



Republic of Yemen
Ministry of Education
Education Section
Inclusive Education
department

A SURVEY STUDY OF COMMUNITY PARTICIPATION IN EFFORTS TO PREVENT

STUDENTS' DROP OUT IN THE TWO GOVERNORATES OF ADEN AND LAHJ



دبي العطاء
Dubai Cares

Supporting



Save the Children

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This quantitative study on “Community Participation in Preventing Children’s Dropout from Schools in Yemen” was conducted by a team from Save the Children in Aden. Therefore, the research team was constituted as follows:

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INTRODUCTION

The economic deterioration is caused by the loss of important human capital who could otherwise be active agents in contributing to production and development. People with special needs need more attention so as to enable them to continue their pursuit of education and adapt and integrate well in the society.

This survey study was conducted as part of the efforts to realize the mission of 'Save the Children' in Aden regarding 'children's rights', and implement its strategies that stem from: i) its vision for comprehensive education that includes all school-aged children through increasing access to education, and ii) the pursuit to create relations of cooperation and collaboration among the various groups in society and relieve the government of some burdens through volunteer community involvement in accelerating development in the different sectors; education, economy, health, environment, etc. This involvement is considered a valuable use and investment of time, in particular for the youth in doing noble things.

Therefore, with support from 'Dubai Cares', 'Save the Children' conducted this survey study that aims to establish a database for children who have dropped out of school in the target areas, relying on community participation during the year 2011. This study will serve as a cornerstone for scientific research on this phenomenon in the Yemeni society, due to the scarcity of information and data on dropout in the country and the dire need for quantitative data on the phenomenon, as well as the need to identify the different factors that cause children to drop out of school. The study seeks to influence the public opinion through encouraging young people to volunteer and contribute to reducing the phenomenon by urging families in their neighborhoods to send their children to schools as well as making efforts to reenroll those who have dropped out of schools and retain them.

Field work took place in the governorates of Aden and Lahj and continued for two full months. Due to events and security conditions during the time of the study, Save the Children was not able to conduct the survey as planned in the governorate of Abyan.

A total number of 50 male and female researchers who work for Save the Children's 'community participation program participated in conducting the field survey. In addition, 400 young people living in the field survey communities helped with the field work. The survey covered 28,491 families; 17,484 of which in Aden, and 11,007 in Lahj. The technical committee achieved the field work for the study by implementing the following steps:

- 1. Planning for the field survey work on the phenomenon of children's drop out from schools and the relationship with social and economic conditions in the target areas.
- 2. Training the work team on field data collection and data processing.
- 3. Preparing a database of children who have dropped out of schools in the two governorates.

- 4. Discussing and reviewing weekly and monthly reports from the work team with the organization and the technical committee.
- 5. Preparing the final report of the study.
- 6. Proposing a prospective project for a volunteer campaign to prevent children's dropout, with the help of the education administration, teachers, mosque Imams, key social figures in the communities, and young volunteers. Relying on the findings of this field study, these volunteers would work in the neighborhoods of school districts in order to facilitate the reenrollment of children who had dropped out of schools, and keeping track of them so as to retain them in schools.

The content of the study is organized as follows:

Chapter One: Theoretical Framework of the Study

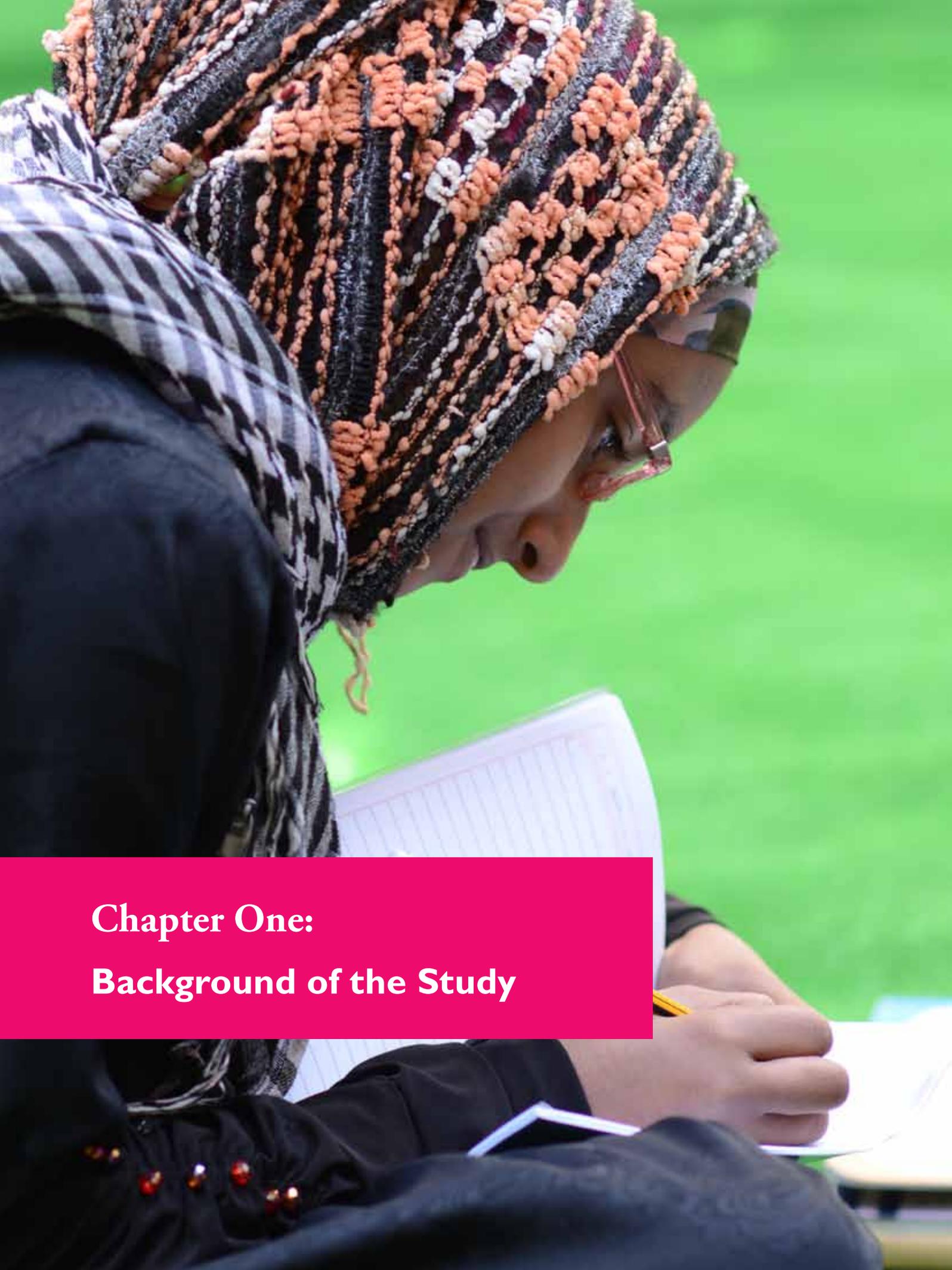
Chapter Two: Field Study Procedures

Chapter Three: Findings of the Field Survey

Chapter Four: Summary of the Study Results and Recommendations.

We hope that the results of the study will contribute to uncovering the phenomenon of children's dropout from schools in the target areas in Yemen, and that the study will serve as a first step towards implementing projects to prevent dropout of schools all over Yemen through creating coalitions and collaboration among the various groups of the society.

October, 2011



**Chapter One:
Background of the Study**

1.1 THEORETICAL FRAMEWORK OF THE STUDY:

Investing in education is considered a very important and strategic means for poverty reduction, improvement of health and nutrition, lowering population growth rates, and ensuring better future for new generations. Paying more attention to education in general and the education of all children and in particular children with special needs has become a need and a must at the same time. This way we can ensure having quality inputs that will be essential to a sustainable development in economic, social, cultural, and political domains.

Education plays a vital role in accelerating economic growth and reducing poverty and unemployment rates, as it builds people's capacities and improves their incomes, which subsequently leads to empowering and enabling them to participate more effectively in all domains of life. With this in mind, in 2002 the United Nations set the goal of providing basic education for all school-age children in the world by year 2015. Dakar Conference in 2000 in Senegal established six goals for the international community:

- I Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Within this framework, the global campaign Education for All (EFA) focused on out-of-school and dropout children with the goal of urging officials to work towards providing more educational opportunities for these categories and adopting creative approaches to reintegrate dropouts back into schools.

Among the relevant regional and international conferences that discussed the problem of children's dropout of schools and their reintegration into education, the Universal Declaration of Human Rights (1948) established that every person has the right to education. According to UNESCO reports, about 800 million adults in the world are illiterate, two thirds of them are women, and about 130 million school-age children are deprived of access to primary or basic education, with millions more added to the out-of-school children every year due to dropping out of schools before attaining sufficient skills and knowledge to lead productive and proper lives (Ford Ham, 1992, p.42). Besides, the 1990 World Conference for Education for All in Jomtien stressed the need to provide educational opportunities for every person, whether child or adult, in a way that fulfils their basic need for education (Sudan Education for All report, 1999, p.45).

The Group of Eight (G8) countries summit in Gleneagles during the period from 3-5 July, presided by the United Kingdom, had the leaders of the richest countries in the world discussing issues pertinent to the lives of the poorest people in the world. The G-8 summit sought to correct the imbalance in current conditions of children's education in the world in a way that allows children from countries such as Sera Lion, Bhutan, and Yemen to bring their fears to the center of discussion. The summit recommended providing free basic education to all, stopping children's labor, and protecting children from violence.

There have been numerous studies, research papers, and events addressing the phenomenon of children's dropout of school; some focusing on

Chapter One: Background of the Study

defining the magnitude of the phenomenon while others attempting to identify the causes and factors behind dropouts. Among these studies is the one on the phenomenon of children's dropout of school in Palestine, which revealed that 38.3% of children are not enrolled in schools because labor has been a substitute for school (Talal Abu Afeefah, 2004; p.126).

In Morocco, education indicators show that large numbers of children drop out of schools within a few years from joining. About one million children aged between 8 and 16 are out of school despite the fact that a law making education compulsory has been passed. Added to this number is about 200,000 students who drop out of schools every year. Alarmed by the situation, the Minister of Education established a program to prevent students' dropout. The program's main components were: financial support for children who were not achieving well in schools, social support for students in need, and constituting parents' councils to assist in stabilizing schooling (Ministry of Education, Morocco, 2009).

Alhassan's study (1998: 10-15) on students' dropout of basic education in Sudan found out that:

- Economic, social, school-related, and psychological factors have a big role in students' dropout during the basic schooling years.
- From the students' point of view, among the most important factors for dropout is the inability of parents to pay school fees.
- Dropout rates are higher in rural areas than in urban areas.
- Girls' dropout rates are higher than boys' in rural areas.

In his study of juvenile's delinquency, Abdullah (2004: 34-1) stated that children after the age of ten are more likely to drop out of school and that as age increases, dropout rates also increase, reaching its highest for the age group (12 - 18). This is because whether in schools or at home, teenagers tend to rebel against the power of their parents and teachers. Many of the teenagers would be interested in dropping out of schools in order to find jobs that secures their independence and freedom. However, children who are away of school and home become more prone to engage in disgraceful behaviors that

are abhorred by their families and societies, such as theft, assaulting others, sexual deviation, joining gangs, and other behaviors that are not approved by the society and are punishable by law.

