation of Elementary Schools (CRES). In terms of technical cooperation, GTZ supports health and environmental education in primary schools, qualitative improvement of teachers, and improvement of education administration. This work is supported by DED, which specializes in people's participation-based support activities.

The contents of support are as follows: guidance of teachers, school operation and management, decentralization of education, rehabilitation and construction of school facilities, participation of community peoples in education, school finances, education for girls, and improvement of curriculums. Here, the cluster school approach is adopted. First KfW constructs and rehabilitates cluster schools which become model schools for implementation of technical cooperation by GTZ/DED, and then trained social workers patrol satellite schools to provide guidance.

Concerning school construction (CRES-1), 272 classrooms were constructed (143 in Ibb, 129 in Abyan) and 659 were rehabilitated (234 in Ibb, 425 in Abyan) as of March 2003. Other construction work has included construction of toilets, fences and principal's offices and also supply of furniture, etc. In KfW activities, 10% of costs are borne by local communities, which are required to provide cash, supplies (stone, etc.) and labor. Also, concerning rehabilitation of school buildings, it is agreed in advance that any problems arising in school buildings should be handled under the responsibility of the Yemen side. In CRES-2, work on constructing 48 classrooms and rehabilitating 86 classrooms was started in 2002, and CRES-3 is now also under consideration.

(3) Number of Classrooms Constructed by International Agencies and Other Donors

Numerous international agencies and donors support school construction in Yemen, and the main numbers of classrooms that were started and finished in 2002 are as indicated below.

Table 1-23 Number of Constructed Schools in 2002 and propositions

Project Name	Contents
World Bank : BEEP	Year-1 : 40 schools at Sana'a Governorate as pilot construction, Completed by March, 2002 Year-2 : 270 schools in 4 Governorates (Sana'a Al-Maweat, Laheji, Al-Mahara)
World Bank : SFD	Ibb Governorate : 13 schools, 55 classrooms, Taiz Governorate : 2 schools, 54 classrooms
World Bank : PWs	Ibb Governorate : 37schools, 149 classrooms Taiz Governorate : 15schools, 71 classrooms
KfW : School Construction and Rehabilitation	CRES-1 : Construction of 272 classrooms, Rehabilitation of 657 classrooms in Ibb and Abyan CRES-2 : Construction of 86Classrooms in Ibb Rehabilitation of 48classrooms from 2002 No information in Abyan CRES-3 : Plan to extend two more Governorates
MOE : Investment	Ibb Governorate : 10 schools, 71 classrooms Taiz Governorates : 52schjools, 178 classrooms
UNICEF	Ibb Governorate : 2 schools, 22 classrooms

Source: Data from every organization and MOE

The number of existing classrooms currently in use as of 2000 is 97,668. Of these, the number and ratio of newly constructed classrooms with respect to existing classrooms in Taiz and Ibb Governorates are as follows.

Table 1-24 Number of Classrooms which constructed by Donors or this Project

	Taiz Governorate		Ibb Governorate		Total (National)
World Bank, Donor, MOE (2001)	303 CR	2.6%	415 CR	4.0%	-
This Project	170 CR	1.4%	149 CR	1.5%	-
Sub-total	473 CR	4.0%	564 CR	5.5%	-
Existing Classrooms (2000)	11,871 CR	100%	10,295 CR	100%	97,688 CR

Source: Collected data and MOE