Study

War Of Ignorance

A field study of the impacts of armed conflict
on access to education in Yemen

— 2020 – 2021 —

Mwatana
for Human Rights

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Contents

Foreword

For the past six years, armed conflict in Yemen has caused escalating impacts on education. The conflict is still seriously adversely impacting education. The conflict has caused countless catastrophes that have impacted almost all elements of the education system, while very few structures, systems, and policies can be counted on in the struggle to save the future of education.

Thousands of families have been displaced, with their children moving towards an unknown future. Thousands of children have had to leave their schools, with their schools damaged or destroyed during the war or fighters coming and taking over and using these schools as military barracks.

Accessing schools safely also became quite hard for girls and boys. Various parties to the conflict have continued undermining education through attacks, armed occupation of school grounds, and terrorizing educators and education workers. Some schools have been transformed into grounds for those seeking to find conscripts, looking for child soldiers. Schools became spaces frequented by war advocates filling the ears of students with poisonous, recruitment rhetoric instead of peaceful morning chants during school assemblies. These catastrophes for students will lead to a huge loss for Yemen's future unless urgent interventions are made and solutions found. This is what this study seeks to flesh out.

The conflict itself is having an extremely adverse impact on children's rights, including the right to education. The conflict has led to the education system being undermined, thousands of children being deprived of the opportunity of education, and led to the fragmentation of educational policies among the various parties to the conflict.

International treaties and conventions repeatedly state the importance of education, and of protecting education during armed conflict. During long conflicts in poor countries like Yemen, which already lack many aspects of a good education system, the ability to protect education and contain the negative impacts of the conflict on education surpasses the capacity of local communities. These communities need meaningful assistance, solidarity and action from the international community to help protect education during armed conflict.

This study deals with the multiple impacts of the armed conflict in Yemen since its outbreak in September 2014 on public education. Education is one of the most vital sectors, and has been seriously impacted by war. The study sheds light on the conflict's repercussions on the education system, the education process and the physical structure of education facilities and related infrastructure in a number of elementary and secondary schools. The study traces the impact of this on students and teachers through analyzing field data and qualitative results. The study also discusses the phenomenon of displacement tied to the armed conflict, in particular the displacement of students with their families, looking at field data related to hardships and obstacles facing displaced students seeking to integrate in schools in host communities. The study also discusses the phenomenon of school dropouts. Dropouts existed on a large scale before the conflict, but are expected to rise extensively as the conflict continues.

Purposes of the study

The study seeks to achieve the following purposes:

1) Understand the effects of the armed conflict on the public education system.
2) Understand the extent to which students can access safe education, and the impact of various economic and social factors on education in the context of armed conflict.
3) Understand the overlap between education, displacement, school dropout and armed conflict.
4) Inform strategies for softening the impact of armed conflict on education, including conflict-sensitive and emergency-sensitive education.

Methodology

First: Study sample and exploratory samples

The sample of the study includes 700 subjects, as follows:

1 Student sample

The study is composed of 400 public school students from various age groups. The student sample was chosen from among 137 schools across eight governorates: Taiz, Hudaydah, Sanaa (governorate), Aden, Abyan, Dhale, Hajjah, Saada, and the Sanaa City. The governorates selected were those with education sectors that appeared, based on Mwatana's monitoring and documentation of the conflict's impact on schools since 2014, to have suffered the most direct damage. The selection was also subject to practical criteria, such as the availability of access in order to conduct the field study. Mwatana also sought to include governorates under the control of different warring parties, in order to measure potential differences that may arise from the different behavior of these parties and their varying educational "policies." The sample was chosen in such a way to reflect gender, learning level (elementary/secondary), and geographic distribution (rural/urban) as shown in table (1).

Table (1): Student sample broken down to governorates and type of school

Governorate	Study sample												Total
	Rural						Urban						
	Elementary school			High school/ mixed			Elementary school			High school/ mixed			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Taiz	15	16	31	17	9	26	17	7	24	10	16	26	107
Abyan	1	1	2	3	___	3	3	2	5	2	1	3	13
Dhale	2	1	3	9	3	12	5	2	7	3	1	4	26
Aden	7	___	7	2	2	4	4	1	5	1	___	1	17
Hajjah	4	1	5	18	9	27	4	___	4	3	5	8	44
Hudaydah	10	3	13	4	0	4	8	3	11	25	12	37	65
Sanaa governorate	3	4	7	20	9	29	___	___	0	4	1	5	41
Saada	7	4	11	5	3	8	5	1	6	4	2	6	31
Sanaa, city	___	___	0	___	___	0	24	___	24	14	18	32	56
Total	49	30	79	78	35	113	70	16	86	66	56	122	400

The study sample included 300 students from schools that were exposed during different periods of the armed conflict to direct damage, for example due to attacks like direct air strikes and shelling, or through the use of schools for non-educational purposes (such as military use or as shelters for displaced persons). In addition, the study sample included 100 students from schools affected by the conflict in other ways, for example as a result of poor economic conditions and lack of funding, where the academic process was disrupted for some time, and other factors related to the conflict more broadly that had negative repercussions on students' educational attainment and behavior.

Figure (1): direct damage to schools included in the study sample
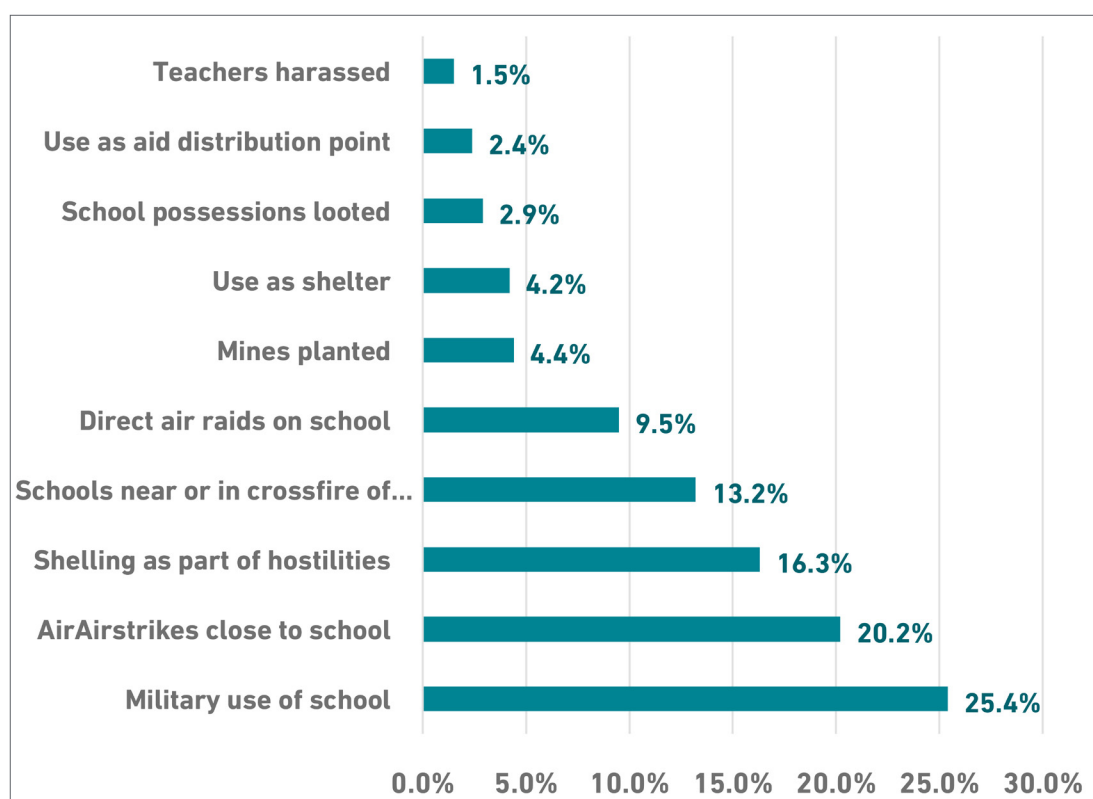
2 Exploratory sample of displaced students

To better understand the phenomenon of displacement during the conflict, and its impact on education, Mwatana interviewed 100 displaced students from the same governorates and schools included in the main study sample.

Table (2): Pilot sample of displaced persons across governorates

Governorate	Displaced students
Taiz	26
Abyen	4
Dhale	6
Aden	5
Hajjah	18
Hudaydah	17
Sanaa governorate	2
Saada	7
Sanaa city	15
Total	100

3 **Exploratory sample of dropout students**

This sample is composed of 100 students who dropped out of schools. The purpose of the sample was to collect information from the students and/or parents on why they dropped out of school to understand the relationship between the armed conflict and students dropping out of education. (see table 3).

Table (3): Pilot sample of dropout students across governorates

Governorate	Dropout students
Taiz	26
Abyen	4
Dhale	6
Aden	6
Hajjah	10
Hudaydah	9
Sanaa governorate	6
Saada	18
Sanaa city	15
Total	100

4 Exploratory sample of teachers

The educators/teachers sample is composed of 100 individuals from the same geographic locations and schools as the main study sample, with the aim of better understanding the situation of educators during armed conflict, and to understand various impacts of the conflict on education from the point of view of teachers.

Table (4): Pilot sample of educators/teachers across governorates and schools

Governorate	Educators sample distribution						Total
	Rural			Urban			
	Elementary school	High school/ mixed	Total	Elementary school	High school/ mixed	Total	
Taiz	10	4	14	13	1	14	28
Abyan	1	2	3	___	1	1	4
Dhale	___	3	3	2	1	3	6
Aden	1	1	2	2	1	3	5
Hajjah	2	2	4	1	1	2	6
Hudaydah	2	___	2	7	9	16	18
Sanaa governorate	2	9	11	___	___	___	11
Saada	6	1	7	___	1	1	8
Sanaa, city	___	___	___	5	9	14	14
Total	24	22	46	30	24	54	100

Second: Study method

The study used structured individual interviews that included closed questions and some open-ended questions. A trained and specialized team of field researchers collected information by visiting the target schools during the 2019/2020 academic year, specifically from February to early April 2020. The team conducted some visits to IDPs living in places near targeted schools in order to conduct interviews with displaced students. The team also carried out random visits to residential vicinities near the schools with the aim of finding students who had dropped out of the school for interviews with them or with their parents. It was not possible to obtain official data on dropout from education. All field interviews were conducted directly and immediately with the respondents to ensure the validity of the answers to the questionnaire questions for each sample.