In the Arab Republic of Syria, there are four school models that address the issue of dropout, which are: child-friendly schools model, food-for-education project, tent schools, and boarding schools for students coming from rural areas (Ministry of Education, Syria, 2009: 4-5).

In Yemen, a baseline survey conducted under the supervision of 'Save the Children' in Aden as part of the comprehensive education for all school-age children (aged 7-17) project that targeted the three governorates of Abyan, Aden, and Lahj, showed that a total increase of 8% in enrolment occurred for the two consecutive school years (2006-2007, and 2007-2008) compared to the previous year. The total increase in this percentage was due to a substantial increase in boys' enrolment that increased by 21%. The same study found that girls constitute 65% of the children who drop out of schools or are never in schools. The percentage of girls who have never been in school is higher in rural and semirural areas, while gender differences in children's school enrolment in Lahj is slightly less than in the other two governorates of Aden and Abyan.

The results also showed that 24% of the total number of dropout children quit schools due to "a need for them at home", and 60% of parents believe that the main reason for girls' dropout is that "people don't think that education is important for girls," and that the need for the girl to do domestic errands either at her family's house or at her husband's house is another factor causing them not to continue their schooling or not to enroll girls in schools at all (Save the Children, Aden, 2008).

Another Yemeni study about the factors contributing to girls' dropout of secondary schools in Yemen, shows that in the school year 2003-2004, a total number of 177,179 girls joined secondary schools, while at the same year the number of boys reached 411,601. This shows that the number of girls in secondary schools is a lot lower than the number of boys. The study summarized the factors behind girls' dropout of secondary schools in two main sets of factors: social and cultural factors, which are the most important; and school-related factors, such as the

lack of connection between the school curriculum and society's needs as relates to responding to girls' likes and interests (Education Research and Development Center, Sana'a, 2007).

1.1.1 Discussion of Previous Studies:

Despite the similarity between this study and previous studies and researches in terms of their focus on the issue of children's dropout for the age group 7-17, the main difference is that previous studies only addressed the dropout of normal children from schools, but do not cover the dropout of children with special needs, neither in terms of magnitude, nor in terms of accounting for the reasons behind the phenomenon. Also, previous studies do not identify the actual and immediate needs of dropout children, the ways to tackle them directly, and the ways to follow up and track their reenrollment back to schools. This study is distinguished by including these issues.

This study benefited from using the instruments of previous studies, in particular utilizing the methodology used in Save the Children's study (2008) on directing volunteering and collaborative work of the community to research this phenomenon.

Unlike the previous study, this study promoted volunteer work and community participation to continue efforts to record all child dropouts, propose direct solutions that are timed and scheduled to get them back into schools, count the ones who have reenrolled back in schools, and propose interventions for those who have not reenrolled so that they go back to schools and are retained.

1.1.2 Voluntary Community Participation

In the field of voluntary community participation, Altalmasani has defined 'volunteer work' as the type of community participation or volunteering work that offers programs and activities to relieve governments of some of the responsibilities. At the same time, it creates a collaborative relationship between government apparatuses and nongovernmental organisations in a way that maximizes the use of available resources allocated to enhancing social

development programs (Altalmasani, 2000).

Volunteering is defined as "efforts and works made out of good will with the purpose of doing social service as a duty without any anticipation of financial rewards" (Fahmi, et al., 1984: p. 93). Al-Khateeb 1421: 2 views volunteering as "efforts and labor made by individuals, groups, or organizations with the objective of offering their services to their society or groups of the society without anticipating any financial gain for their efforts." Ya'qoob & Al-Salmi 2005 assert that volunteer participation is driven by humanitarian and personal motives that are considered two important factors that direct volunteers.

Volunteers' efficiencies, experiences, physical labor, and financial contribution are all considered forms of 'participation', which can be at the level of planning, coordination, financing, or implementation (Al-Shabeeky, 1992: p.16).

There are various possible domains where people can volunteer, such as:

- a. Social domain: including (childcare, women care, rehabilitation of drug addicts, juvenile care, smoking prevention, eldercare, family counseling, assisting the homeless, orphan care, assisting poor families).
- b. Educational domain: including (adult literacy, continuous and lifelong learning, programs for learning difficulties, home schooling for those who need it).
- c. Health domain: including (healthcare, caring for patients and entertaining them, providing health and psychological counseling, in-home physical therapy and exercise, providing assistance to people with special needs.)
- d. Environmental domain: including (environmental guidance, forest care and combating desertification, caring for beaches and parks, combating pollution).
- e. Civil defense domain: including (participating in rescue efforts, ambulance services, assisting at times of natural disasters.)

The increasing international interest in voluntary community participation and the ever increasing numbers of volunteers all over the world are but

indicators of the significant benefits of volunteering for both individuals and societies alike. On the level of the society, the services provided through volunteering play an important role in complementing governments' efforts to offer developmental and service projects. Besides, volunteer activities are marked with flexibility and smooth implementation, which helps in providing services quicker and with more ease than government apparatuses (Al-Baz, 1422 Islamic Calendar).

Volunteering makes it possible to identify the needs of the society and diagnose its problems, which contributes to developing appropriate solutions whether through the government or through other social institutions. Volunteering also helps in mobilizing human and financial resources for the sake of social development (Hafeth, 1997).

On the level of the individual, individuals who volunteer gain many advantages due to volunteerism; such as the development of better self-concept, more organized lives with enhanced planning and commitment, more experiences, and enhanced occupational and social skills.

Yemen echoed the resolutions and recommendations of international and regional conferences by developing the National Strategy for Basic Education Development in the Republic of Yemen 2003-2015, which emphasized providing education for all (boys and girls) by 2015. Several programs were designed to achieve this target. These programs and activities are also in lieu of the mandated of the Yemeni constitution that asserts the right of all citizens, male and female, to education; and the principles of the general law of education in Yemen (1992: chapter two) that consider education as a legitimate basic human right that the government provides and facilitates for all citizens, besides its being a long-term development investment in human capital. The government strives to ensure fairness and equal opportunities to attain education, taking into consideration all social and economic conditions that hinder some families from benefiting from their children's right to attain education. However, if we take a close look to the challenges and obstacles for education in Yemen, we can see that in order to achieve these objectives and live up to these principles, great efforts and wide community participation are needed so that all agents work

together towards making education accessible to all the citizens of the Republic of Yemen.

The sponsors of the study, 'Save the Children' and 'Dubai Cares', are among the not-for-profit organizations that support volunteering. They have a history of voluntary work that could be briefly recounted as follows:

1.2 DUBAI CARES:

Dubai Cares is an organization that promotes education, considering it the most effective tool to break the cycle of poverty, and seeks to support children regardless of their race or religion so that they become positive contributors to society. Dubai Cares is a partner with 'Save the Children' in Yemen and both funded this study to completion.

Dubai Cares was given this name in September 2007 by His Highness Sheikh Mohammed Bin Rashid Al-Maktoum, Vice-President and Prime Minister of the United Arab Emirates (UAE) and Ruler of Dubai.

The organization works in countries that experience the highest gaps in primary education, where it implements development programs that target the underlying causes preventing children's access to quality primary education. The organization implements its programs across four key areas within primary education: infrastructure, health and nutrition, water, sanitation, and hygiene, and quality of education.

Since its launch, Dubai Cares has partnered with several major international philanthropic organizations and foundations, such as Bill and Melinda Gates Foundation, Care International, Center of Education and Consciousness (Idara-e-Taleem-o-Aagahi), Médecins Sans Frontières, Microsoft, Oxfam GB, Room to Read, Save the Children, UNICEF, UNRWA, WaterAid, and World Food Program.

1.2.1 Dubai Cares' Guiding Principles:

- Leading global efforts in ensuring children's access to quality primary education in developing countries regardless of their gender, ethnicity or religion

- Recognizing education as the best long-term solution to global poverty
- Providing assistance in four key components of primary education: Infrastructure; Health & Nutrition; Water, Sanitation & Hygiene; and Quality of Education.
- Approaching programs with an innovative entrepreneurial spirit
- Actively engaging with international aid and development agencies to implement comprehensive development programs that promote an integrated approach towards education and ensure long-term and sustainable development.
- Mobilizing the UAE's corporate, business and social communities toward proactive global citizenship
- Working towards achieving, by 2015, the United Nations Millennium Development (UNMDG) Goals 2 and 3 of guaranteeing universal primary education and promoting gender equality, respectively. Dubai Cares is also helping forge a global partnership for development, as indicated by UN MDG 8

In order to identify program opportunities, Dubai Cares assesses the needs of local communities and designs interventions that produce immediate and long-term impact in the lives of children and their communities. To ensure program sustainability, Dubai Cares builds the capacities of local NGOs, government staff and civil societies.

1.2.2 Dubai Cares' Approach:

Through all its programs and initiatives, Dubai Cares emphasizes gender equality and monitoring and evaluation. Dubai Cares commits significant resources towards Monitoring, Evaluation and Learning activities that not only ensure alignment with its vision and values, but also become a source of valuable information for local and international communities. On gender equality, Dubai Cares' approach aims to secure equal access for boys and girls to safe learning environments with adequate facilities, materials and academic support from qualified teachers and engaged communities.

1.2.3 Dubai Cares' Approach in each component is as follows:

(A) School Infrastructure:

Dubai Cares works with its partners to establish child-friendly and accessible primary schools especially in marginalized and rural areas of developing countries. By building and renovating schools, building latrines, providing classroom furniture and equipment, Dubai Cares is increasing access to quality primary education for millions of children, thereby helping increase overall enrollment and retention.

(B) School Health & Nutrition:

Poor health and nutrition negatively impacts children's school attendance and ability to learn. Dubai Cares works with its partners to design and implement effective school feeding programs and targeted de-worming interventions that improve basic child health and nutrition that allows children to attend school and more effectively take advantage of those education resources available.

(C) Water, Sanitation & Hygiene (WASH) in Schools

Dubai Cares and its partners seek to ensure full integration of WASH (Water, Sanitation & Hygiene) in all its programs, and promote effective hygiene practices in schools and their communities in to order reduce the spread of disease, improve enrollment and attendance in primary schools, improve academic achievement and promote gender equality.

(D) Quality of Education

In order to sustain and improve primary education and narrow the gap between education standards in the developing and developed nations, Dubai Cares works with local agencies to improve teacher performance, train principals, review curricula, provide school supplies, create community dialogue with schools and create Parent-Teacher Associations to generate a positive and active culture of education.

By ensuring that children receive quality education

and are capable of progressing through their primary cycle with limited or no grade repetition, quality enhancement programs enhance the flow of pupils, hence improving enrollment in the early years of the primary education cycle.

Programs Implemented by Dubai Cares:

To date, Dubai Cares has implemented comprehensive primary education programs in 24 countries including Bangladesh, Bosnia-Herzegovina, Cambodia, Chad, Comoros Islands, Djibouti, Haiti, India, Indonesia, Laos, Mali, Mauritania, Nepal, Niger, Occupied Palestinian Territories, Pakistan, Sierra Leone, Sri Lanka, South Africa, Sudan, Yemen, Zambia and with Palestinian refugees in Jordan and Lebanon.

