

Goal: 3

**Promote Gender
Equality and
Empower Women**



Target 4

Eliminate of gender disparity in primary and secondary education preferably by the year 2005, and at all levels by 2015

Status at a glance

Will target be reached by 2015?

Probably Potentially **Unlikely** Insufficient data

State of supportive environment

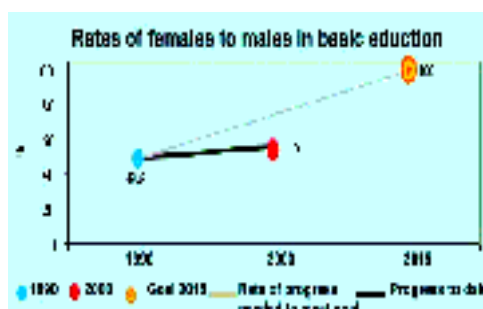
Strong **fair** Weak but improving Weak

Indicators	1990	2000	2015
Proportion of girls to boys in basic education	44.6	55.7	100
Proportion of girls to boys in secondary education	13.7	36.6	100
Proportion of girls to boys in tertiary (University) education	20.5	32.3	100
Proportion of women in paid-work in the non-agricultural sector	N/A	7.0	N/A

Source: Ministry of Education

1 Current status and trends

Despite an increase in female enrolment rates since 1990, male enrolment rates remain higher. Girls enrolment in basic education increased from 44.6% in 1990 to 55.7% in 2000.

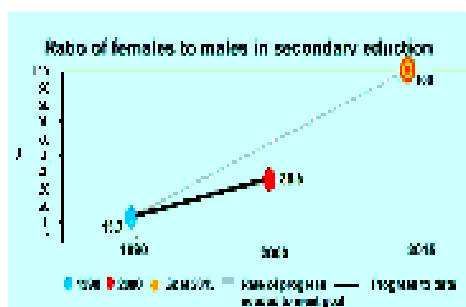


In the secondary level, girls enrolment rates are still low despite the improvements of the 1990s. Girls enrolment rates in secondary education increased from 13.7% in 1990 to 36.6% in 2000, and so was the case with higher education, with enrolment rates rising from 28% in 1990 to 32.3% in 2000.

Nevertheless, indicators show that a significant proportion of girls are still out of school, particularly in the primary education stage, despite the State's commitment to provide equal opportunities for boys and girls alike.

Data also shows disparities between rural and urban areas. Girls average enrolment rate in rural areas was 29.5%, as compared to 73.2% in urban areas. Therefore, it is difficult to achieve equality in basic, secondary and higher education. This requires continuous

efforts. Despite the efforts towards realizing this goal, much still need to be done.



Women empowerment is progressing slowly as big proportion of this segment of the population is illiterate.

The average female illiteracy rate was 74.1% in 2000, compared to rural areas, where female illiteracy rate was as high as 84.2%.

Despite moderate female participation rate in the various economic sectors, particularly the rural agricultural sector, the rate of paid female workers in the non-agricultural sector was as low as 7% in 2000.

Despite serious efforts in increasing women's participation in political, economic and social activities, progression in this endeavour is far behind. Currently, only a woman is occupying a seat at the Parliament out of 301 members, two women out of 101 seats at Shoura (consultative) Council and only 35 women out of 7,192 members in the newly elected Local Councils.



Despite the above, women's participation in the executive bodies has recently increased. There is a woman Minister, and several female Under Secretaries. Their number is on the increase in such positions as General Directors and lower administrative levels. Increasing overall women's active participation remains a major government priority.

2 Challenges

1. Poverty: Low household income and family's inability to meet basic requirements has forced many girls to leave education;
2. Drop-out: Drop-out rates among girls in the various education stages are on the increase and peak among the fifth and ninth grades class, and in the secondary and tertiary education stages;
3. Early marriage: Several indicators and social studies have found that early marriage is one of the most important factors contributing to girls dropout from the education system, particularly from secondary and tertiary education;
4. Lack of female teachers: female teachers only account for 20% of the entire teaching force in the basic and secondary education (16.2% in urban areas and 5.3% in rural areas);
5. Lack of awareness among student's guardians about the importance of girls education, particularly the post-basic and tertiary education stages is yet another major obstacle;
6. Lack of proper training opportunities and facilities for women;
7. Low levels of social awareness about the importance of women's work; and
8. The spread of certain habits and traditions that influence men towards women.

3 Supportive environment (policies and programmes)

The government has adopted several strategies, policies and programmes stressing equality and equal educational opportunities for all. Yemen's Strategic Vision (2025) aims at promoting and ensuring education for girls, particularly in rural areas, and reducing the gender gap with the aim of increasing girls enrolment rate to 95% in line with the Poverty Reduction Strategy.

The Girl's Education Strategy aims at providing basic education to girls in the

school age group (6-14 years) and improving quality of girls' education through the development of programmes and activities designed to meet the actual academic and practical needs of girls. The Literacy and Adult Education Strategy, however, underlines the importance of girls education and the need to change unjustifiable attitudes towards educated women. The Basic Education Strategy reaffirms the State's commitment to make every possible effort to provide quality basic education to and to meet the development needs of every child in the school age group (6-14 year) by 2015. It also aims at increasing enrolment rates in basic education and reducing the gender and inter-regional gaps. It also stresses the need to raise girls enrolment rate to 27% of the total gross enrolment rate.

The Second Five-Year Development Plan aims at expanding enrolment opportunities for girls and activating the role of the educational system in advancing women's status in the family and society.

4 Priorities for development assistance

Development assistance by partners is needed towards enhancing Yemen's efforts to achieve this goal and implement the programmes and related policies designed to enhance women's role in society. This may be through:

1. Increasing enrolment rates of schooling girls;
2. Reforming the education sector to improve quality;
3. Enhancing institutional capacity of education institutions;
4. Increasing budget allocation;
5. Addressing regional inequalities and internal inefficiency;
6. Addressing the relevance of curricula;
7. Promoting women's political participation and supporting the increase the number of women in decision-making positions; and
8. Encouraging and supporting business women.



5 Promote Gender Equality and Women Empowerment: Monitoring and Evaluation Environment

Elements of monitoring environment	Assessment		
	Strong	Fair	Weak
Data gathering capacities			
Quality of recent survey information			
Statistical tracking capacities			
Statistical analysis capacity			
Capacity to incorporate statistical analysis into policy, planning and resource allocation mechanisms			
Monitoring and evaluation mechanisms			