Third: Workshop with education experts in Yemen

On 27 August, an evaluation workshop and panel discussion with a group of experts in the field of education in Yemen was held at the office of Mwatana for Human Rights. The workshop aimed to present the results of the preliminary study to the experts in order to obtain their feedback and comments and benefit from their cumulative experience. During the workshop, there was an extensive discussion about the methodology, procedures, theoretical framework, divisions of the study and its preliminary outputs. An opinion questionnaire was distributed to the participating experts, including questions related to their practical and research experiences in the field of education. The workshop came out with a number of suggestions for developing the study and notes that were incorporated into the study.

Fourth: Challenges

The field research process faced many challenges. In two governorates under the control of the Ansar Allah (Houthi) group, some members of the field research team were detained by local officials affiliated with the group. They were prevented from continuing the information gathering process. The Yemeni authorities' decision to suspend education in all regions starting from March 2020 to counter the outbreak of the Covid-19 pandemic rendered it impossible to complete visits to a number of respondents planned to be interviewed in schools. In general, the team was able to overcome these difficulties and work according to alternative plans.

Division of the study

The study consists of six parts covering six aspects, as follows:

First aspect: The theoretical and legal framework, which includes the international legal framework on the right to education in international instruments and covenants, including on education in emergency situations, as well as the right to education in national legislation, general features of the education sector in Yemen before the conflict, and an overview of education in Yemen during the armed conflict.

Second aspect: The impact of armed conflict on students, including the impact of the conflict on safe access to school, the continuity of the education process, the economic impact of the conflict on students, violence among students inside schools, the conflict's impact on student's relationship towards school, and the conflict's impact on facilities and services in schools, educational attainment, and curricula and assessment methods.

Third aspect: Dropout from school, including the reasons for dropping out, and students' chances of returning to school.

Fourth aspect: Displacement, including the causes of displacement, the mechanisms of integrating displaced students into host community schools, and the relationship of students with their host community school.

Fifth aspect: The impact of the armed conflict on teachers, including the different effects of conflict on teachers, which took many forms.

Sixth aspect: The impact of education on armed conflict, including some indicators on the role of education, and the educational environment within schools, in containing the effects of conflict on students.

General context of the conflict

First: An introduction to the armed conflict in Yemen

Yemen has been witnessing a violent armed conflict for more than six years. The Ansar Allah (Houthi) group seized the capital, Sanaa, by force in September 2014. This caused political and military consequences, including a military intervention led by the Kingdom of Saudi Arabia and the United Arab Emirates in March 2015 which broadened the scope of the armed conflict rapidly. The Yemen conflict has become one of the most complex conflicts in the region, with some of the darkest and most catastrophic humanitarian and human rights conditions. The military escalation of the conflict between the internationally recognized government and the Ansar Allah (Houthi) group continues in many areas in the east and west of the country. At the same time, the government is engaged in violent confrontations with the forces of the Southern Transitional Council (STC) in Abyan governorate near Aden. The STC took over Aden in August 2019, escalating its demands for self-determination for the south, which the government rejected.

On the political front, the United Nations, with international support, is leading efforts to end the conflict between the internationally recognized government and the Ansar Allah (Houthi) group. The two parties, under the auspices of the United Nations at the end of 2018 in Stockholm, Sweden, signed an agreement to redeploy forces in the city of Hudaydah, home to ports important for the flow of humanitarian aid. Parties also reached common understandings regarding the release of prisoners from both sides, and the opening of crossings in the city of Taiz, which the Houthis have besieged since the start of the armed conflict.

In March 2020, the Secretary-General of the United Nations, Antonio Guterres, called for "the warring parties in Yemen to [agree to] an immediate cessation of hostilities and to do their best to confront the possible spread of the Coronavirus," warning of continued fighting in the governorates of Al-Jawf and Marib, which have witnessed widespread military confrontations since the beginning of the year 2020.[1] In parallel, in April 2020, the Special Envoy for Yemen, Martin Griffiths, unveiled a draft declaration of a joint ceasefire,[2] which included calling on the internationally recognized government and the Ansar Allah (Houthi) group to agree to an immediate ceasefire in all governorates, and to sign a set of humanitarian and economic measures, including the payment of civil servant salaries, lifting restrictions imposed on ports and airports, confronting the new Corona pandemic, releasing prisoners and detainees, and immediately resuming the political process with the aim of putting a comprehensive end to the conflict.

Efforts to contain the conflict between the internationally recognized government and the STC in the south continued. The two parties signed an agreement on power-sharing and security and military responsibilities in the Saudi capital, Riyadh in early November 2019. After the agreement implementation process halted, the two parties met again in Riyadh to sign a mechanism to accelerate the implementation of the terms of the Riyadh Agreement at the end of July 2020, sponsored by Saudi Arabia. Discussion continues regarding the extent of commitment of the two parties, but the mechanism included the confirmation of a ceasefire, the implementation of

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(1) See UN News, available at: https://news.un.org/ar/story/2020/03/1052072

(2) UN special envoy to Yemen's office: https://osesgy.unmissions.org/ar

the Riyadh Agreement, and the formation of a government, with competencies shared in equal proportions between the north and south.

Second: Economic and humanitarian situation

During the years of the conflict, the economic and humanitarian situation has witnessed successive collapses, putting millions of Yemenis in intolerable situations. As a result of the collapse of the currency and its loss of more than 25% of its value during the year 2020, the prices of basic commodities, building rents and public transportation rose dramatically. The currency rate difference, that reached almost a third, between the areas controlled by the internationally recognized government and the areas of the Ansar Allah (Houthi) group, compounded the suffering of citizens and led to exorbitant fees on internal financial transfers. Also, remittances from Yemenis abroad decreased by about 80% after the outbreak of the Corona pandemic in the Arab Gulf countries, which host the largest number of Yemeni workers abroad.[3] The salary freeze of more than 500,000 government employees continued in various Yemeni governorates.[4] The country's depletion of hard currency stocks threatens to halt food imports.

In the middle of the year 2020, Yemen witnessed a torrential wave of flooding that swept across Yemeni governorates, damaging infrastructure, residents' homes and properties, and causing the death and injury of dozens, the death of livestock and the destruction of crops. By the end of August, the number of those affected by the flooding had reached 62,000 families in the governorates of Sanaa, Marib, Hajjah, Rayma, Al-Mahwit and Al-Hudaydah.[5] Also, waves of desert locusts during the same period destroyed farmers' crops of grains, fodder, vegetables and fruits in the governorates of Ma'rib, Al-Jawf, Shabwah, Hadramout, Al-Mahrah, Hajjah and Al-Hudaydah, which will have dire effects on food security in Yemen over the long term.[6]

Yemen faced the Covid-19 crisis with scarce capabilities and a crumbling health system. Amid warnings of the pandemic causing catastrophic effects, Yemen witnessed a serious deterioration in the health and humanitarian situation. Many Yemenis have lost their lives due to the pandemic. By the end of August 2020, the number of confirmed COVID cases was reportedly 1962 cases, including 567 deaths, and 1133 recoveries.[7] But, these numbers do not reflect the real size of the pandemic in Yemen, as the lack of diagnostic tests, the weakness of the reporting system for infected cases, and the warring parties' lack of transparency make it impossible to account for the true impact of the virus.

The governorates located in the north of the country are experiencing a fuel crisis that negatively affected work in hospitals and vital facilities. The energy crisis impeded the work of the

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(3) Humanitarian update, OCHA, 8 August 2020, available at: https://reliefweb.int/sites/reliefweb.int/files/resources/
     Yemen%20humanitarian%20update_No8_August_Arb.pdf

(4) Yemen's war has no end in sight, Amnesty International, March 2020: https://www.amnesty.org/ar/latest/
     news/2015/09/yemen-the-forgotten-war

(5) Humanitarian update, op. cit.

(6) Ibid.

(7) Ibid.

humanitarian response, especially water pumping services, water trucking, food distribution and sewage services, and resulted in raising the price of basic materials.[8]

In June 2020, the Humanitarian Response Conference on Yemen was held in Riyadh, and donors pledged to provide only $1.35 billion out of the $2.41 billion required to cover basic humanitarian activities until the end of the year, including $180 million to support the response to the coronavirus pandemic. Only half of those pledges had been paid by the end of August.[9] As a result of underfunding, 15 of the 41 major humanitarian programs of the United Nations in Yemen have been closed or curtailed, while other operating programs remain vulnerable to closure if the funding shortfall continues, which will cause "immediate and devastating consequences" for hundreds of thousands of beneficiaries.[10] Relief agencies operating in Yemen between April to August 2020 were forced to "reduce food distribution, cut health services in more than 300 health facilities, and stop specialized services for hundreds of thousands of traumatized women and girls who suffer from severe vulnerability."[11] In mid-August, Mr. Ramesh Rajasingham, Assistant Secretary-General for Humanitarian Affairs and Deputy Emergency Relief Coordinator, warned members of the Security Council of the devastating effects of lack of humanitarian funding on relief operations in Yemen.[12]

By the end of 2019, the conflict, along with the severe humanitarian crisis in Yemen, had caused the death of more than 233,000 people.[13] 3.65 million people had been displaced from various governorates.[14] About 24 million people, or about 80 percent of the population, were in need of humanitarian assistance, among them more than 12 million children.[15] About 2 million children suffered from malnutrition.[16] As of August 2019, Human Rights Watch had documented "no less than 90 air strikes by the Saudi/UAE-led coalition since the beginning of the war that appear to be unlawful," including "lethal attacks on Yemeni fishing boats that have killed dozens and appeared to be deliberate against civilians and civilian targets in violation of the laws of war."[17] During the same period, the Ansar Allah (Houthi) group "... repeatedly fired indiscriminate artillery shells at Yemeni cities such as Taiz and Hudaydah [and] indiscriminate ballistic missiles at Saudi Arabia, including at Riyadh International Airport. Some of these attacks may amount to war crimes," the

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(8) Ibid.