In a short time, Dubai Cares, with the help of communities in the UAE, is making a difference in the lives of children and their communities. To date, Dubai Cares is:

Reaching more than 5 million beneficiaries in 24 countries

Building and renovating over 1,000 schools and classrooms

Drilling more than 1,000 water wells and supplying clean water to children in schools

Providing nutritious food everyday to more than 2,000 children in schools

Keeping more than 300,000 children free from intestinal worms through its de-worming activities

Distributing over a million books written in local languages

Training over 20,000 teachers

Establishing over 5,000 Parent-Teacher Associations

Source: <http://www.dubaicare.ae>

1.3 SAVE THE CHILDREN IN YEMEN:

Save the Children has been working in Yemen since 1963. It encourages the Yemeni youth and other sectors of the society to participate effectively in assessing and identifying the needs of their communities, thus giving them the opportunity to be involved and at the same time building their capacities and improving their personal, work, and academic skills. The role of the organization can be illustrated

further by a quick review of its achievements during its operation in Yemen, especially in the southern part of the country.

1.3.1 Achievements of Save the Children in Yemen:

Save the Children started working in Yemen in 1963. With the adoption of the UN Convention on the Rights of the Child in 1989, the organization adapted its programs and activities to follow a rights-based approach based on the provisions of the international treaty. Save the Children in Yemen works towards implementing the international treaty for the rights of children through multiple approaches, diverse activities, and several partners.

In the field of education, Save the Children - Yemen implements development programs focusing on the inclusive education strategy. Although this strategy was originally developed to integrate children with disabilities, it has contributed to the integration of all children deprived of education, regardless of the type of obstacles they face, thus serving the purpose of fulfilling the educational needs of all children and youth, especially those who are particularly vulnerable to exclusion and marginalization. Since then, the Directorate of Inclusive Education in the Ministry of Education in Yemen has been established and running offices at the central level as well as the governorates' level.

Interest in the concept of inclusive education has been increasing and as served as the basis for educational reforms in both developing and developed countries. In the beginning, the concept of inclusive education was tied to the problem of children with special needs, like those with physical or mental disabilities as well as the refugees. Accordingly, the approaches and practices of education in this regard were of a corrective nature; through establishing special schools or creating special tracks for students from these categories, increasing participation in education and integration in the community, and reducing exclusion from education as well as exclusion within the educational system. These approaches and practices were based on the assumption that the regular educational system is responsible for teaching all children.

Inclusive Education acknowledges and contributes to

the following:

- All children can learn.
- Educational systems and styles fulfill the needs of all children.
- All students perform and achieve better in school.
- Students with special needs can stay with their families and within their communities.
- Part of a wider strategy for developing an inclusive society.
- One of the basic principles of Child Rights (no.n-discrimination).

Save the Children's inclusive education project in southern parts of Yemen targeted three governorates for piloting a model program. The purpose of the project was that all children become aware of their right to basic school completion, and the strategic objective was to increase access to basic education and to make schools in Aden, Abyan, and Lahj register and include disadvantaged children deprived of education. The Ministry of Education selected 35 schools in the three governorates to be included in the project.

The objective of the project is to ensure that all children get access to quality education. This can be achieved through four sub-objectives: better access to education, improved quality of education, more support for education from local communities, and better political environment. Achieving these four sub-objectives ensures that the right to get access to quality education has been fulfilled.

Therefore, the Swedish organization in cooperation with the Ministry of Education (MoE) and local non-governmental organizations, and with funding from Dubai Cares that started in 2007, established a model for inclusive education in Yemen based on 35 schools selected by the MoE in three governorates. Several interventions were piloted and tested in order to select those interventions that would be more effective in leading to sustainable registration and inclusion of excluded children. In order to be able to show that interventions have been effective, there must be a baseline to compare the outcomes before and after the intervention. The interventions must be prepared based on correct data in order to increase their effectiveness.

35 schools were selected to become model inclusive schools. Some of these schools also received inputs from the Social Fund for Development (SFD) that qualified them to become more accessible for children using wheelchairs, established special classrooms for children with hearing impairments, and established resource rooms where children with disabilities could learn more, use Brail machine for the blind, etc.

Location was also a factor in the selection of these schools as it was important to select schools that were easily accessible for the governorate's education staff. So, schools in hard-to-reach areas were not selected. The Ministry thought that selected schools must be 'average schools' that inclusive education staff can reach easily for follow up, monitoring, and offering support for all children.

Save the Children's 'inclusive education' program works with the Ministry of Education as a main partner, but it also supports civil societies through the community rehabilitation network to enhance sustainable enrolment for children in basic education. The project consists of a set of interventions as follows:

- Training teachers on inclusion/integration, focusing on building efficiencies and skills.
- Activities for children in inclusive classrooms.
- Child protection activities including training on alternatives to physical and degrading punishments, writing reports about children's protection, etc.
- Qualifying schools to become inclusive by building latrines for boys and girls and renovating them to make them friendly for children with disabilities.
- Establishing parents' and students' councils and supporting the annual plans for school development.
- Testing satellite broadcasting rooms.
- Establishing resource rooms for students' learning and providing teachers with teaching aids.
- Providing school health and nutrition programs as well as informal efforts to raise health and hygiene awareness among out-of-school children in the selected areas.
- Activities and programs for early childhood

development that include transportation, preparing children for schools, and preparing schools for children.

- Support for community programs that provide assistance for children to enroll in schools.
- Evidence-based advocacy with the target of policy change and policy implementation.
- Documentation and assessment of impact using appropriate research tools.
- Save the Children implements development programs in Yemen in the fields of Education, Protection, and Youth Development in Sana'a, Aden, Abyan, and Lahj, either through support to the government or through activating the role of civil society.
- Following is an account of the activities and programs implemented by the organization in Yemen:

I.3.2 Activities implemented by Save the Children:

- In 1992, the organization started supporting children of Somali refugees as it worked with the UN Higher Commissioner for Refugees to establish a basic school for refugees in Al-Sha'ab city in Aden.
- In 2004, the organization started supporting college/university education for Somali youth.
- In 2006, the organization took charge of education in 3 schools in Kharaz and Al-Basateen.
- In 2006, the organization started supporting the activities of the Somali Youth Association.

I.3.3 Programs implemented by Save the Children:

(A) Child Rights program:

- - This project focuses on raising awareness, training, disseminating the concepts of the Convention on the Rights of the Child, and tracking the implementation of the convention.
- - Tracking and ensuring the implementation of the recommendations included in the concluding remarks

of the Committee on the Rights of the Child.

- - The Rights of the Child project is based on Child-Rights-based programming through deploying curricula sensitive to the rights of children and minors.

(B) Inclusive Education Program:

This project provides support for categories of children who are subject to discrimination. It assists these children in attaining their rights just like other children. The project, thus, focuses mainly on providing quality education to all children, especially children with disabilities, in a child-friendly environment.

(C) Protection Program:

- Save the Children has a rich experience in the field of 'protection' because of its involvement in the UN Study on Violence Against Children, the knowledge accumulated since, the organization's experience in research and engaging children as partners, networking, and knowledge sharing. So, protection has been a priority for the organization.
- This project focuses on advocacy and promotion of children's active participation in designing programs and strategies and raising awareness about the need to track implementation of the recommendations of the UN regarding combating violence against children.
- The organization has been involved in tracking policy changes and revisions of laws concerning children and putting in place national systems and mechanisms to protect children through the active involvement of civil society and children.

(D) The Emergency Response program

Save the Children works with the emergency response program for the following purposes:

- All children affected by conflict or in the conflict areas have access to protection mechanism by providing child friendly places and quality education during emergency in Hajjah, Amran and Sa'ada governorates.

- Children have access to quality formal education and non-formal education (literacy education).
- Children have access to health services and food.
- Distributing non-food items.

a. Child right to education:

The project aims to ensure the right of education for all through enrolling 10,000 boys and girls affected by conflict, wars and disasters in Sa'ada and Amran and bringing them back to schools and providing technical and educational support.

b. Child right to health and food:

The project aims to implement new mechanism in health and food in the emergency situation in the areas affected by conflict and wars. The mechanism aims to prevent the spread of diseases and reduce mortality rates in the affected areas in the northern parts of Yemen. That can be done by providing children with health and protective services when needed

(E) Youth capacity building projects

c. The youth capacity building initiative in the Arab world(Seraj):

- This program supports the youth and volunteers capacity who work directly with youth, institutions and individuals who work with the youth.
- The program looks for successful young leaders and presents them as a model to the youth in Yemen and the Arab world so as to form positive visions in leadership to contribute in community development.
- This program (Youth Capacity building) was launched in 2007 as a part of a regional program that covers five countries; namely, Jordan, Egypt, Lebanon, Palestine and Yemen, with the support of Save the Children, USA.

d. Community youth development (Naseej):

- This program aims to provide more job opportunities for the youth and help them to play an active role in community development. Eleven Youth NGOs were established in Yemen (7 in Sana'a, 3 in Aden and one in Hadhramout) in 2007 and were connected with other relevant NGOs in the Arab world through a number of regional and shared activities.

- This program was launched in 2006 and continued up to the middle of 2007. It resumed functioning again at the beginning of 2009.

e. Youth Empowerment Program (YEP):

- The program aims to empower the Yemeni youth who need positive choices that can contribute to the stability of the Yemeni society.
- Increase the number of beneficiaries (youth) taking part in capacity building activities and life skills programs.
- The program is carried out at local levels with a special focus on three areas that have certain geographical features; Sana'a, Ibb, and Aden/ Abyan.

Working with development partners:

- Local NGOs
- International donors and supporters

I.4 THE PLAN OF THE STUDY:

The plan includes an executive summary, problems encountered during the study, importance of the study, and the objectives and methodology that will be used to implement the study.

I.4.1 The problem and importance of the study:

This study focuses on educational and school-related aspects that interact and influence the overall objectives of society in general and the objectives of basic education in particular. The problem of children dropout from education is considered an educational loss for the state national annual budget. The state plans to provide educational opportunities for all citizens (male and female) and build their capacity to contribute to the country's progress and development.

In addition, children's dropout from schools is a real loss for any country because it affects the return for investment in education, consequently affecting the overall development in all aspects; economic, human, and social. This is because it contributes to creating a pool of youth and citizens who are unproductive and dependent.

Findings from previous studies have pointed out that children in the age group 7-17 years old drop out of schools. So, there is a need to conduct a family survey to get a better understanding of the problem in terms of identifying the children dropout percentages, the magnitude of the children dropout phenomenon, and to establish a database that includes percentages of both normal children and children with special needs who drop out of schools in the targeted areas. This study is conducted to fulfill this need.

The importance of this study stems from the importance of community participation to prevent children's dropout from education and to create a database for categories of children who end up dropping out of school.

I.4.2 The problem of the study:

- Very few studies exist that focus on voluntary community participation to prevent the

phenomenon of children dropout of education in the Arab world or in Yemen. This scarcity of relevant studies creates a need for more studies to provide more information that might be used for future planning and to increase the level of community participation in development.

- The current study also attempted to make use of information from previous surveys related to children's dropout from education, particularly those addressing the dropout of children with special needs. The study utilizes this information to inform efforts to bring dropout children, particularly those with disabilities, back to schools, reintegrate them in the community, and help them to gain self-confidence to become active members in society.

I.4.3 The objectives of the Study:

The study aims to:

- Create a database for children with special needs who drop out from education in the two target governorates of Aden and Lahj.
- Provide support to as many dropout children as possible during the last two years (2009 -June 2011).
- Bring as many children as possible back to education and enroll them in the school year 2011-2012.
- Identify and document the economic and social reasons behind the phenomenon of children's dropout from education, and in particular the dropout of children with special needs in Aden and Lahj.
- Mobilize the local communities including schools councils.
- Mobilize school teachers to take more active role and to raise the local community members' awareness.
- Carry out awareness raising campaigns targeting local community members in coordination with education offices' staff, teachers, local NGOs and volunteers to prevent the children from dropping out of education.

