

# Republic of Yemen

## Progress and challenges of Mainstreaming Vulnerable Children and Youth



- Risks Facing Children and Youth
- Mainstreaming – Steps to build on
- Inclusive Education - A Case Study
- Challenges
- Steps To Overcome Challenges
- Value Added To Yemen Development Agenda

# Risks Facing Children and Youth (0 – 5) Age Group

- **Infant/Child Mortality Rate**

IMR: 79 per 1,000 live births, CMR: 107

- **Malnutrition**

Stunting) – 53%, Underweight – 45.6%, Wasting) 12.4%

- **Childhood Illness**

Incidence of diarrhea (27%), ARI (15%), fever (24.5%)

- **Maternal Mortality and Morbidity**

MMR: 570 per 100,000 live births

- **Lack of Early Child Care and Education**

ECCD enrollment is less than 1%

# Risks Facing Children and Youth (6 – 14) Age Group

## ■ Limited access to and retention in basic education

Out of school:(1-9) 38.10%

Drop out rate: 15.65% (nat. avge.)

School completion rate: 51% (1-6)

## ■ Disadvantaged children

- Child laborers: 12-17%
- Street children: 3.3% (5-9 years); 97% (10-18 years)
- Disabled children

# Risks Facing Children and Youth (15 – 24) Age Group

## ■ **Limited access and retention in secondary education**

Gross secondary enrolment rates = 65% for boys, 35% for girls; Gross tertiary enrolment rates = 17% for young men, 8-10% for young women

## ■ **High unemployment and inactivity rate**

Unemployment rate: 18.9%

Inactivity rate: Teenage Girls (15-19) = 51.9%; Teenage Boys (15-19) = 8.8%;

Young Adult Females (20-24) = 65.5%; Young Adult Males (20-24) = 8.6%;

## ■ **Risky Behaviors/Practices**

- Early marriage/pregnancy : 56.3% (teenagers), 83.7% (young adults): impacts maternal mortality and morbidity and infant/child mortality
- HIV/AIDS: Incidence 0.01% of population aged 10-49
- Violence and Crime

## **Lack of participation in development policies and process**

# Children and Youth Strategy Catalyst for Mainstreaming Agenda

**1. Policy  
Dialogue on  
Life Cycle  
Approach**

**2. Policy Dialogue on  
issues of  
“vulnerable children  
and youth”**

**3. Influencing Sector  
Strategies and  
National Programs  
(EFA, PRSP, ECD)**

**4. Promoting  
Youth  
Consultations and  
Participation**

# Children and Youth Strategy

## Catalyst for Mainstreaming Agenda

### ■ Influencing Sector Strategies

#### – Education For All

- Promoting inclusive education to reach “Hardest to reach”

- Policy Level

- Strategy Level

- Organizational level

- Implementation

# Children and Youth Strategy Catalyst for Mainstreaming Agenda

## INCLUSIVE EDUCATION TO ACHIEVE EDUCATION FOR ALL

### Case Study

<b>POLICY LEVEL</b>	<b>STRATEGIC FRAMEWORK</b>	<b>ORGANIZATIONAL LEVEL</b>
<p data-bbox="465 802 734 834"><b>Education Law</b></p> <p data-bbox="353 938 837 1329">(Art.9): the state acts to realize social equality and equitable opportunity in education and takes into consideration the social and economic circumstances that may prevent some families from sending their children to school;</p>	<p data-bbox="943 802 1404 834"><b>Basic Education Strategy</b></p> <ul data-bbox="887 938 1404 1374" style="list-style-type: none"><li data-bbox="887 938 1404 1018">• Close the gap between male and female enrollment</li><li data-bbox="887 1050 1404 1177">• Increase enrollment of disadvantaged children and those with special needs</li><li data-bbox="887 1209 1404 1374">• Improve and support legal environment for community participation and raise awareness on its importance</li></ul>	<p data-bbox="1532 802 1823 834"><b>ORGANIZATIONAL LEVEL</b></p> <ul data-bbox="1503 906 1951 1501" style="list-style-type: none"><li data-bbox="1503 906 1951 1034">• <u>Central Government</u>: Number of new General Directorates</li><li data-bbox="1503 1066 1951 1342">• <u>Governorate</u>: Inclusive Education Head, Trainer Teachers Supervisor and Coordinator</li><li data-bbox="1503 1374 1951 1501">• <u>School</u>: IE trainer, trained teachers, parents committees</li></ul>

# INCLUSIVE EDUCATION TO ACHIEVE EDUCATION FOR ALL

## Case Study

### IMPLEMENTATION

- Program initiated in 10 governorates and over 50 schools
- Target Group:
  - Children with Disabilities (to begin with)
- Supported by:
  - Basic Education Development Project
  - Social Fund for Development Project
  - Public Works Project
  - Social Welfare Fund, Disability Fund; NGOs
- Involves:
  - Schools
  - NGO's
  - Families
  - Community

# INCLUSIVE EDUCATION TO ACHIEVE EDUCATION FOR ALL

## Case Study

### ■ Components

- Changing social attitudes towards children with disabilities
- Breaking isolation for girl child with disability
- Rehabilitation
- Testing for adaptability and integration into regular schools
  - Model 1: Full integration – children begin to attend regular schools
  - Model 2: Partial integration – children begin to attend school but in special classrooms

# INCLUSIVE EDUCATION TO ACHIEVE EDUCATION FOR ALL

## Case Study

### DAUNTING CHALLENGES

#### ■ Strategic Level

- Wide gap between theory and practice
- Working and street children not able to access education system
- Donor coordination fragmented
- Education budget not earmarked for inclusive education
- Rural outreach very limited

#### ■ School Level

- Limited involvement of families and communities
- Physical Accessibility
- Personnel issues:
  - Management: competencies, resources, O&M
  - Teachers: incentive, skills/ competencies
  - Learning: lack of outcome focus

# INCLUSIVE EDUCATION TO ACHIEVE EDUCATION FOR ALL

## Case Study

### OVERCOMING CHALLENGES...

- Creation of SC for youth and children issues
  - Advocacy for strategy at policy level
  - Resolves coordination issues
  - Funding and budgeting mobilization (BEDP, SFD, MOF)
- Awareness and realization of potential long term returns on investment; cost of no action
- Consolidation of national efforts: govt. donors, NGOs and Civil Society, etc.
- Monitoring and Evaluation and links to MDGs

# Children and Youth Strategy Catalyst for Mainstreaming Agenda

## ■ Value Added

- Better focus on education quality and quality of other services
- Attraction of international attention: progress correlates + with external funding
- Realization that “no action” is unaffordable
- Potentiality of realizing the “demographic gift”
- Improved division of labor:
  - Each sector is better positioned to assume responsibility
  - Families can be better educated
- C&Y assumes its rightful position in national development agenda