(9) Ibid.

(10) Ibid.

(11) Ibid.

(12) Ibid.

(13) Yemen's war has no end in sight, Amnesty International, March 2020: https://www.amnesty.org/ar/latest/news/2015/09/yemen-the-forgotten-war

(14) Yemen situation report, OCHA, June 2020, available at: https://reports.unocha.org/ar/country/yemen

(15) Crisis in Yemen, UNICEF, available at: https://www.unicef.org/ar/%D8%A7%D9%84%D8%A3%D8%B2%D9%85%D8%A9-%D9%81%D9%8A-%D8%A7%D9%84%D9%8A%D9%85%D9%86

(16) Ibid.

(17) Yemen: events of 2019, Human Rights Watch, September 2019, available at: https://www.hrw.org/ar/world-report/2020/country-chapters/336718

rights group said,[18] while landmines planted by the Houthis throughout Yemen continued to harm civilians and their livelihoods.[19] Moreover, "the Houthis continued to impose strict restrictions on movement, including the flow of aid to Taiz, the third largest city in Yemen, which had a devastating effect on the local population."[20] The Saudi/UAE-led coalition imposed restrictions on the entry of goods and aid, such as food, fuel, and medical supplies to Yemen, while the Houthi de facto authorities impeded the transfer of humanitarian aid inside the country.[21]

Third: Rights violations related to education during the conflict

The more than six-year conflict has caused an almost complete collapse of the public education system in Yemen. According to UNICEF, by 2018, more than 2,500 schools were out of use, with about 27% closed down, 66% damaged by the heavy violence, and 7% used as shelters for displaced people or by armed groups.[22] According to a report by the Global Coalition to Protect Education from Attack, by August 2017, the largest number of schools inoperable to destruction, damage or use were in the governorates of Taiz (325), Aden (260), Saada (239), and the capital Sanaa(227).[23]

Throughout the conflict, Saudi/UAE-led airstrikes have been the "most prevalent risk" to students, teachers and schools, according to the Global Coalition to Protect Education, followed by ground shelling and cross-fire.[24] Saudi/UAE-led coalition air strikes have damaged and destroyed schools,[25] while the Ansar Allah (Houthi) forces have repeatedly used schools for military purposes.[26]

Between March 2015 and December 2019, Mwatana for Human Rights documented more than 380 incidents of attacks on and impacting schools and educational facilities in Yemen. These included at least 153 Saudi/UAE-led coalition air strikes on or near schools and educational facilities in 16 Yemeni governorates,[27] 36 ground attacks impacting schools and educational facilities in different Yemeni regions (with the Ansar Allah (Houthi) group responsible for 22, Hadi government forces for 8, and both Ansar Allah and Hadi government forces responsible for 6) , 171

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(18) Ibid.

(19) Ibid.

(20) Ibid.

(21)   Yemen's war has no end in sight, op. cit.

(22) If not in school – the paths children cross in Yemen, UNICEF, March 2018, p. 2

(23) Education Under Attack 2018, Global Coalition to Protect Education From Attack, 2019. p.260.

(24) Safeguard Yemen's Future; Protect Education From Attack, Global Coalition to Protect Education From Attack, February 2019,. P 3.

(25)   Education Under Attack, 2018, p. 261.

(26) Education Under Attack, 2018, p.264.

(27)   Undermining the future: attacks on schools in Yemen (March 2015 – December 2019), Mwatana for human rights, August 2020, p. 34.

instances of military use and occupation of schools (with Ansar Allah responsible for 131, Hadi government forces and affiliated forces responsible for 30, UAE-backed STC forces responsible for 8), in addition to 20 other incidents impacting schools.[28]

As a result of the conflict, the collapse of the economy and the decline in income, about 2 million children were out of school by the end of 2018, compared to 1.6 million children before the conflict, according to the Global Coalition, the number of children who need help in the field of education had increased to 4.7 million.[29] During the first years of the conflict, thousands of students were unable to reach school due to armed confrontations, road blockages, and the military use of schools. Students faced various forms of violence on the way to and from school. During the year 2016, local authorities reported 16 incidents of children being killed on their way to school in Taiz governorate, in addition to two cases of students and teachers being kidnapped.[30]

Teachers face harsh economic conditions, as the conflict has deprived 51% of them of their salaries since October 2016, according to the Global Coalition.[31] especially those living in the northern governorates under the control of Ansar Allah. The disconnection or irregularity of teachers' salaries is "one of the most pressing challenges facing education in Yemen." Some teachers have been pushed to engage in the armed conflict. Others have carried out work strikes, had frequent absences, or overseen the lack of quality education in the classroom. In addition, some teachers and workers in the education sector are exposed to various forms of violence, attacks, death threats and raids on educational facilities. At present, there are no sustainable programs for teacher training and qualification, except for the limited programs implemented by some international agencies operating in Yemen, such as the World Bank, which implemented through the Social Fund for Development in Sanaa mini-projects to train primary and secondary teachers in seven governorates during the year 2017.[32]

The Ansar Allah (Houthi) group controls the school textbooks printers in Sanaa, and continued the printing process to cover part of the schoolbook needs for the 2016/2017 year and distributing it to all governorates, including those under the control of the internationally recognized government. According to the Executive Director of School Book Printing Press in Sanaa, the number of textbooks printed that year reached 91 million copies.[33] UNICEF funded the printing of 4,563,000 textbooks. However, this support did not continue after the internationally recognized government said that Ansar Allah had radically changed the content in dozens of titles printed.

The Special Representative of the Secretary-General for Children and Armed Conflict, Virginia Gamba, said that attacks on schools decreased after the coalition established a child protection

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(28) Ibid, p. 40.

(29)   Safeguard Yemen's Future, p. 2.

(30) Education Under Attack, 2018, p. 263.

(31) Safeguard Yemen's Future, p. 2.

(32) Annual report 2017, Social Fund for Development, Sanaa, 2017, p. 11.

(33)   Al-Thawra newspaper (affiliated to Hauthis), available at: http://althawrah.ye/archives/477571

unit at its headquarters in October 2017.[34] But Saudi/UAE-led coalition attacks on schools and educational facilities continued. In October 2018, the internationally recognized government endorsed the Safe Schools Declaration and pledged to improve the protection of students and education personnel. It established a Safe Schools Committee in the Ministry of Education. In the headquarters of the Ministry of Education of the Ansar Allah (Houthi) group in Amanat Al-Asimah (i.e. Sanaa), there is a committee to manage crises facing education in emergencies. These committees have not played a concrete role in managing the education crisis during the conflict.[35]

International organizations support active interventions to help the continuation of education during armed conflict. During the year 2014, UNICEF, in cooperation with other partners in the Global Partnership Fund to Support Accelerated Education, rehabilitated 139 damaged schools in six Yemeni governorates, and provided a safe and appropriate learning environment for about 68,000 children.[36] UNICEF has adopted a cash incentive payment program to encourage teachers to remain in their jobs in all Yemeni governorates affected by the conflict. By 2019, 97,710 teachers and school workers received support, or roughly (89%) of those whose salaries had stopped and were still performing their educational functions for the sake of children all over Yemen.[37] UNICEF also launched the first emergency response to education in Yemen as part of the "Education Cannot Wait" program, with an amount of $3 million, in order to meet the education needs of the West Coast regions.[38] UNICEF continues advocacy efforts calling for the resumption of teachers' salaries and the resumption of the teacher incentives project to support unpaid education staff in order to enable schools to continue education.

(34) Annual report of the Special Representative of the Secretary-General for Children and Armed Conflict, UNGA – The report covered the period from December 2017 through December 2018, p. 11.

(35) Abdulghani Al-Hawri, A proposal for the establishment of a crisis group at the Ministry of Education in Yemen, on light of Arab and International expertise available. Jordanian Journal of Pedagogic Sciences, Vol. 15/3, 2019, p. 313.

(36) Education Under Fire: How conflict in the Middle East is depriving children of their schooling, UNICEF, September 2015, p. 12.

(37) Humanitarian situation report, UNICEF CO – Yemen, March 2019, p. 6.

(38) Humanitarian situation report, UNICEF CO – Yemen, January 2020, p. 5.

First aspect: Legal framework for right to education and its protection

First: Right to education

Education is a basic human right, and is a condition for human advancement and progress. Many international charters and instruments have emphasized this right as binding on all states, urging states to provide their populations with access to and an appropriate environment for education, and to refrain from practicing discrimination in education or to in any way deprive individuals from this right, including in times of conflict and in protracted crises.

1-Elements of the right to education

The right to education includes "access to public educational institutions and programs without discrimination, and that education conforms to the goals of the full development of the human personality and the sense of its dignity […] the provision of free and compulsory primary education, the adoption and implementation of a national educational strategy that includes the provision of secondary and higher education and basic education, and the freedom to choose education without interference from the state or third parties, provided that the minimum education standards (Article 13) from the ICESCR [(the International Covenant on Economic, Social and Cultural Rights)]are complied with."[39] Accordingly, education as a human right is not limited to the provision of education, but also calls on states to ensure that the education provided is accessible, adequate, and sensitive to cultural identity, and that it is not contrary to other human rights.[40] There are basic features of the right to education that states must provide according to their capabilities and resources, including:[41]

• Availability: Ensuring that schools are provided with necessary services and facilities, including health services and safe drinking water.
• Accessibility: Ensuring that education is accessible to all—both economically and physically—including free access to primary education and accessible geographic locations.
• Acceptability: Ensuring that the curriculum and teaching methods are suitable, including with respect to culture, health, social coexistence, and a broader harmony of education with human rights.