I.4.4 Definition of Terms:

a. Community participation:

Involvement of community members; whether groups or individuals, in offering different contributions such as labor, financial contributions, or in-kind donations voluntarily.

b. Dropout from education:

A child (male & Female) who drops out or stops going to school for more than a school year or permanently leaving after enrollment. The school permanent leave is not to be confused with absenteeism or irregular attendance.

c. The dropout child:

A child between the ages of seven and seventeen years old who has dropped out from basic education for more than one school year, or a child aged 8 years and has not yet enrolled in school.

b. Human limitation: All children aged (7-17 years old at the school) resident in the working areas where the Inclusive Education program is being implemented by Save the Children (Aden and Lahj).

(C) Community and sample of the study

Sample: All children in the age group between 7 and 17 years old living in the neighborhoods of the 25 targeted schools in Aden & Lahjare.

The community of the study includes (28491) families.

(D) Instrument of the study

In order to achieve the study, a survey questionnaire was developed for data collection. See Annex No 1).

I.4.4 Field work

(A) Methodology:

The descriptive method is used in this survey study in order to present and reflect the magnitude of the child dropout phenomenon in the targeted areas. A quantitative method is used in order to develop a database about the child dropouts and to help track, prevent and to alleviate the spread of the child dropout phenomenon.

(B) Limitations of the Study:

The study was carried out within the following limitations:

a. Location and time frame: the study only covered two governorates; Aden and Lahj, which are within the target areas for the Inclusive Education (IE) program funded by Save the Children. Abyan governorate was excluded because of the current crises and conflict in the area.

The study took place during the timeframe of the year 2011.



CHAPTER TWO

Process of the Study

2.1 METHODOLOGY OF THE STUDY

The descriptive method survey was used to collect data. Samples of the community of the study were interviewed to find out the scope, the magnitude, and the nature of children's dropout phenomenon.

2.2 GEOGRAPHICAL FRAME

The geographical frame for the study included urban and rural areas in the two governorates of Aden and Lahj. A number of districts were selected according to specific criteria.

- The urban and rural areas should represent the Yemeni society, while giving more attention to the rural areas to compare data collected from urban and rural areas.
- The survey should cover families that have children between the ages of 7-17 and live within the neighborhoods of the targeted schools. The families (information providers) were put in groups to ease the procedures of tracking and documenting daily work.
- The targeted families live in the selected targeted districts (urban and rural in Aden and Lahj governorates) where the IE program is being implemented by Save the Children. The schools are selected in coordination and cooperation of the IE department in Aden and Lahj governorates. Selected schools for implementing the IE program are accessible and easily reached by the IE program for follow up and monitoring purposes.
- The data and the information about the targeted areas and the residents (population) in the targeted areas were obtained from the Central Statistic Organization CSO according to the 2004 population census.

2.3 THE COMMUNITY AND THE SAMPLE OF THE STUDY

The good sample is the one which represents the whole community. Whenever the sample closely resembles the community, it is possible for the researcher to generalize the results of his/her study. To achieve that, this quantitative study used random sampling to choose a representative random sample from the targeted areas in Aden and Lahj governorates. The schools samples are taken from urban and rural areas as shown in tables (1 & 2) below.

2.3.1 Surveyed families by urban and rural areas

Table no. 1 shows the number and percentages of the surveyed families

Family Type	No of surveyed in Aden	No of surveyed in Lahj	Total
Urban	16281 93.1%	4608 41.9%	20889 73.3%
Rural	1203 6.9%	6399 58.1%	7602 26.7
Total	17484 61.4%	11007 38.6%	28491

Chapter Two: Process of the Study

From table no.1 above the number of families surveyed and interviewed is 28491 families. The families from the urban areas are about 20889, representing 73.3%. This percentage constitutes a large number of the sample in both governorates (Aden and Lahj). The total families in rural areas is about (7,602 families) which represent 26.7% of the total sample.

Most of Aden governorate is urban, therefore, as a large percentage as 93.1% of the total sample is families living in the urban areas in Aden. Families from rural areas in Lahj represent 58.1% because most of Lahj governorate is rural.

2.3.2 The number of surveyed families by school, district and the type of community (urban & rural)

Table no. 2 The number of surveyed families by school, district and type of community.

Gov.	School	district	community	Total no. of Families
Aden	Alshaab	Alshaab	Urban	621
	Beir Ahmed	Alshaab	Rural	1203
	Almimdarah	Shihk Othman	Urban	1270
	Alshokani	Dar Saad	Urban	3118
	Alkadisiah	Almansourah	Urban	2005
	Fatuh	Tuahi	Urban	1701
	Alghurbani	Kriter	Urban	2505
	Osan	Almoa'ala	Urban	2056
	Radfan	Sheikh Othman	Urban	1162
	Khaled Bin Alwaleed	Khour Makssar	Urban	1843
Total	10 school			17484 and percentages of 61.4%
Lahj	Asma	Alhutah	Urban	1093
	Alhusaini	Tuban	Rural	674
	Abbas (boys)	Tuban	Rural	364
	Alkumindan	Tuban	Rural	448
	Samiah	Tuban	Rural	795
	Alsaeed	Tuban	Urban	1074
	Moath Bin Jabul	Tuban	Rural	641
	Labouzah	Tuban	Rural	1055
	Althowrah	Alhutah	Urban	1015
	Alsalami	Tuban	Rural	674
	Khadijah	Tuban	Urban	1426
	Tarek	Tuban	Rural	377
	Abbas (girls)	Tuban	Rural	483
	Aldurrah	Tuban	Rural	266
Eqbal	Tuban	Rural	622	
Total	15 schools			11007 and percentages of)38.6%(

Table no. 2 shows the ten schools sampled from 8 districts (Sheikh Othman, Almansourah, Dar Saad, Alshaab, Almo'ala, Kriteer, Tuahai and Khouer Makser) in Aden governorate. The total number of families is 17484 out of 28491 the total families sampled. Aden sample represents 61.4% of the study total sample in both governorates (Aden and Lahj). While the families sample in Lahj governorate is (11007 families) in both urban and rural areas, representing 38.6% of the total study sample. 15 schools are taken as a sample from Tuban and Alhutah districts from Lahj governorate.

2.4 TOOLS OF THE STUDY

As a first step, the researcher reviewed the literature and previous studies and documents related to the scope of this study and then a questionnaire (survey form) was developed for data collection. This special questionnaire was developed to examine the issue of children dropouts, social and economic factors behind dropping out of schools for boys and girls in the targeted areas. The questionnaire covers the following points: See annex (1)

1. General information about the child, including whether the child enrolled in education or not, when the child dropped out, the school year when the child dropped out, and the child's education level.
2. Data about the reasons of dropping out: child's economic and social situations and circumstances and other factors, such as family reasons, early marriage, school expenses, and disability.
3. Data about children with special needs; identifying the disability type, physical and mental disability.
4. Data about the child's family needs, particularly for children with special needs to bring them back to schools. For example the child may need hearing aid, glasses, a wheelchair, etc. while the needs of the normal child could be school materials such as books, uniform, etc.

Having developed the questionnaire, the targeted areas for survey were selected from Aden & Lahj, where Save the Children implements the IE program. The data collection tool was tested and edited before developing the final form for field use.

2.5 THE STEPS AND PHASES OF FIELD WORK AND TRAINING

2.5.1 Initial steps:

The arrangement for the field work included meetings with different parties to discuss the technical and administrative aspects as follows:

- The participants discuss the field workers' previous experience in field work and field surveys in particular.
- Discuss the objectives of the study.
- Discuss and approve the field work plan and methodology.
- Questionnaire pre- test phase

2.5.2 Selection of field workers and training:

- Field workers were selected in each governorate in coordination with the Ministry of Education (MoE).
- Field work teams were identified and listed for each governorate (Aden& Lahj), see annex (2&3).
- Identifying one supervisor for 4 field work teams.

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- The field work team included a head of the team, and 3 assistants; one in Aden and 2 in Lahj.
- Each assistant supervised 20 field community workers in Aden and 30 in Lahj, on an average of 2 per school. These workers lived near the schools.

Training the field workers (enumerators)

A workshop was organized to introduce the following topics to field workers.

Introducing Save the Children NGO

The concept of Inclusive Education

Introducing the Inclusive education program activities

Community participation plan

Introducing the survey tool

Discussing the daily report form and signing the contracts

Discussing the field work plan and raising awareness activities

Introducing the field workers to each other and forming work teams

Following the workshop, the field workers, 50 Save the Children staff and 400 young volunteers were organized in teams and trained on how to use the questionnaire and carry out the survey.

The training covered the following topics:

- Introducing the field workers to each other.
- Introducing the concept, steps and objectives of the field survey.
- Introducing the procedure of the field survey and family survey.
- Introducing the child dropout survey form and how to use it with the respondent families.

.2.5.3 Qualifications of the field workers:

Applicants for the field survey should possess the following qualifications

- At least to have completed year 12 of secondary school; a university degree is preferred.
- Willing and show commitment.
- Have previous experience of working on surveys.
- Able to work at different time of the day.

2.5.4 The responsibilities and tasks of the field workers:

Weekly report submission includes:

- Results of the family survey.
- Identify as many as possible dropout children with special needs and their residential areas,
- Implement 20 visits per day by the end of June 2011.
- Follow up and monitor the current status of dropout children with special needs for the last two years by June 2011.

- Provide as many as possible dropout children with special needs with help and bring them back to school by June 2011.
- Reintegrate as many as possible dropout children with special needs in the school year 2011-2012
- * **Provide help to prepare a final list of school requirements and help families with dropout children to return to school.**
- Mobilize the local community and schools councils to raise awareness to help control the child dropout phenomenon
- Mobilize the teachers to control the child dropout phenomenon in their areas.
- * **Provide support to implement an awareness raising campaign for local community members, volunteers and teachers to control the child dropout phenomenon. Distribute the campaign materials to familiarize people with the dangers the child dropout spreading.**

2.5.5 The tasks of the field survey technical assistant:

- Provide weekly reports on work progress
- Help the team prepare monthly reports.
- Follow up the dropout children's progress.
- Help the team prepare monthly plans for the community participation component within the Inclusive Education annual plan frame.
- Support the volunteers and Save the Children staff to implement the community participation component within the Inclusive Education annual plan frame.
- Provide support to identify the data regarding the dropout children and process and analyze the data weekly.
- Provide technical support to improve the field workers' performance to ensure data quality and good progress.
- Help the community campaign officers to apply the plan to increase youth participation.
- Provide monthly reports on work progress and financial issues.

2.5.6 The management of field workers:

The field survey and data processing started in 1 June 2011 and continued for two months. The registration of families was completed by 15 August 2011.

- Instructions were given to field workers, listing the targeted schools in specific order where children with special needs might be enrolled. More attention was given to poorer areas where marginalized groups might be living, as more dropout children are found in the poorer areas.
- Survey the schools to create a database for each school.
- Survey the families that have school age children with special needs (either they did not join schools or drop out from schools).
- Identify the residential units for each work team and the number of visits with the possibility of making frequent visits when the members of the household are not available during the field worker's initial visit.
- At least 20 visits should be done by the field workers per day.