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(39) UNGA, Report of the United Nations High Commissioner for Human Rights, 21 July 2015, p.16, citing Article 13 of the International Covenant on Economic, Social and Cultural Rights. Article 13 referred to in the International Covenant on Economic, Social and Cultural Rights stipulates respecting the freedom of parents or legal guardians to choose schools for their children other than public schools, provided that the selected schools adhere to the minimum educational standards imposed by the state, and ensure a religious and moral education in accordance with their own convictions. While paragraph 4 of the same article permits the right to establish and manage private educational institutions, provided that the principles relating to education contained in the Covenant are adhered to and the minimum standards imposed by the state.

(40) Christine Hussler, Nicole Urban & Robert McCurcodile, Protecting Education in the absence of security and in armed conflicts: an international law guide, PEIC, British Institute for International and Comparative Law, p. 25.

(41) Ibid, pp. 84-87.

- Adaptability: Ensuring that the education provided adequately addresses the individual needs of the child, and is flexible and able to respond to modern scientific knowledge and standards.

There are many violations that may impact the right to education, either directly or indirectly by affecting students, teachers, education personnel and educational institutions. Violations related to education include "acts that attack and undermine the necessary conditions for education."[42] Violations of the right to education can be linked to conflict conditions and insecurity, including, for example: attacks on schools and educational facilities; occupation of schools or the use of schools for non-educational purposes; harming, threatening, or torturing students or teachers at school or on the way to and from school; and disrupting the continuity of studies, among other things.

2- International conventions related to the right to and protection of education

The Universal Declaration of Human Rights (1948) was one of the initial documents at the international level considering education an inalienable human right with legal protection. Article 26 of the UDHR stipulates that all individuals have the right to education, stating that education must be free in its early stages and that states must provide for basic and compulsory education for all. The UDHR prohibits discrimination—including with respect to the right to education—on the basis of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

The UNESCO Convention against Discrimination in Education (1960) took on all forms of discrimination in education, obliging states to support equal opportunities and equal treatment for all in the field of education. Article (1) of the Convention defines discrimination as "any distinction, exclusion, limitation or preference which, being based on race, color, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard;

(c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons;

(d) Of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man."

The signatories agreed to abrogate any legislative provisions or administrative instructions that involve discrimination in education, to ensure that there would be no discrimination in the treatment of citizens by public authorities except on the basis of merit or out of need in relation to imposing tuition fees or awarding scholarships, to make primary education free and compulsory,

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(42) Ibid, p. 26.

and to make secondary education available and accessible to all. Education should be directed, according to the Convention, to achieve the full development of the human personality, and to enhance respect for human rights and fundamental freedoms. Education will, according to the Convention, facilitate understanding, tolerance and friendship between all nations as well as between racial or religious groups; and to support the United Nations' efforts to maintain peace.

Article (13) of the ICESCR (1966) obliged states to "recognize the right of everyone to education."[43] It states that right to education should work toward "the full development of the human personality and the sense of its dignity," "strengthen[ing] the respect for human rights and fundamental freedoms," and "promot[ing] understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups."[44] The covenant details how the right to education should be guaranteed for all by stipulating that primary education should be made compulsory and available free of charge; that secondary and higher education of all kinds should be "made generally available and accessible," to all, that education should be "encouraged or intensified" for those who have not received or completed primary school; and that the school system should be developed at all levels.[45] The Covenant also affirmed that non-discrimination includes facilitating equal access to education for all.

The Convention on the Rights of the Child (1989) affirms children's right to education. Article 28 of the Convention obliges states to work on making primary education compulsory and available— free of charge—to all, and to encourage the development of all forms of secondary education, including making education free and providing financial assistance when needed. The same article stipulates that States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and their best interests, also calls on States Parties to promote international cooperation in matters related to education, with the particular needs of developing countries taken into consideration. Regarding the purpose of education, Article (29) of the Convention stipulates, among other things, that the purpose of education is to develop the child's personality, talents, and mental and physical abilities to their fullest potential; to develop respect for human rights and fundamental freedoms; and to develop respect for the child's parents, cultural identity, language and values, and the national values of the country in which the child is living, and/or the country from which he or she may originate.

The World Conference on Education for All was held from 5 to 9 March 1990 in Jomtien, Thailand with delegates from 155 countries. The Conference was aimed at renewing the international commitment to providing primary education for all, eliminating adult illiteracy, improving the quality of basic education, and finding more cost-effective methods to meet the basic learning needs of various disadvantaged populations. The unprecedented international conference produced two historic documents regarding the right to education. The first document included an "expanded vision" for education that includes universal enrollment and advancing equality in education, focusing on learning acquisition, expanding the scope and means of basic

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(43) International Covenant on Economic, Social and Cultural Rights, Article 13

(44) Ibid.

(45) Ibid.

education, enhancing the learning environment, and strengthening state participation in achieving these goals.[46] The second document provided a working structure to secure basic learning needs by setting policies that support this goal, mobilizing resources, and strengthening international solidarity.[47] In a similar vein, in April 2000 a World Education Forum was held in Dakar, Senegal, in which 164 countries endorsed an international strategy to achieve the goals of Education for All by 2015, with a special focus on girls' education.[48]

3- Education in times of emergency

With the steady increase in conflicts and long-term crises around the world, and the severe damage that has been inflicted on education as a result, it has become clear that there is an urgent need to ensure the continuity of education in emergency situations.[49] In November 2000, several international non-governmental organizations concerned with issues in education held a consultation on education in emergencies in Geneva that led to the formation of the Inter-Agency Network for Education in Emergencies (INEE) as a global network that works "together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education."[50] Donors concerned with extending aid and assistance to countries affected by conflict and natural disasters have begun to consider integrating education into their humanitarian response, as before, "education was seen as part of long-term development work rather than as a necessary response to emergencies."[51]

The "Global Education Monitoring Report 2011" was a very striking warning call that drew the world's attention to the growing risks of armed conflict on education, and the limitations of humanitarian aid efforts in responding to these risks. The report stated that only a 2% share of humanitarian response funding is allocated for education.[52] It called for a broader assessment of education needs in conflict-affected areas, and for the financing gap to be bridged in order to achieve the goals of Education for All, especially since education is the mainstay of establishing lasting peace in post-conflict societies. In September 2015, the United Nations Conference on Sustainable Development was held in New York. The aim of the conference was to approve a sustainable development plan, which included 17 goals. One of these goals—Sustainable Development Goal 4 (SGD 4)—called for ensuring quality, equitable and inclusive education and promoting lifelong learning opportunities for all by 2030. The conference presented the "Education 2030 Framework for Action," which was adopted by representatives of 180 UNESCO member states in November 2015 as a plan of action and a guideline for governments regarding the implementation of SGD 4 and the development of effective national education plans. The Framework included 43 indicators

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(46) World Declaration on Education for All, Jomtien, Thailand (1990), Article II

(47) See the World Declaration on Education for All And Framework for Action to meet basic learning needs: https://unesdoc.unesco.org/ark:/48223/pf0000127583_ara

(48) "Providing education for all" [in Arabic], UNICEF: https://www.unicef.org/arabic/education/24272_47774.html

(49) See, "Education in emergencies": https://ar.unesco.org/themes/education-emergencies

(50) Strategic framework 2018-2023, (2018), INEE, New York 2018, p. 8.

(51) Minimum Standards for Education, INEE, 2010, p.3

(52) Global Education Monitoring report 2011, "The Hidden Crisis: armed conflict and education", UNESCO, 2011, p. 19.

to monitor global progress in relation to the education-focused fourth goal.[53] The report tackled the issue of education in times of crisis, calling on participating countries to ensure the availability of "inclusive, responsive and resilient educational systems in order to meet the needs of children, youth and adults in emergency situations, including internally displaced persons and refugees."[54]

During the World Humanitarian Summit in Istanbul on May 23-24, 2016, UNICEF, in partnership with UNESCO, the UNDP, UNRWA and Save the Children, launched the "Education Cannot Wait Fund," which is a strategic framework for meeting educational needs in times of crisis and armed conflicts around the world. It aimed to raise $3.85 billion by 2020 to provide education for 18% of the children and youth whose education has been affected by conflicts, natural disasters and disease outbreaks.[55] This is to be achieved by focusing on the three pillars of education: access, quality, and strengthening systems. The Fund supports inclusive education for all and confronts the challenges facing learners, educators and education systems during and after crises, in addition to providing psychosocial support to learners during crises and "building resilience and promoting rapid recovery and transition."[56]

In this context, the concept of "conflict-sensitive education" came to the fore, which refers to a series of processes aimed at reducing the negative impact of conflict on education and increasing the positive impact of education on conflict.[57] The goals of conflict-sensitive education may be achieved through analysis of the conflict and through knowledge of the conflict's dynamics, the parties involved in it, and the nature of the interplay between the conflict's context and education. Ultimately, this may help to mitigate the negative effects of conflict on education, and to direct educational policies to aid in social cohesion and peacebuilding. The Inter-Agency Network for Education in Emergencies (INEE) has established standards in five areas that represent minimum education in emergencies, namely: basic standards (coordination and community participation); education and learning (curricula, training, and teaching methods); education policy (policy-making, legislation, planning and implementation); teachers and personnel in educational institutions (recruitment and supervision policy); and access to education and the learning environment (access to a safe learning environment, the lack of discrimination, and addressing some difficulties of enrollment, such as losing documents).

(53) Global Education Monitoring report 2017/2018, "Accountability in Education: meeting our commitments", p. 116 [of the Arabic version]: https://en.unesco.org/gem-report/report/2017/accountability-education

(54) UNESCO Strategic Framework on Education in Emergencies in the Arab States, 2012-2018. Regional UNESCO Office for the Arab States, 2017, p. 12.

(55) EDUCATION FOR PEOPLE & PLANET: CREATING SUSTAINABLE FUTURES FOR ALL, UNESCO, 2016, p. 147: https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all

(56) UNESCO strategic framework on Education in Emergencies, Arab states, Op. Cit. p. 11

(57) Guiding Notes from INEE on conflict-sensitive education, New York 2013, p. 13

Second: The right to education in Yemen's national legislation

Under Law No. (45) (1992) regarding education, education, in addition to being considered a "long-term human development investment," is deemed to be a right, so that the state has the obligation to work "to achieve social justice and equal opportunities in education and take into account the social and economic conditions that hinder some families to benefit from the right of their children to education (Article 9)."[58] The law, under Article 8, also guarantees free education in all of its stages.

Article 87 of Law No. (45) (2002), regarding the rights of the child, stipulates that basic education shall be compulsory and free of charge, with the aim of "inculcating religious values and good behavior, developing the abilities and preparations of children and providing them with knowledge and scientific and professional skills consistent with the conditions of their different environments.[59]" Under the law, the state is also obligated to provide assistance to families who are unable to enroll their children in compulsory education as a result of economic and social conditions. Article 82 of Law No. (45) defines the aim of the educational curricula laid out within the law as "the formation of the child in an educational and cultural formation, the development of his personality, talents and skills, and his introduction to matters of his religion, and his education to be proud of himself, his dignity, respect for others and their dignity, and the imbibition of the values of goodness, truth and humanity, in a way that guarantees his preparation in an integrated manner that makes him a qualified person who believes in his God and his country, able to contribute efficiently in the fields of production and services, or prepared to complete higher education on the basis of equal opportunities between the sexes."

Third: General features of the education sector in Yemen prior to the conflict

The number of Yemeni children that were not enrolled in school prior to the outbreak of the conflict in March 2015 was estimated to be about 1.2 children of primary school age and 400,000 children of middle school age during the 2012-2013 school year.[60] In the countryside, about 87% of children were not enrolled in school before the conflict, especially in the governorates of Al Hudaydah and Hajjah.[61] Children who enrolled in education at the age of six—the official age for enrollment in education—did not exceed 34% in 2012-13.[62] Prior to the conflict, education in Yemen faced many problems, including a massive increase in the population—which was growing at 3% annually[63]—and that the population of Yemen is spread across regions that are remote

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(58) Law No. (45) (1992), Article 9

(59) Law No. (45) (2002), Article 87

(60)   National Survey for monitoring social protection in Yemen (2012-2013): final report, Ministry of International Cooperation and Planning, the International Policies Center, and UNICEF, Brazilia, Brazil, December 2014, p. 71.

(61)   Yemen: Country Survey of Children out of schools, UNICEF, October 2014, p. 64.

(62)   National Survey for monitoring social protection in Yemen (2012-2013), op. cit. p. 87.

(63)   Yemen: National report on children out of education, op. cit. p. 9.

and difficult to reach. There are more than 160,000 villages and communities in Yemen,[64] which makes the process of official access to provide education services to all regions very difficult. There is also a scarcity of qualified teachers, a lack of government funding, and weak private investment in the education sector, in addition to many other obstacles.

1- Net enrollment rates in public education:

The net enrollment rate in public education is defined as the total number of students enrolled in school who fall within the age group of 6-17 years old. The available statistics indicate that the net enrollment rate for the 6-17 year old age group (i.e. all years of public education, including primary and secondary school), reached 75% for boys and 63% for girls in the 2012-2013 academic year.[65] The enrollment rate of children in the 6-14 year age group was higher than that of the 15-17 year age group. About 72% of children in the former age group enrolled in primary education in 2012-2013, compared to only 23% of the latter enrolled in secondary education. Within the second age group, it is noteworthy that the low enrollment rate in secondary education remained stable from 2006 until 2013.[66]

There are several factors that explain this disparity in enrollment between primary and secondary education, including: child labor, which attracts more students once they reach the stage of secondary education; the lack of secondary education in many rural areas; and the lack of female teachers and the rejection of mixed schools and early marriage for girls at this stage. The factors that control enrollment rates in general include: the child's age, gender, place of residence, maternal education level, and household income. There is also a disparity in enrollment rates between rural and urban areas.

2- Equality between male and female students and the education gap between the sexes:

Yemen witnessed an improvement in the index of girls' enrollment in schools, compared to the enrollment of boys, which tended to decline during the years 2006-2012.[67] The number of girls enrolled in basic education in 2008 was estimated to be about eight girls for every ten boys enrolled. Girls were less likely to be enrolled in school than boys,[68] and girls were at a greater risk of leaving school, especially in the countryside.[69] In the 7-11 age group, 87 girls for every 100 boys went to school in the countryside. The gap widened between them over the age of 11, at which point the proportion dropped to only about 69 girls for every 100 boys.[70] In general, the gender

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(64) Ibid

(65) Ibid, p. 64.

(66) Yemen: National report on children out of education, op. cit. p.29.

(67) National survey, op. cit, p.66.

(68) Ibid, p. 71.

(69) Ibid, p. 78.

(70) Ibid, p. 36.

parity index[71] for the net enrollment rate (with respect to primary education in 2008) remained at 0.83, which is a low percentage in spite of the clear improvement, as it did not exceed a rate of 0.56in1999.[72]

3- Dropout rates:

The dropout rate among preparatory school students for the 2012-2013 academic year was (53.3%). The percentage among primary school students did not exceed (6.4%).[73] The dropout rate among girls was higher than that of boys, especially for students older than 12—that is, before entering the preparatory stage of education.[74] There are many reasons for students dropping out of school, the most important of which was the inability to bear the cost of education.[75]

4- Quality of education:

Yemeni students did not gain the basic skills for early reading during the first four years of primary education, and Yemeni students in fourth grade ranked last among 36 countries participating in the Trends in International Mathematics and Science Study (TIMSS) 2007 test.[76] Students could not read the test questions or perform basic mathematical operations. The scores from the International Choice in Mathematics and Science in 2011 showed similar education levels.[77] There are many factors that affected the low level of educational attainment amongst students, including unqualified teachers, teachers' inability to create a positive classroom learning environment, teachers' use of corporal punishment, and teacher absence from classes. The Ministry of Education had been concerned with increasing student enrollment rates and had put many development strategies in place to achieve this goal, but there was also a concern that increasing enrollment rates caused a decrease in the quality of education[78] and in attention to student performance. Prior to the conflict, the Ministry did not have a national evaluation system to assess the quality of education and learning outcomes,[79] and it relied on classroom and general exams, which had many defects.

(71) The Gender Parity Index is defined by UNESCO as the "Ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females." :earning Portal, "Glossary: Gender Parity Index," UNESCO, https://learningportal.iiep.unesco.org/en/glossary/gender-parity-index-gpi.

(72) Takano Yoki & Yorika Kamiyama, Enhancing the quality of primary education for the next generation in Yemen after the Arab Spring. Brookings Institute and the JICA, December 2012, p. 3.

(73) National Survey, op. cit, p. 72.

(74) Ibid, p. 71.

(75) Ibid, p. 73.

(76) Yemen: National report on children out of education, op. cit. p. 65.

(77) Takano Yoki and Yorkia Kamiyama, op. cit., p. 2.

(78) Yemen: national report on children out of education, op. cit. p. 69.

(79) Ibid, p. 66.

5- Teachers:

In the 2007-2008 academic year, there were about 199,000 teachers in primary and secondary government schools across Yemen.[80] About 77% of these teachers were male, and 66% were located in rural areas. Many teachers lacked university qualifications. For example, only 40% of teachers in the countryside had a bachelor's degree and the rest only had general certificates from secondary school.[81] The student-teacher ratio increased from 22 students per teacher in 2000 to 31 students per teacher in 2010, which was the highest among the countries in the region.[82] The number of ghost teachers (that is, those registered on the payroll but who were not attending school) was 30,000 in 2006.[83] The lack of female teachers contributed to the poor quality and low rates of education for girls in the countryside; many parents refused to allow their daughters to be taught by male teachers in primary and secondary school. In 2010, the Ministry of Education trained 50,000-100,000 teachers,[84] but teacher training and qualification remained at their lowest levels.

6- Curricula:

Yemeni school curricula have been prepared with good specifications and take learning objectives for each subject into account. However, the curricula are largely lacking in comprehensiveness and integration and suffer from issues of repetition and overlap, a narrow margin for applied experiments, lack of encouragement for continuous self-learning, and the absence of knowledge and skill content related to rights and technology. In particular, the curricula for secondary schools are predominantly theoretical, as the courses are compatible with preparing students to enroll in university education.[85] The secondary school curriculum lacks the teaching of skills related to life or employment, including skills related to information technology.[86] There is also major inequality in the distribution of textbooks between urban and rural areas— most students in the countryside receive books near the end of the school year,[87] and this also applies to "teachers' guides," which usually arrive late.

Yemen is a country in which the amount of educational instruction time is relatively short compared with other countries. In 2011, the number of annual teaching hours did not exceed 729.6 hours of instruction in primary school, and did not exceed 864 hours of instruction in secondary school.[88] This classroom time is insufficient to complete the necessary curriculum, and is largely attributed to a shortage of teachers, teachers' frequent absence from classes, and

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(80) Republic of Yemen, report on Education: challenges and opportunities. World Bank, June 2010, p. 7.

(81) Yemen: National report on children out of education, op. cit. p. 65.

(82) Takano Yoki and Yorika Kamiyama, op. cit., p. 6.

(83) Ibid, p. 15.