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- Hold weekly meetings, handing over progress reports, discussing any challenges that may appear.
- Develop the family record visit and keep these records updated on a daily basis.
- Propose a monitoring schedule including weekly and monthly meetings.
- Discuss and review the reports, survey forms and survey summary.
- Discuss monthly reports that include implementation and progress plans. (see annex 4).
- Identify the beneficiaries from the targeted surveyed families with detailed data such as full name, sure name, social and economic situation, drop out reasons, family address, requirements for bringing children back to school and follow up dropout children's reports
- Identify the schedule (period of time) to bring dropout children back to school, follow up children and prepare reports on the schools hosting these children.

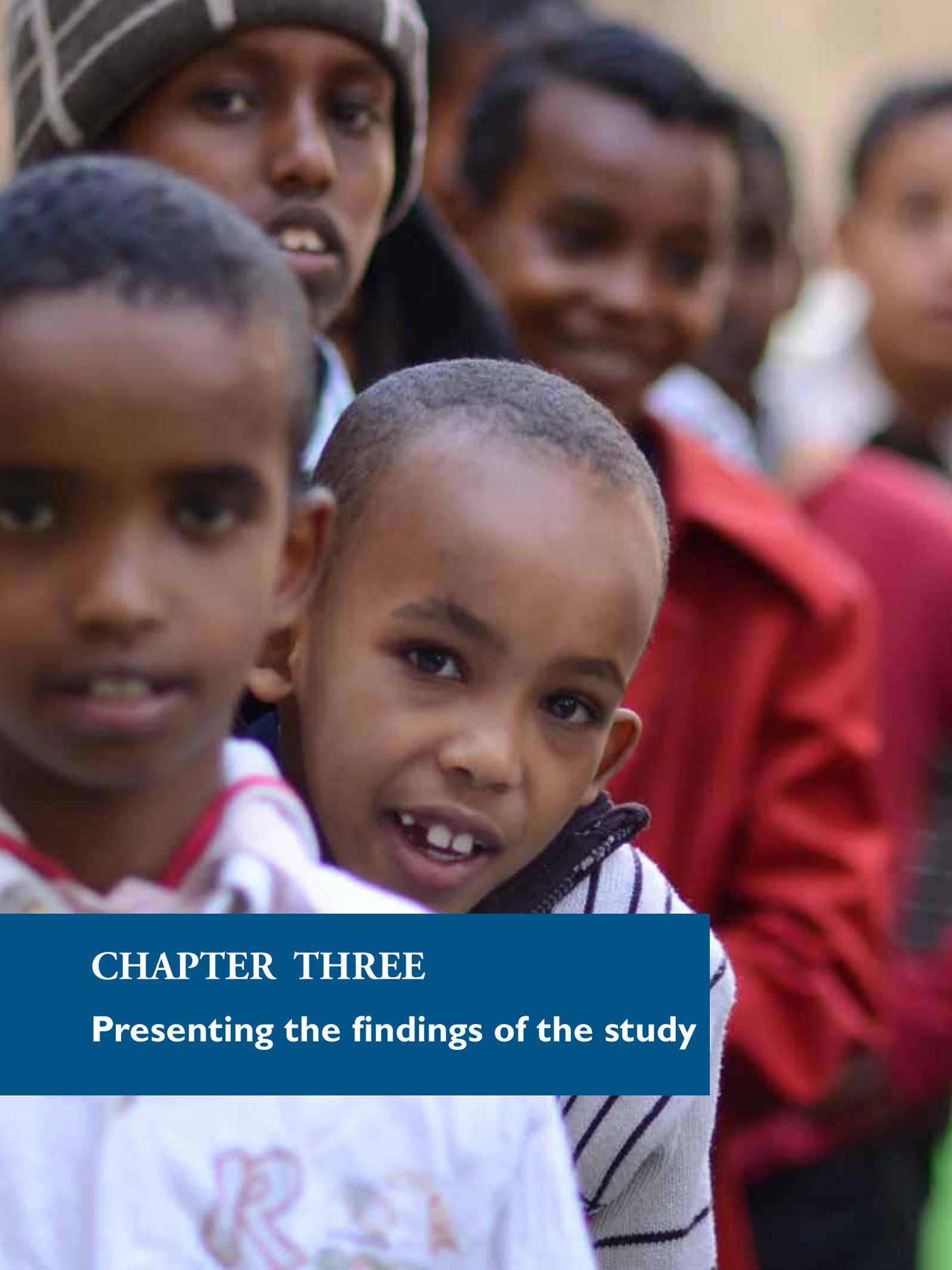
2.5.7- Difficulties met by the field worker (enumerators) in Aden:

- Some of the trained numerators left the work team by the end of the first day of field work. They could not work in hot areas in the sun and did not cope with some unacceptable behavior from the members of the local community.
- The local people did not welcome the field worker and accused him/her of doing something for religious or political purposes.
- The targeted families hesitated to work with the numerators because of the current security situation in Yemen.
- Some of the community members think that they should be given some financial incentives for providing data or there should be incentive for the students.
- Some of the community members asked for a formal letter from Save the Children introducing the numerators
- The numerators have too many things to carry with them to the field.
- Some schools are not functioning (closed) and it was difficult to contact and coordinate with the school head teachers.
- Some of the targeted areas are not easy to reach as they are located in the mountainous areas.
- The community asked the numerators to bring a formal and sealed letter asking the targeted families to collaborate.
- The huge number of drop out children, particularly, in Dar Saad district.
- Security situation especially in Almansourah district
- Transportation challenges due to the fuel shortage.
- Few visits recorded during the fourth and fifth week of the survey in Beir Ahmed area because of the difficult geography. Therefore, the numerators sometimes had to walk to the villages.
- Most of the householders are not available at home during day time.
- Beir Ahmed is one of the biggest areas and it was difficult for the numerators to reach as the transportation is so difficult.
- The numerators asked for cars or wished to stop the survey in Beir Ahmed and to rely on the survey that took place in Alkallouah area.

- There was a high density of the population in some areas and only one school.
- The long distance between the school and the villages
- Some schools are either for girls or for boys.

2.5.8 Difficulties met by the field workers (numerators) in Lahj:

- Villages and houses are scattered and this decreases the field workers daily progress, particularly, in Labouzah and Jalajail, Harran and Beir Hydarah.
- Alwihat area was difficult for the numerators to reach as it takes a long time to walk (1800 meters) and the area is deserted except for shepherds.
- Poverty is another difficulty as some of the local people cannot bring photos for the children. In addition, they think that the community participation means financial monthly support for the families to bring their dropout children back to school. For example the local people kept asking “**what will you give us?**”
- Some local people refused to respond to the campaign as their children work in order to help support the family.
- They also refused to bring the girls to school if the school provided co-education. (boys and girls)
- Local people do not really care about the field workers as there are many troubles going on in the school neighborhood.
- The families who have children with special needs refused to bring them to school as they think that the normal children will laugh at the disabled child.
- Some families ask the team to organize and conduct vocational training such as car mechanics, builders and electricians.



CHAPTER THREE

Presenting the findings of the study



The field survey contributed significantly to the understanding of the child dropout phenomenon. It was impossible to study this phenomenon without working closely with the targeted communities. The work in the field gives a clear picture of the phenomenon. The established database will help the partners and families to bring back the children who have dropped out of school. This data gives complete information about the child such as full name, sure name, family's social and economic situation, and drop out reasons, address, and the school's requirements to reintegrate children to school and prepare follow up reports.

THE FINDINGS OF THE STUDY

3.1 The findings of the community participation campaign related to dropout children and dropout children with special needs aged 7-17 years old in Aden and Lahj governorates. The findings are in tables (no. 2&3) below:

3.1.1- Findings of Aden, the number and percentage of drop out children aged 7-17 years old.

District	School	Surveyed families	No of aged children (7 – 17)	Drop out boys	Drop out girls	Children with special need dropped out	Total
Alshaab	Alshaab	621	2685	34	28	8	62 2.30%
Alshaab	Beir Ahmed	1203	4381	106	119	48	225 5.14%
Sheihk Othman	almimdarah	1270	3061	77	114	3	191 6.24%
Dar Saad	Alshokani	3118	4359	363	392	19	755 17.32%
Almansourah	Alkadisiah	2005	4758	29	38	19	67 1.41%
Tuaahi	Fatuh	1701	2606	53	77	37	130 4.99%
Kriter	Alghurbani	2505	4112	301	259	26	560 13.61%
Almo'ala	Osan	2056	2115	26	33	10	59 2.78%
Sheihk Othman	radfan	1162	2879	219	236	35	455 15.80%
Khour Maksar	Khaled Bin Alwaleed	1843	3360	75	111	25	186 5.53%
Total		17484	34316	1283	1407	230	2690 7.83%

Table 3 shows the number of the targeted families in Aden 17484 and the number of children (aged 7-17 years old) is 34270.

The table shows the total number of the dropout children is (2690 boys and girls) representing 7.83% of the total children at school age and this percentages is concentrated in Dar Saad with 17.17%, and Sheikh Othman with 15.42% in Alashokani and Radfan schools neighboring areas.

The number of the dropout children with special needs is 230. Most of them are from Alshaab and Tuahai districts with 48, 37, respectively. The dropout children are from the neighboring areas of Alshokani and Fatuh schools.

3.1.2 The number and percentage of dropout children in neighboring areas of Lahj schools:

Table no.4 shows the number and % of drop out children aged (7-17 years old)

Districts	Schools	Surveyed families	No of aged children (7-17)	drop out boys	Drop out girls	Children with special need roped out	Total
Alhutah	Asma	1093	1216	56	54	15	110 9.04%
Tuban	Alhusaini	674	750	42	46	12	88 11.73%
Tuban	Abbas (boys)	364	599	60	39	11	99 16.52%
Tuban	Alkumindan	448	1124	117	87	5	204 18.14%
Tuban	Samiah Mabrouk	795	1218	13	14	5	27 2.21%
Tuban	Alsaheed	1074	1885	67	57	12	124 6.57%
Tuban	Mo'ath Bin Jubal	641	919	59	47	2	106 11.53%
Tuban	Labouzah	1055	1146	71	89	19	160 13.96%
Alhutah	Althowraha	1015	1566	161	102	11	263 16.79%
Tuban	Alsalami	674	704	25	11	5	36 5.11%
Tuban	Khadijah	1426	1615	50	38	24	90 5.57%
Tuban	Tarek	377	405	21	10	7	31 7.65%
Tuban	Abbas (girls)	483	946	40	68	7	108 11.41%
Tuban	Aldurrah	266	389	9	9	5	18 4.62%
Tuban	Eqbal	622	1232	58	50	6	108 8.76%
Total		11007	15714	849	721	146	1570 9.91%

Chapter Three: Presenting the findings of the study

Table no.4 shows the number of families visited with dropout children. (a) The visited families are 11007 and the children aged 7-17 years old are 15523.

Findings in Aden, table 4 shows the total number of the dropout children 1570 representing 9.91% out of the total number children of school age. This percentages is concentrated in residential areas served by Alkumindan and Althowra schools with 14.18% and 16.79%, respectively.

Findings in Lahj, the number of dropout children with special needs is 146 and most of them come from Tuban district, 24 children are from Khadija School neighboring areas, 19 children are from Labouzah school neighboring areas and 15 children from areas located next to Asma School.

3.1.3 Comparison between dropout children (male &female) in Aden and Lahj:

Figures 1&2 show and compare between dropout children in Aden and Lahj

Figure no.1 shows the children dropout in Aden governorate.