(84) Republic of Yemen, report on Education: challenges and opportunities. Op. cit. p. 78.

(85) Education indexes in Yemen across stages and types, 2009-2010. Supreme Council for Education Planning, p. 14.

(86) Republic of Yemen, report on Education: challenges and opportunities. Op. cit. p. 59.

(87) Yemen: national report on children out of school, op. cit. p. 65.

(88) Takano Yoki and Yorkia Kamiyama, op. cit., p. 16.

teachers leaving school premises early in the school day.

7- Educational buildings and facilities:

There was a remarkable increase in the number of schools in Yemen during the period 2002/2003 - 2010/2011, growing from 898 to 2,426 schools in urban areas, and from 10,393 to 16,439 schools in rural areas.[89] But educational buildings generally lack basic facilities such as bathrooms and water tanks, as well as computer labs and libraries—these facilities are only available in a few large schools located in cities. Some schools in the countryside are small brick buildings or temporary and unfinished buildings. On average, a class includes 65 students, though the number may sometimes be as high as 100 students,[90] and the average class size in mathematics is 46 students—almost double the international average for students per class (26 students).[91]

8- Expenditure on education:

The rate of spending on education in Yemen decreased from 21% in 2002 to 14% in 2007.[92] This rate is lower than the international average of about 20%. About 50-65% of education spending goes toward salaries for teachers.[93] In Yemen, access to education depends almost entirely on government funding and international education partners —in the year before the conflict, for about 79% of education funding.[94] came from "international education partners." Although education should be free, in reality, Yemeni families incur significant financial burden in covering the costs of their children's educations.

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(89) Yemen: national report on children out of school, op. cit., p. 65.

(90) Ibid, p. 71.

(91) Takano Yoki and Yorkia Kamiyama, op. cit., p. 7.

(92) Yemen: national report on children out of school, op. cit., p. 61.

(93) Ibid, p. 79.

(94)   Outside schools: the impact of war on Education in Yemen. Education Studies and Media Center, Taiz, December 2015, p. 9.

Second aspect: Impact of conflict on students

1-9 Characteristics of the students in the main study sample of 400 students

Table (5): Characteristics of the students in the main study sample of 400 students

Variable	Category	Frequency	Percentage
Gender	Males	263	65.7%
	Females	137	34.3%
Educational stage	Primary	109	27.2%
	Preparatory	161	40.3%
	Secondary	130	32.5%
Location	Rural	192	48%
	Urban	208	52%
Household income	Low income	206	51.5%
	Middle income	165	41.2%
	High income	9	2.3%
	Poor	20	5%
Household size	(Small (3 persons	23	5.8%
	(Middle (4 to 7 persons	206	51.5%
	(Large (8 or more persons	171	42.7%
Child labor	Work	63	15.8%
	Do not work	337	84.2%

Males make up most of the sample, at (65.7%), while females only represent (34.3%) of the main 400-student sample. Regarding the school stage, (27.2%) of the sample were students in primary school, (40.3%)were students in preparatory school, and (32.5% were students) in secondary school. (52.0%) of the students sampled were living in urban areas, while (48.0%) of them were from rural areas. As for the economic status of the students' families, the sample covered all economic strata, though in different proportions. Most of the students in the sample belong to low-income households (51.5%), with the next largest proportion coming from middle-income families (41.2%). With respect to family size, (51.5%) of the students in the sample belong to medium-sized families, while (42.7%) belong to large families. Medium and large families are the most sensitive and vulnerable to economic crises. As for the percentage of laboring students in the sample, (15.8%) of the students sampled were working, compared with (84.2%) who are not working, and the low percentage of those who do not work does not reflect the lack of need for income, but may indicate the difficulty of reconciling study and work.

2-9 Safe access to school

Figure (2): Percentage of students who faced violence on the way to and from school

24.6%

75.4%

■ **faced violence**   ■ **didn't face violence**
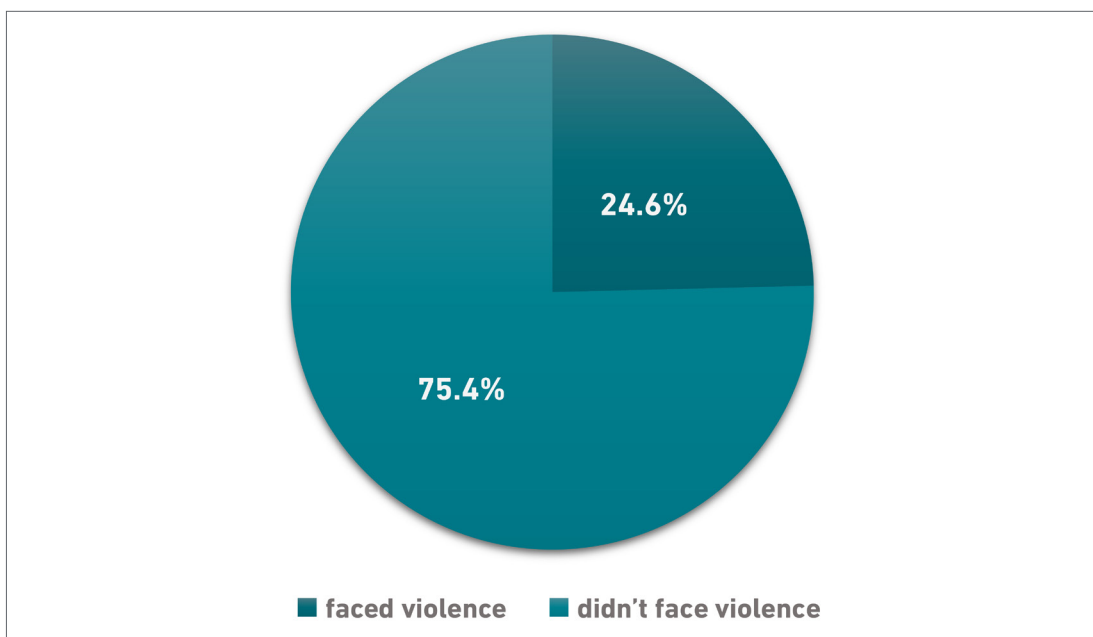
Of the sample, (24.6%) of students were exposed to some form of security threat or violence on the way to and from school. Students were exposed to different forms of threats or violence (see Figure 2). This percentage is a serious indicator of the lack of safety on roads to schools, as o One child's exposure to some danger on the way to school may leave a negative impact on other students and their families in the area. On the other hand, (75.4%) of the sample of students stated that they did not face any actual risks or violence on the way to school (regarding

the expected risks, see Table 10). In fact, the increase in the percentage of students who said that they could safely reach school without being exposed to actual risks was due to the fact that the armed conflict was less violent at the time of the study. It should be noted, however, the study was conducted in the period from February–April 2020, in which the conflict became noticeably concentrated in areas on the outskirts of some populous cities, such as Aden and Taiz, or in hotspots in the countryside. Air strikes on schools are less common than they were in the early years of the conflict.[95] Moreover, it seems that local communities have produced some social understandings that allow schools to resume instruction in areas that witnessed the end of hostilities or a decrease in the pace of conflict. Some communities also seem to have adopted the traditions of "Hajr" from Yemen's past.[96] Customs played a key role in preventing students from being harmed in school, and outside of school as well, as harming students was considered a socially criminalized, shameful act.

Figure (3): Types of violence students face on the way to and from school
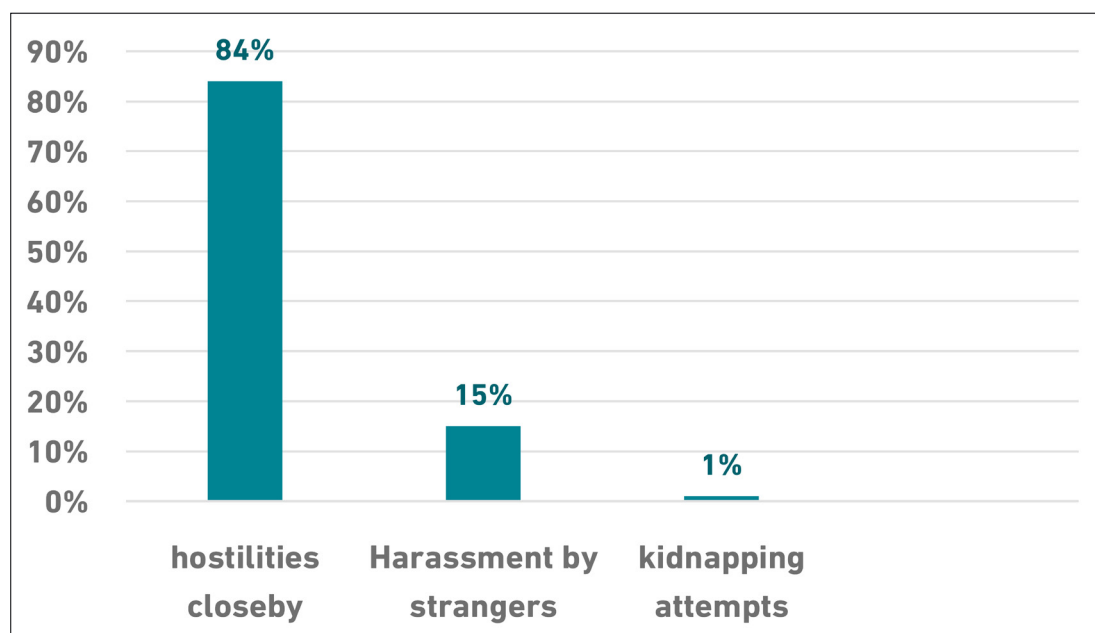
Figure (3) shows the types of violence and risks that some students were exposed to while going to or returning from school. The most prominent was exposure to nearby hostilities (84% of the students who reported being exposed to risk), including the outbreaks of clashes with small or medium arms and the sudden exchange of fire that can panic or shock students, followed by harassment by strangers (15% of the students who reported being exposed to risk), especially armed men gathered in front of schools or spread out on the roads connected to schools.

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(95) On the decrease in air raids on schools over the recent years of conflict, see: safeguard Yemen's Future, p. 2.

(96) Hajr are places dedicated to religious learning in Yemen. In the past, it was prohibited to attack them during wars.

Table (6): Types of violence students face on the way to and from school, by gender (male/ female), of those students who experienced violence

Type of violence	Gender		Total
	Male	Female	
Kidnapping attempt	0%	0.3%	0.3%
Hostilities nearby	14.3%	6.2%	20.5%
Harassment by strangers	2.8%	1%	3.8%
Faced no abuse	48.6%	26.8%	75.4%
Total	65.7%	34.3%	100.0%

Table (6) shows that of the girls who faced threats on the way to school, (0.3%) were exposed to kidnapping attempts. This appears to be different than more general opposition to female education—Groups opposed to female education apparently prefer to force school administrators and staff to stop female education, particularly in mixed-gender schools, in their strongholds, rather than directly expose girls to threats or violence, as such acts would have negative social consequences for them. In general, it seems that there is no significant gender difference regarding students' exposure to clashes and hostilities on the way to school, or regarding students' exposure to harassment by strangers.

Table (7): Types of violence faced by students on the way to and from school, by geographic location (rural/urban)

Type of violence	Location of school		Total
	Rural	Urban	
Kidnapping attempt	0%	0.30%	0.30%
Hostilities nearby	10.20%	10.30%	20.50%
Harassment by strangers	1.50%	2.30%	3.80%
Faced no abuse	36.30%	39.10%	75.40%
Total	48.00%	52.00%	100.00%

Table (7) shows a slight discrepancy between rural and urban areas with respect to the violence that students are subject to on the way to and from school. However, it is noteworthy that the only kidnapping case in the sample occurred in a city, and harassment by strangers is more widespread in the city than in rural areas.

Figure (4): Percentage of students whose parents tried to keep them away from school for security reasons
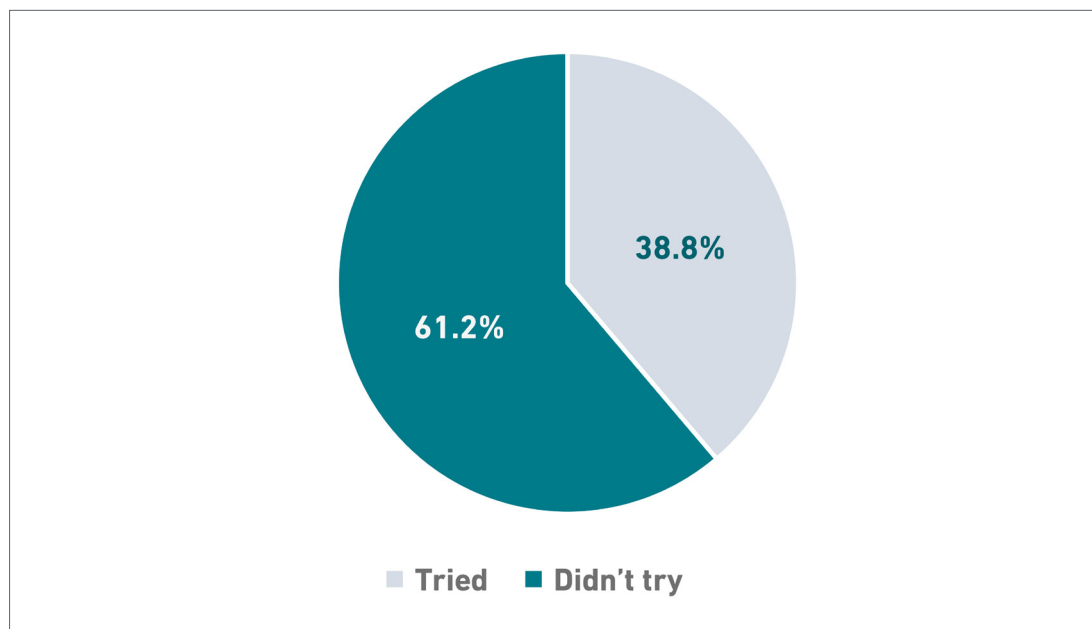
The study showed that (38.8%) of the sample of students' families tried to prevent them from going to school during the 2019-2020 academic year due to their fears of students being exposed to security threats on the way to school. This percentage has a negative significance regarding safe access to school. Although (61.2%) of students' families did not prevent their child from going to school due to security concerns, this does not necessarily reflect their confidence in the security situation, but rather may reflect their determination to engage in a somewhat normalized life for their children.

Table (8): Percentage of students whose families tried to prevent them from going to school for security reasons, by gender (male/female)

Attempt to prevent students from attending school	Gender	
	Male	Female
Yes	36.90%	42.30%
No	63.10%	57.70%
Total	100.00%	100.00%

Table (8) shows the high percentage of girls whose families prevented them from going to school for security reasons (42.30%) compared to boys (36.90%). This is unsurprising in the context of the prevailing stereotype amongst most Yemeni families that girls are unable to physically defend themselves.

Table (9): Method used to travel to and from school

Method of going to school	Percent
With students who are neighbors	42%
With parents or relatives	34.2%
On my own	23.8%
Total	100%

Students who traveled to and from school in groups created some reassurance of safety for many families, and encouraged these families to allow their children to go to school in spite of some security threats. Where children did not go to school alone, but in the company of other students from the neighborhood (42%), families were somewhat reassured. The study also found that (34.3%) of the students went to school with a parent or relative. Students who went to school on their own did not exceed (23.8%) of the study sample.

Table (10): Students' expectations regarding the possibility of security threats on the way to and from school

Anticipation of security threats in the future	Percent
Yes	51%
No	49%
Total	%100

Access to school remains insecure and fraught in light of the ongoing conflict. (51%) of the students interviewed anticipated they would face a security threat on their way to and from school in the future. The students had a real fear in this regard, reflecting their lack of confidence in the conflict environment and the safety of areas surrounding their schools. The students' fears regarding their ability to safely access school in the future is a reflection of the continuity of the military presences that students encounter on their way to school (see figure 5), which has given them the impression that the situation is still unsafe, and could see a dramatic deterioration at any moment.

Figure (5): Military presence/checkpoints on the way to and from school
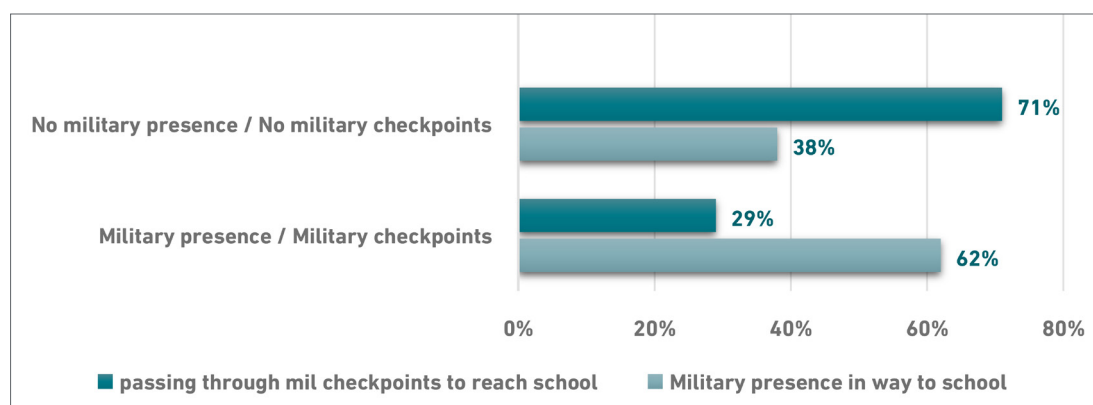
Of the students sampled, (62%) reported seeing military presences on their way to school, including vehicles loaded with militants, heavy military vehicles, and people—including children—who carry automatic weapons and roam with them in the streets and roads. (29%) of the students interviewed said that access to school requires them to pass through one or more military checkpoints. There is no doubt that the militarization of public life and the spread of military presences raises students' expectations of future dangers that surround the school road, as previously mentioned.

3-9 Continuity of education

Table (11): Percentage of students who stopped education because of the conflict

Education stopped	Percent
Yes	81%
No	19%
Total	100%

Table (11) shows that (81%) of the students in the sample had to stop studying for different periods of time due to the armed conflict. The high percentage is in part because the conflict has caused direct damage to schools—including total or partial destruction—or has made access to schools difficult at different times as a result of military confrontations and bombing and through the use of schools as military barracks or centers for the displaced and the distribution of aid. The high percentage of students who experienced disruption to their studies is also partly attributable to disruptions of studies resulting from the disruption to educational administration and the lack of teachers.

Table (12): Percentage of students who stopped education because of the conflict, by gender (male/female)

Study stopped	Gender	
	Male	Female
Yes	74.5%	75.9%
No	25.5%	24.1%
Total	100.0%	100.0%

Table (12) shows that there is very little difference between the rate of school dropout due to conflict among boys and girls. The percentage of female students reached (75.9%) and did not exceed (74.5%) among male students.