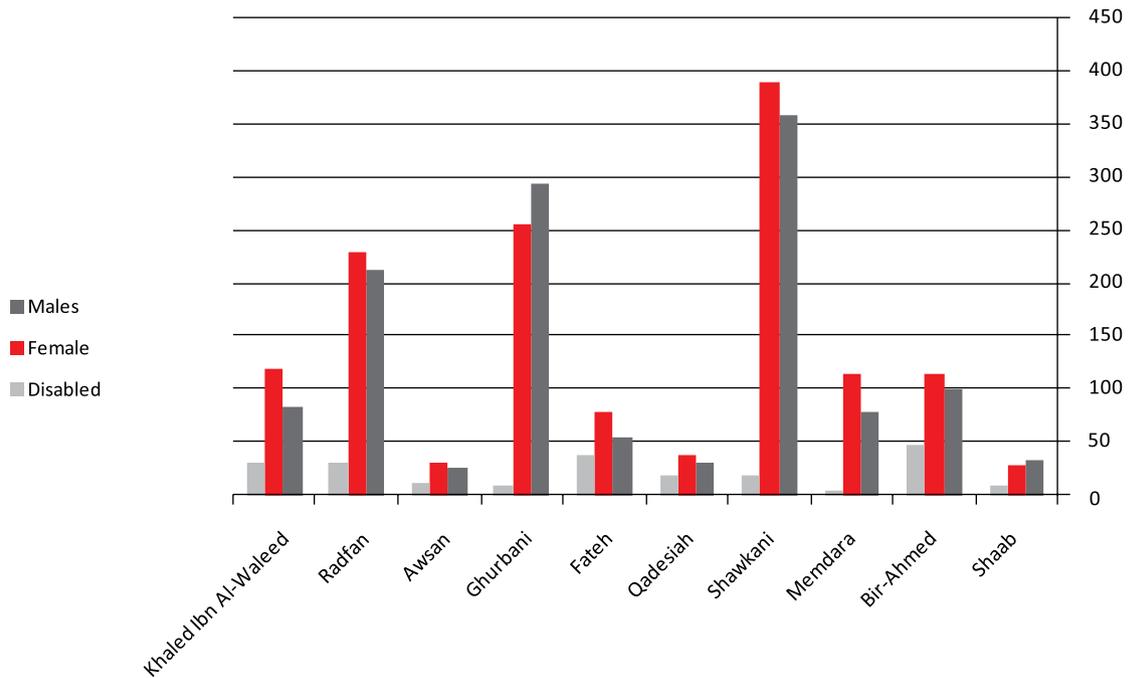
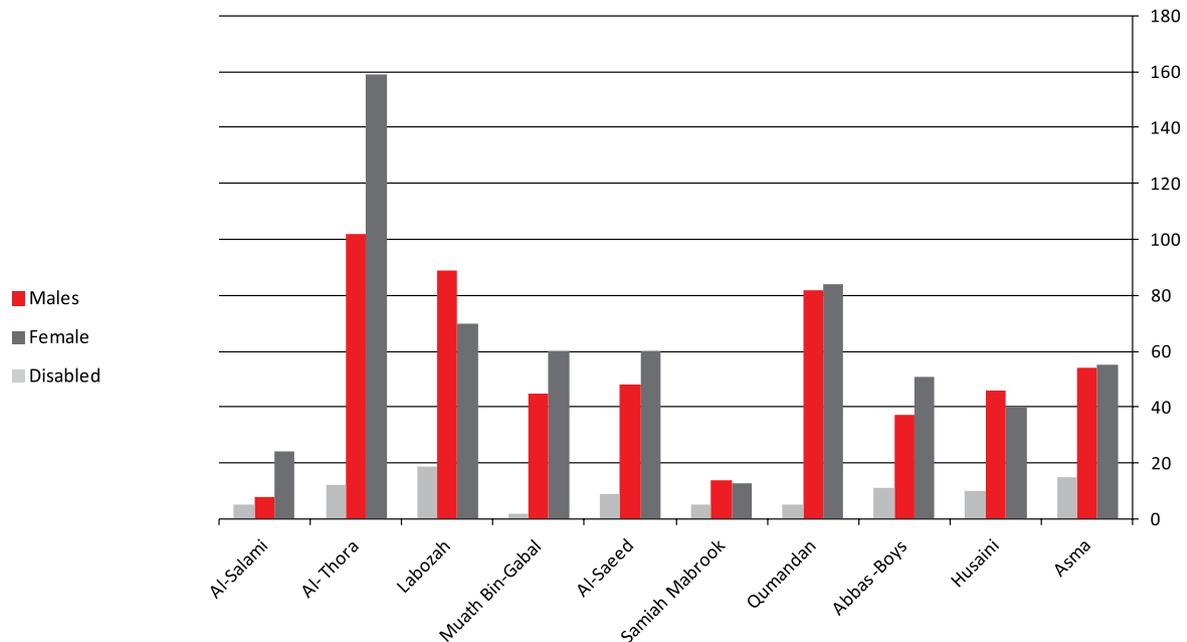


Figure (2) shows the dropout children (male/female) in Lahj governorate.



The data in the two figures 1&2 show the percentages of dropout children (male& female) in both governorate (Aden&Lahj). The findings indicate that the percentage of the female dropout children is higher than male in both governorates (Aden and Lahj)with 1407, 1283, respectively.

While the number of the male dropout children in Lahj is higher than female children in Aden 849, 721, respectively.

With reference to figure no. 1, the highest rate of female dropout children is recorded in neighboring areas of 1 Alshokani School with 392 - 2 Alhgurbani school with 259 - 3 Radfan school with 236 in Aden, all these areas are neither urban nor rural.

Figure2 presents dropout cases in Lahj: the highest rate of male drop out children is recorded in the areas next to 1 Althowra and 2 Alkumindan schools with 161 and 117, respectively. The first school is urban and the second one is rural.

The data in both figures show that there is a convergence between male and female dropout numbers. The data in figure 1 shows that there is a convergence between male and female drop out children number in urban targeted areas in Aden as the rate is 34- 28 in Alshaab district, 106-119 in Beir Ahmed, 26,31 in Osan, 29-38 in Alkadisiah, 53-77 in Alshokani, 363- 392 for male and female, respectively.

While figure no. 2 shows there is a convergence between male and female drop out children number in Lahj governorate. This convergence is in most schools and particularly in Aldurrah school 9- 9, Asma school 56-54, Samiah school 13 - 14, Eqbal school 58-50, male and female, respectively.

When we compare the percentages of dropout children (male and female) we find that there is a consistency between the findings of this study and the findings of previous studies related to the child dropout phenomenon; 1 A study was implemented by Save the Children in Aden in 2008), 2 A study was carried out by the educational research development center in 2007). All studies pointed out that the female drop out from education is one of the highest rates and both studies refer this high rate into family's social, cultural and economic factors.

3.2 The study findings related to the reasons behind the child dropout and the children with special needs dropout in the targeted areas.

In order to understand the reasons behind the child dropout, we have to review the social, cultural and economic situation of the surveyed households (information provider). Tables (no. 5-6-7-and 8) present the relationship between the social, cultural and economic situation of the surveyed household and the dropout phenomenon.

3.2.1 The study findings regarding the family economic situation:

Gove	Number and %	Very poor families	Poor families	As other people families	Better than other families	Rich families	Total families with drop out children
Aden	Number	800	1288	536	61	5	2690
	%	29.7%	47.9%	19.9%	2.3%	0.2%	
Lahj	Number	605	709	229	21	6	1570
	%	34.6%	47.6%	16%	1.4%	0.4%	
Total	Number	1405	1997	765	82	11	4260
		33.0%	46.9%	17.9%			

Table no.5 presents the targeted families that have drop out children in Aden and Lahj governorates by economic situation. The families categorized into very poor, poor and rich:

- a. %46.9 are poor families and %33.0 are very poor and this representing the highest per cent.
- b. The rich families recorded the lowest percentage in Aden and Lahj governorates with %0.2 and %0.4, respectively.

3.2.2 The study findings related to the household occupation:

Table no.6 family sample distribution by household occupation

Governorate	Number & %	Daily wages	Government job	Private sector job	Unemployed	retired	dead	Total
Aden	Number	358	875	539	541	233	144	2690
	%	12.2%	32.5%	20.0%	20.1%	8.7%	5.4%	
Lahj	Number	184	438	197	553	147	51	1570
	%	11.7%	27.9%	12.5%	35.2%	9.4%	3.4%	
Total	Number	542	1313	736	1094	380	195	4260
	%	12.7%	30.85	17.2%	25.75	8.9%	4.8%	

Table no.6 shows the percentages of targeted families by household (breadwinner) occupation. The unemployed households percentage in Lahj is higher than Aden with %35.2, %20, 1, respectively. The percentage of the households holding governmental job is low in both Aden and Lahj with %32.5, %27.9, respectively.

Table no.7 The family sample distribution by the mothers' occupation

Mother occupation		Employed	Unemployed House wife	Dead	Total
Aden	Number	176	2452	62	2690
	%	6.5%	91.2%	2.3%	
Lahj	Number	34	1484	52	1570
	%	2.2%	94.5%	3.3%	
Total		210	3936	114	4260
		4.9%	92.4%	2.7%	

Table no.7 points out that most of the dropout children's mothers in both governorates are housewives. The average housewives (unemployed mothers) in both Aden and Lahj is high and it represents %92.4 of the targeted sample.

Most mothers of the dropout children interviewed in Aden and Lahj are housewives, representing %91.2 %94.5 respectively. In Lahj, only 210 mothers are employed and in both governorates Aden and Lahj, representing %4. of the total targeted sample.

Chapter Three: Presenting the findings of the study

Table n0 8, shows the number and percentage of the respondents' point of view, regarding the reasons for the children dropping out of school. The answers ordered by the most important and the most influential factors.

Ser	Reasons	Reasons order by Lahj respondent families point of view	Reasons order by Aden respondent families point of view	Total
1	Economic and low income to meet school expenses (uniform, note books, bag etc...)	939 51.1%	989 45.3%	1928 48.0%
2	Reasons related to negative culture and traditions and low awareness	420 22.9%	868 39.7%	1288 32.0%
3	Disability such as sight and hearing	146 8.0%	230 10.5%	376 9.4%
4	schools are far from the house	267 14.5%	8 0.4%	275 6.8%
5	study failure or low achievement	32 1.7%	38 1.7%	70 1.7%
6	school violence phobia	17 0.9%	28 1.3%	45 1.1%
7	child is exposed to sickness and diseases	15 0.8%	23 1.1%	38 0.9%
	Total of samples	1836	2184	4020

Table 8 shows that the economic factors ranked first with 1928 answers out of the total responses from both governorates Aden and Lahj, representing 48.0%. The factors related to cultural and traditional factors ranked second according to the responses of the samples with 1288, representing 32.0%. The lowest ratios ranked 9.4% for reasons related to disability (hearing, sight or physical disability) and 0.9% reasons related to health factors "constant disease".

Discussing the study findings in tables 5, 6, 7, and 8:

The findings in tables (5, 6, 7, and 8), indicated that the reasons behind the child dropout phenomenon is due to the poverty on the one hand, and to the short and the negative view on the importance of education on the other hand.

As far as the economic situation of the family household (breadwinner), is concerned, tables 5.6, and table 8 point out that the majority of the children who dropped out from education come from extremely poor families and we can say that the child dropout phenomenon is associated with extreme poverty.

The low standard of living for some families means that the family needs to send the child to work to help the family meet living expenses. The jobs offered to the children are not permanent (daily wages). They range from cleaner, construction worker, shepherd to laboring on a farm. All these jobs are simple with low payment.

The permanent jobs that the fathers of dropout children have are usually simple jobs with low wages such as cleaner, guard, nurse and in best cases a soldier etc ... Besides, the majority of mothers are housewives as described in (Table 7). All these reasons make the children look for a job to help support the family. In addition, the family cannot meet and cover the school's requirements such as books, uniform or school fees. Consequently, the child could not follow-up his/her study and therefore he/she drops out of the school.

So it is necessary to review the current general education and find a way for education to meet the local labor market needs. That to say the general education curricula should prepare the school leavers to either join higher studies or the labor market. Such balanced programs would help the children to learn the skills for a future career and at the same time continue their education.

The other factors behind child dropout are cultural and social. The families do not consider education as an important factor for a better future for children in general and for female and children with special needs in particular. Due to cultural and social factors, some families tend to feel ashamed of their disabled children and hesitate sending the child to school. The family prefers to keep these children at home.

All these factors in turn affect children and young people of school age, regardless of the area where they live (urban or rural).

So it is important to take into account family concerns and provide families that have children with special need with guidance and educational counseling. There are ways to provide guidance and support, such as frequent and intensive meetings with parents and children, visiting families to offer them advice and counseling. Such support could be provided by educational specialists and school social workers who can play an important role in this aspect.

3.3 The results of community participation in helping children return to school by July 2011:

Many groups and categories of the society participated in the community campaign to bring children back to education. This was done by providing the children who dropped from schools with school uniforms and books. Hearing aids, glasses and crutches were provided for the children with special needs. There were also community activities to raise parents' awareness on the importance of education.

3.3.1 The findings of the study in tables (9, 10, 11, 12) are as follows:

The findings of the study of children who had dropped out of school (children either dropped out or did not enroll school at all during the last two school years (2009-2010), 2010-2011)

Table (no. 9) shows the number and the percentages of dropped out children aged (7-17 years old) during the last two years (2009-2010), 2010-2011).

Gover	Number And %	Normal dropped out child	Normal child not enrolled	disabled dropped out child	disabled child not enrolled	Total dropped out children
Aden	Number	1540	920	130	100	2690
	%	62.6%	37.4%	56.5%	43.5%	
Total	Number	2460		230		2690
	And %	91.4%		8.6%		
Lahj	Number	788	%	56	90	1570
	%	55.3%	44.7%	38.4%	61.6%	
Total		1424		146		
		90.7%		9.3%		

Table 9 shows that most of the dropped out children from the targeted interviewed families in Aden and Lahj were in schools with, 62.6%, 55.3%, respectively

2 The children who had never enrolled in school in Aden and Lahj governorates, representing %37.4, %44.7, respectively. The table, also, shows that the children with special needs who did not enroll in school recorded the highest per cent in Lahj with 61.6%. While the percentage of children with special needs who dropped out after school enrolment in Aden is %56.5.

3.3.2 Table no.10 shows the dropped out children who were brought back into education until July 2011 in Aden:

Gover	school	Number of dropped out child	Male might or already brought back to schools by October 2011	Female might or already brought back to schools by October 2011	Disabled children might or already brought back to schools by October 2011	Total number of children might or already brought back to schools October 2011
Aden	Alshaab	62	4	3	No ne	7
	Beir Ahmed	255	19	22	11	52
	Almimdarah	191	No ne	No ne	No ne	
	Alshokani	755	37	52	5	94
	Alkadisiah	67	4	12	5	21
	fatuh	130	No ne	2	7	9
	Alghurbani	560	25	22	No ne	47
	Osan	59	4	8	1	13
	Radfan	455	6	11	3	20
	Khaled Bin Alwaleed	186	6	9	2	17
Total		2690	105	141	34	282

Note: The phrase "might" was used in table 10 as some children cannot join schools because the schools in their areas are occupied by IDPs.

Table no.10 shows the number of children who were brought back to schools in Aden is 282. This number is very low in comparison with the real number of dropped out, especially, in some schools such Fatuh school (only 9 children) while Almimdarah school did not receive any children.

3.3.3 Table no.11 shows the drop out rate of children who were brought back into education by July 2011 in Lahj governorate:

Gover	School	Number of dropped out child	Male might or already brought back to schools by October 2011	Female might or already brought back to schools by October 2011	Disabled children might or already brought back to schools by October 2011	Number of children might or already brought back to schools by October 2011
Lahj	Asma	110	30	21	8	59
	Alhusaini	88	5	11	9	25
	Abas (Girls)	99	33	16	6	55
	Alkumindan	204	60	35	3	98
	Samiah	27	4	5	1	10
	Alsaeed	124	36	23	7	66
	Mo'ath Bin Jabul	106	37	23	7	66
	Labouzah	160	14	8	5	27
	Althowrah	263	59	44	2	105
	Alsalami	32	14	1	2	17
	Khadijah	90	11	8	6	25
	Tarek	6	31	3	1	10
	Abbas (boys)	108	9	20	1	30
	Aldurrah	18	1	4	3	8
Eqbal	108	33	23	6	62	
Total		1570	18	248	62	662

Note: The phrase “might” was used in table (10) as some children cannot join schools as their schools are still closed and occupied IDPs.

Table no.11 presents the positive attitude of the families towards bringing their children back to schools, particularly, in Althowrah and Alkumindan schools which received (105) , (98 children), respectively.

Discussing Table 10-11

The tables no.10-11 show the number of dropout children and the number of those who were brought back to schools up to July 2011. Table no.10 presents the case of Aden and table no.11 presents the case of Lahj governorate.

662 children were brought back to schools in Lahj governorate up to the moment of writing this report and the number is expected to increase. While Aden schools only received 282 children but this number does not mean that the Aden people did not interact with the community campaign, but most schools in Aden are occupied by IDPs.

3.3.4 The dropout children who were brought back to schools by the end of 2011 in Aden and Lahj governorates:

While this report is being drafted, the community participation campaign is still on-going and the total number of the children who were brought back and integrated with schools is more than (1200 boys and girls; 561 girls and 665 boys) in both governorates Aden and Lahj

3.4 The study findings related to voluntary community participation to help raise awareness of the community members of the importance of enrolling children in schools and bringing back the dropped out children to education.

The study aimed, in particular, (1) to create a database of the families who have dropped out children and enable partners to have access to monitor and follow up these children. The appropriate techniques to reduce the children's dropout rate (aged 7-17 years old) is to develop a specific and scheduled work plan from 2011 to 2012 and identify the needs of these children in order to bring them back to schools.

The following procedures are taken into account to ensure plan's effective implementation.

First: Political commitments and supportive environment:

Political commitment refers to the support from the Ministry of Education (MoE), while supportive environment refers to the support from the stakeholders; NGOs and development partners who support the efforts to improve education, of which Dubai Cares supports this program in particular. The financial and technical support from development partners to prevent the child dropout phenomenon will need real commitment.

Second: Preventing child dropout is the responsibility of the whole community:

Preventing child dropout is not the task of one agency as this task includes eliminating gender disparity and educational gaps in basic education and literacy. That to say this is the responsibility of the whole community. The community refers to a number of social; cultural, economic and political factors; the different ministries; agencies; media and active individuals in the community.

Based on the two foresaid principles, the prevent children dropping out of school campaign was developed in coordination with Save the Children as part of a program to eliminate the child dropout phenomenon. A committee was established with representatives from different institutions and individuals such as school teachers, Imams of mosques, parents, MoE staff, and representatives from local authorities, journalists, volunteers and community members from the targeted areas.

Community participation campaign activities:

The community participation campaign was implemented simultaneously with the field survey (June and July 2011) as follows:

The field survey was implemented in parallel with the community participation campaign activities. The activities were carried out by school council members, parents, teachers and students. The activities took place in all targeted areas (25 schools from Aden and Lahj) and took different forms such as workshops, meetings, brochures and newsletters were distributed.

I. The community campaign activities aimed to achieve the following:

- Introducing save the children (NGO).
- The concept of the Inclusive Education.
- Inclusive Education activities.

Chapter Three: Presenting the findings of the study

- Benefits of community participation.
- Community participation plan.

The discussions focused on ways of providing support, raise people's awareness, assessing dropout cases, distributing brochures, persuading parents to send the children to schools, letters and message from child to a child and from parents to parents.

2. The brochure:

The brochure's first side was filled with information about Save the Children's works, the inclusive education program work plan, community participation purposes and the important ways of providing support to the families, names and phone numbers of the workers in the Inclusive Education program to enable local people contact the workers. The other side, included information about letters from a child to another, letters from students' council to dropout children who live in areas next to the schools, 161 thousand brochures were printed out and distributed, table no. 12 gives a summary of all activities that implemented in parallel with the dropout children field survey.

Table no. 12 gives the number of the participants from the community in the field survey.

Community group category	Aden Community participation in the campaign				Lahj Community participation in the campaign				Total		
	Community activities		Brochure distribution		Community activities		Brochure distribution				
	Male	Female	Male	Female	Male	Female	Male	Female	Male total	female	Male & female
Father council	6	8	44	13	45	85	76	63	171	169	340
students council	8	7	86	37	29	31	189	142	312	217	529
Considerable characters	56	25	88	58	96	124	76	64	316	271	587
Total	70	40	218	108	170	240	341	269	799	657	
	110		326		410		610		1456		
	436 29.9%				1020 70.1%				1456		

Table (N0 12) shows the number of the volunteers from both governorates (Aden & Lahj).

The total number of the volunteers is (1456 persons) participated in the community campaign activities.

The table, also, showed the percentage of the community participation in the targeted schools. Lahj governorate recorded high per cent with (%70.1) while the community participation in Aden recorded %29.9. The low participation in Aden refers to the difficult situation in Aden as most schools there are not functioning.

340 persons participated in the campaign from fathers and mothers councils

529 children.

587 participants from the community

- 520 participated in community activities, 110 persons from Aden and 410 from Lahj.
- 936 volunteers participated in brochure distribution, 329 from Aden and 610 from Lahj.
- The female participation is as follows:
- 657 female participants against 799 male in both governorates.

This is a summary of the lessons learned from the community campaign and IE program.

The Inclusive Education program funded by Dubai Cares and implemented by Save the Children in Aden in collaboration with MoE receives the community consensus, including parents, educational institutions, students, social figures as the 779 participants participated in brochures' distribution and other activities related to raising awareness campaign on the importance of education for individuals, families and the society.

450 volunteers and Save the Children staff participated in the field survey and did good work in spite of the challenges mentioned earlier in the study. The 450 volunteers worked in an exceptional situation and they took the risk and worked in areas that had security and conflict problems. The above efforts stress the importance of the Inclusive Education program. These activities could take different forms such as providing support to the family of the dropped out children to establishing resource rooms.



CHAPTER FOUR

Summary of Findings and Recommendations

The study aimed to achieve the following:

Establish a database of the dropout children with special needs who are in the age group (7-17 years old) in the neighborhoods of Aden and Lahj schools, and provide support to bring them back to education by the end of June 2011.

Conduct an awareness campaign in coordination with the MoE, teachers, local NGOs and volunteers, to mobilize the community and raise their awareness on the danger of the phenomenon of children's dropout from education. Then work together to prevent the children dropout problem.

In order to achieve the objectives above, the descriptive method was utilized using field surveys for data collection as follows:

28491 families were surveyed in the neighborhoods of the targeted schools (urban and rural areas). The total number of families from urban areas were 20889, representing 73.3% of the targeted sample, while the surveyed families from rural areas were 7602, representing 26.7% of the total sample.

The sample used in this study was randomly selected; 10 schools from 8 districts in Aden governorate (Almoa'alla, Kirter, Tuahi, Khour Makser, Alsheed, Sheikh Othman, Dar Saad and Almansourah). The number of families surveyed in the school neighborhoods of Aden is 17484, representing 61.4% of the total community of the study in both governorates. The surveyed families in Lahj are 11007 (representing 38.6% of the sample, while the surveyed schools are 15, selected from Alhutah and Tuban districts.

The field work teams included 50 field researchers from Save the Children staff and as many as 400 volunteers from the local community; most of them are university graduates.

FINDINGS OF THE STUDY (A SUMMARY)

Following is a list of the key findings of the study:

- The number of children in the age group 7-17 who have dropped out of education in Aden and Lahj is 4260.

- In Aden, the number of children who dropped out was 2690, representing 7.83% of the total number of children at school age.
- The number of dropout children in Lahj was 1570, representing 9.91% of the total number of children at the school age. It should be kept in mind that this number is only in the targeted districts.
- The number of children with special needs who have dropped out in Aden was 376, 230 children were originally from Aden and 146 from Lahj governorate.
- The study revealed that the factors most responsible for dropout were as follows:
 - The economic factor was ranked first by the respondents (n. = 1928, representing 48% of the sample size.) Looking closer to the economic factor shows that 92.4% of the mothers of the dropped out children in the target areas are housewives.
 - The families' cultural and traditional beliefs factor was ranked second (n. = 1288, representing 32% of the total number of the interviewed sample.)
 - The community campaign successfully established a database for documenting and tracking child dropouts, and keeping track of dropout children who have been brought back to education in every targeted school during the last two years.
- By July 2011, a total number of 662 male and female children who had dropped out were reintegrated into schools in Lahj governorate and 282 in Aden.
- A total number of 1200 dropout children were brought back to schools; 561 female and 665 male, in Lahj and Aden governorates.
- A total number of 1456 volunteers (students, teachers, university graduates, local community leaders, and parents) participated in the community campaign activities from Lahj and Aden governorates. The participants were as follows: 340 members of the fathers and mothers councils; 529 from children councils, and 587 local community leaders.

RECOMMENDATIONS FOR THE PREVENTION OF CHILDREN'S DROPOUT FROM EDUCATION:

Based on the above findings, the following recommendations are proposed:

Recommendations for educational institutions in Lahj and Aden governorates:

1. Demand that the MoE implements the Right of Children to Free and Compulsory Education Act and propose and impose punishments and fines against those parents who do not enroll their children in schools.
2. Survey and identify all dropout children by the end of this school year.
3. Activate the role of the school counselors to identify and discover the children with learning difficulties as early as possible and provide case-specific support for them.
4. Encourage the school administration to establish Resource Rooms to help vulnerable children and those with learning difficulties.
5. Review the current curricula of the general education to include technical and vocational programs that would enable children to acquire skills and be prepared for good careers that would bring them regular income.
6. Provide professional, educational, and counseling support for parents.
7. Direct and guide children who have technical skills or inclinations to enroll in technical and vocational institutes.
8. Coordinate with all partners to prevent the phenomenon of children dropping out of education.
9. Provide educational support for children with learning difficulties; such as support classes in some school subjects.

Recommendation for Inclusive Education (IE) program in Aden and Lahj:

10. To work and coordinate with all partners for the sustainability of the IE program to reintegrate the dropout children into schools.
11. Identify the learning difficulties of children and refer them to the Resource Rooms.
12. Provide support to establish special councils to prevent children from dropping out of schools. The council members should include parents, teachers, activists, NGOs, etc.
13. Help the MoE to organize seminars, workshops, and forums for parents and community members in coordination with local authorities on the importance of education at the beginning of every school year to prevent child dropout.
14. Organizing workshops to discuss and circulate the findings of this study.

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ANNEXES

Annex No I

A form to identify the cases of the dropout children aged (7-17 years old) in the Yemeni families

Form Number:

Field worker's name:

Name of the school visited by the field worker:

Data about the dropout child's parent (father):

Household's name :		Relationship
Full name:		
Address: _____		City: _____
Sex: (draw a circle) Male \ Female .		Nationality: _____
Date of birth: ___/___/___ Day Month Year		Place of birth: _____
Economic data: Father's data:	Father's job: _____	
Mother's data:	Name: _____ Job: _____	Relationship
Draw a circle:	Very poor <input type="checkbox"/> poor <input type="checkbox"/> like other people <input type="checkbox"/> better than others <input type="checkbox"/> rich <input type="checkbox"/>	
Data about the school	Name of school (_____)	
Dropped out <input type="checkbox"/> not enrolled <input type="checkbox"/>		
Last class (level): _____		
Last school year: _____		
Reason of dropping (draw a circle): Family * After school*No school staff*No uniform*Disability*Marriage * Other: _____		
Notes:		
Disability Information draw a circle: Yes <input type="checkbox"/> No <input type="checkbox"/>		

Type of disability draw a circle: Handicapped Sight Other: _____

Determine the disability type: _____

Need (draw a circle): Hearing aid Glasses Crutch Wheelchair Other _____

Notes:

Annex 2

Proposed plan for social participation voluntary campaign

Community Mobilization Draft Proposal

Ultimate Goal:

Basic education to all children with special needs around targeted schools

OBJECTIVES:

- Identify as many as possible children with special needs around the targeted schools
- Schools that are in or out of schools by the end of June
- Identify as many as possible of dropout students for the last two years by the end of June.
- Prepare as many as possible dropout children to attend schools by the end of July.
- Reintegrate as many as possible dropout children into schools in 2011/2012 school academic year.
- Offer special needs equipments to as many as possible of the vulnerable children.
- Mobilize community (School Councils and Local Councils) to help in the process.
- Mobilize teachers to help in the process.
- Carry out a campaign with the help of Imams, key persons and youth volunteers in the neighborhood of every school to spread the news (word) during July and distribute brochures.

A table shows the field implementation plan for data collectors from residential and the neighborhood areas of the targeted areas in the two Governorates "Aden and Lahj:

The Plan:

Task	Details	Responsibility	Duration	Remarks
Workers Selection	1 worker in every school	Officer + Asst.	2 weeks	
Preparation of project	Plan presentation to Social affairs.	Officer	1 day X 3 govs.	
Coordinate with schools	Presentation of Plan to school principals and social workers	Assistant and Officer	1 day X 3 govs.	Get approval that the workers' duty station will be the social workers' offices.
Preparation workshop to workers & Asst.	IE presentation & Comm. Mobilization Plan	Officer	1 Day	
Survey of children	Every worker does at least 20 houses /day which mean 440 houses/month and 2200 houses/5 months	Worker	5 months	
Data entry of survey forms	4 hours a day	Assistant	5 months	

Task	Details	Responsibility	Duration	Remarks
Working on the list of drop out students from school	With the help of the school management and social workers.	Assistant	5 months	
Mobilize councils	Plan presentation to P&S councils in all schools	Assistant & worker	35 day	
Mobilize Local community	Plan presentation to key persons from local community	Assistant & worker	35 Days	
Carry out campaign	Distribute fliers in schools neighborhoods with the help of volunteers, Imams and key persons	Assistant & worker	7 days X35	
Finalize survey and drop out reports	identify children needs	Assistant & Officer	7 days	
start procurement	Aiding Equipments	Admin & Officer	4 weeks	
Prepare children for school	Distribution of equipment's in schools	Worker & Assistant	1 day X 35 schools	
Follow up of integrated children in schools	See how they are doing. What difficulties are they having? Check their class and test marks and report on them.	Worker	4 months	

Annex 3 reporting plan

- **Reports:**

- **Weekly:**

Survey forms → worker

Updated vulnerable children record → Assistant.

- Drop out follow up report → Worker
- Monthly
- Progress report → Assistant.
- Beneficiaries → Assistant.
- Drop out status report → Assistant.

Annex 4 Names of community workers

The Inclusive Education program Aden

Phone number	Staff name	Working area	school
734302049/363578	Fatima Saleh Tuj Aqel	Asha'ab	Asha'ab
773714909/733050092	Mohammed Ahmed Saeed Ali		
733368029/320348	Rana Aesh Haidarah Saleh	Be'r Ahmed	Be'r Ahmed
733848612	Sameh Ahmed Saif Taresh		
700774916/203135	Heba Mustafa Esmael Abdullah	Almemdara Aljadida	Almemdara Girls
733588001/700275594	Fady Faisal Munassar		
770212305/301361	Jameelah Shaekh Mohammed Ghulam	Dar Sa'ad	Alshokani
711617480/301913/736977333	Sadeq Mohammed Mahdy		
355316/734779430	Rena Ahmed Saleh Haitham	Almansourah	Alqadisiah
735647520/357382	Sanad abdu Haidar		
200548	Tagreed Mohammed Abdullah	Atuahi	Alfath
735297450/771826089	Kamal Jameel Ghanem Azzekry		
252036/770313474/73448017	Khadijah Khaled Hussain Sira	Kriter	Algharbany
700502894	Ramzy Abdulwahab Rajeh		
240384/733604084	Muna Ahmed Naser Alawy	Almua'ala	Osan
244515/733833904	Nuha Rafeeq Awadh Salem		
734019626/385783	Mirvat Ali Saleh Ben Saleh	Alsihekh	Radfan
301230/772147263	Marwa Ahmed Saleh Hassan		
237744/733492017	Ashraf Mohammed Ahmed Taha	Khour Maksar	Khaled bin Alwaleed
772084875	Fatima Abdu Saeed No'man		

Annex 5

Names of workers in community participation in Lahj Gov

No.	Staff name	Phone No.	Staff name	Name of the School	Phone No.
1	Hisham Mahdy Naser Assaiad	773732654 700964398	Azhar Abdulrahman Naser	Asma'a Sc	503690
2	Ahmed Ali Abdullah Qumaih	734128180 502768	Sahar Hussain Awadh	Labouzah S	770243541
3	Moahmmmed Ahmed Ali	773391526	Seema Ahmed Shaher	Athowrah	508652
4	Mukhtar Mohammed Saleh	773308139	Naeem Mohammed Saiel	Assalami	501816
5	Mohammed Omar Mubarak	733167327	Ibtisam Saleh Assardy	Khadija	503294
6	Wadhah Salem Hassain	770198519	Marina Saeed Awadh	Tarq bin Ziyad	777846035
7	Eiad Ali Mohammed Wady	777699256	Iman Ahmed Salem Atterny	Abbas Alhussainy	736056845 501489
8	Mahmood Abdullah Ali	715003793	Muna Ali Ahmed Hamel	Abbas Girls	715215642
9	Ameen Abdu Naser	714341763	Ijlal Farooq Ahmed	Abbas boys	773622079 529619
10	Talal Ahmed Mohammed	-	Manal Mohammed Naser	Alqamandan	777546248
11	Awadh Saleh Awadh	501242	Ferial Salah Salem	Mohammed Aldurrah	501286
12	Jiahd Saeed Mohammed Assafla	770675022	Ibtisam Mohammed Ahmed	Ashaheedh Salmeiah	777882751
13	Abdullah Mohammed Darhoosh	700784408	Rash Naser Jamea'	Alsaeed	511810
14	Murad Mohammed Ahmed	700054752	Haifa Ali Mohammed Assaqaf	Eqbal	
15	Anwer Mohammed Abbood	771385789	Afaf Alawy Moahmmmed	Mo'ath Bin Jaubul	771831647

We save children's lives. We fight for their rights. We help them fulfill their potential.

Our vision is a world in which every child attains the right to survival, protection, development and participation. **Our mission** is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

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