Figure (6): Length of time students stopped education because of the conflict
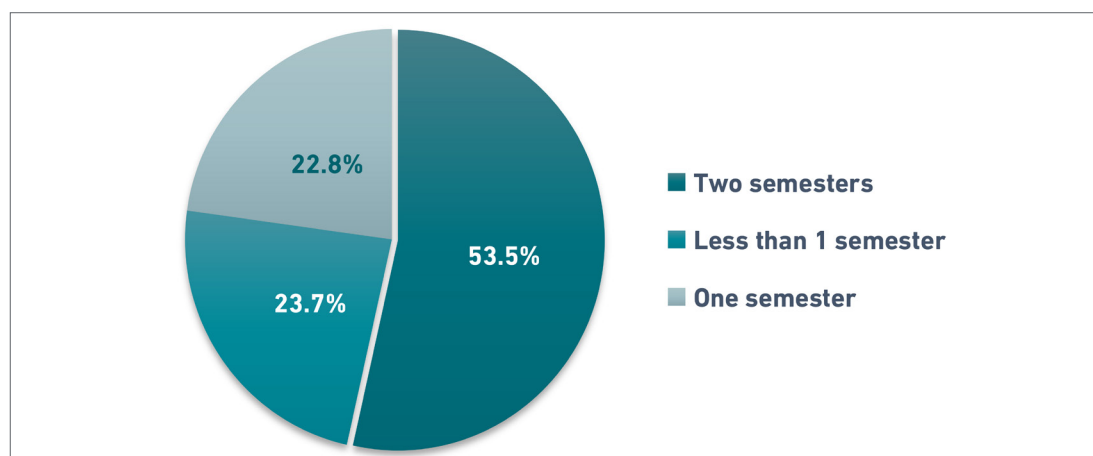
Figure (6) shows the lengths of time of school interruption for students who stopped studying due to the damage and effects of the armed conflict at different times. It is noteworthy that more than half of these students (53.5%) lost an entire year of school. Particularly for those students who dropped out of school for a whole year, this time away from school has a heavy psychological cost, and impacts both students and their families.

Table (13): Rates of attending an alternative school after original school was damaged

Type of alternative school joined	Percent
Public school	37.0%
Private school	1.7%
Didn't join any alternative school	61.3%
Total	100.0%

Table (13) shows that (37%) of the students whose schools were damaged or affected by the conflict were able to enroll in alternative public schools, while (1.7%) enrolled in private schools until their public schools resumed their activities. The majority (61.3%) of students did not enroll in any alternative school during the period of temporary forced suspension, and waited for educational activity to return to their schools. It seems that poverty and the lack of other nearby schools—especially in the countryside—impeded the enrollment of the largest proportion of these students in alternative schools, either temporarily or permanently.

4-9 Economic impact of conflict on students

Table (14): Economic situation of the students' household

Household economic situation	Percent
Limited income	51.5%
Middle income	41.2%
High income	2.3%
Poor	5.%
Total	100%

(51.5%) of the students interviewed belonged to low-income households, which is defined here as poor families that can barely meet their basic needs in light of the difficult economic conditions imposed by the conflict. Most of these families' heads of households work for daily wages or as public employees who often received only half of their government salaries over long intervals. There is no doubt that poverty severely impairs families' abilities to fulfill their children's education needs. Low-income families are often pushed toward one of two options: either their children begin working in order to contribute to covering their education expenses and help their families (which may force the child to give up their education in the future due to the difficulty of reconciling work and study), or the children continue their educations with their basic needs not being met, including adequate nutrition, daily school allowance, appropriate clothes, and even school books. In such cases, education becomes a form of daily suffering for the child as they experience feelings of deprivation.

Table (15): Daily allowance for students

Daily school allowance	Percent
Less than 100 Riyal	27.3%
More than 100 Riyal	45.3%
Riyal or more 500	4.3%
Nothing	23.1%
Total	100%

   (23.1%) of the respondents who were interviewed in the sample of students stated that they go to school without a daily allowance, while (27.3%) said that their spending does not exceed 100 Riyals per day (less than 25 cents). (45.3%) get more than 100 riyals, and (4.3%) received 500 riyals or more. Daily expenses may include the cost of going to and from school for students who take public transportation, though this is a small percentage of the sample as the majority of students go to school on foot (see Table 16, below). On average, students receive 200 Riyals per day (about 50 cents) for their daily expenses, which is a very small amount given the low purchasing power of the currency and the sharp price inflation in Yemen.

Table (16): Means of transportation to school

Means of transportation	Percent
Walking	89%
Public transportation	7.7%
Private transportation	3.3%
Total	100%

Table (17): Number of school-aged students per household

of school-aged students	Percent
1	12.5%
2	27.8%
3	25.5%
4	20%
4+	14.2%
Total	100%

Most families have more than one school-aged child, which doubles their economic burden. On average, families spend nearly half a dollar daily on educating one child (excluding school fees). This means that the daily cost of educating one child consumes, roughly, about a quarter of a family's budget at the average daily income of a poor family before the conflict, estimated at only two dollars a day.[97] The conflict has significantly exacerbated conditions.

Figure (7): Types of fees paid by students' families during the conflict
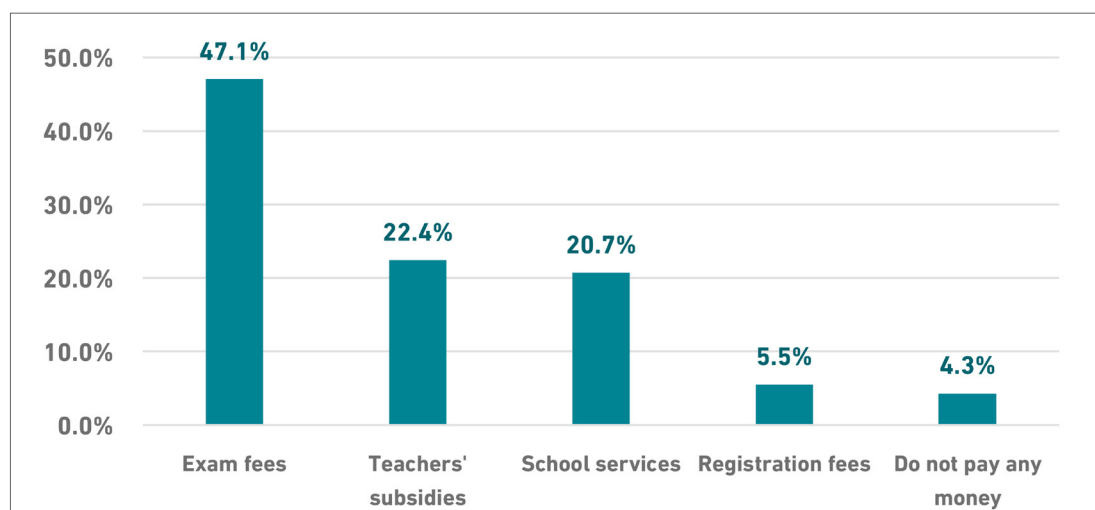
Families pay several fees related to their children's educations, including school registration fees, exam fees, and school services, in addition to the costs associated with purchasing books and school uniforms. Moreover, some schools require students' families to pay monthly subsidies to teachers whose salaries have been cut in order for these teachers to be able to continue teaching, which puts additional financial burdens on these families, burdens that often exceed their spending capacities.

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(97) In 2014, WB calculated the daily income of 25% of households in Yemen at 2 dollars/day. See: Yemen: national report on children out of education, op. cit. p. 63.

Table (18) : Ability of families to handle education costs

Ability to pay for education	Percent
Able	52.8%
Unable	47.2%
Total	100%

The percentage of students who said that their families can no longer afford their education expenses is (47.2%), which is a high percentage and is likely to increase in light of the deteriorating economic conditions and the continued armed conflict, threatening to push more children out of school.

5-9 Violence among students in school

Violence between students is a very dangerous negative behavioral phenomena amongst school students in Yemen. The prevalence of violent behavior in the school environment is an indication of the absence of dialogue and mutual respect between students, and perhaps between them and their teachers. Violence at school may also cause the school to divert its attention away from educational role as a result of the necessitated preoccupation with settling violent disputes and containing their effects. There are multiple motives for student violence at school, including social and domestic violence—particularly that which is targeted at the child, violence in the school environment itself and the linked manifestations of disorder and abuse, and pupils' experiencing academic challenges that leave them feeling frustrated and may in some cases turn into aggressive behavior.

Table (19): Percentage of students who fight at school

Student has been involved in a fight with other students	Percent
Often	20.3%
Never	35.3%
Sometimes	44.4%
Total	100%

Table (19) shows that (20.3%) of the students interviewed engaged in routine quarrels—almost on a daily basis—within the school, while (44.4%) stated that they engage in quarrels sometimes. School quarreling is an action directed mainly by students to their peers of the same age, and usually takes the form of physical violence (e.g. throwing hits or punches) and is accompanied by verbal violence (exchanging insults). The quarrel may begin with an agreed-upon game between the pupils that then breaks out of the games' rules and becomes violent. This violence may also extend outside of school, especially when it breaks out between high school students. Sometimes stones and small sharp tools are used in quarrels, reflecting a great deal of aggression among students. Students may sometimes form small violent groups outside of school, to take revenge and respond to violence within school, complicating the school's mission of containing violence.

Students do not have the skills to resolve conflict and manage interactions well, and public schools generally do not have a code of conduct to reduce school violence or a transparent system for reporting complaints. Schools often lack adequate containment mechanisms or pedagogical methods to deal with cases of aggressive behavior among students.

Table (20): Exposure of students to insults from other students and teachers at school

Exposed	Percent
Often	%25.3
Never	53.5%
Sometimes	21.2%
Total	100%

Table (20) shows the percentage of students in the sample who have been exposed to offensive words from their peers or their teachers while at school. About (25.3%) of the students said that they have been exposed to words that contain hurtful insults repeatedly, which constitutes a form of verbal violence directed against them, and (21.2%) said they have been exposed to it sometimes.

Table (21): Violent behavior inside the school, according to teachers

Prevalence	Percent
Yes	70%
No	30%
Total	100%

(70%) of the teachers interviewed noticed the prevalence of violent behavior among students even while students were in class. Some students deliberately caused disturbances in the classroom or harmed their peers, which would disrupt lessons or affect lesson quality. The majority of teachers tended to link the spread of violent behaviors among students to the armed conflict. According to them, violent behaviors within the school reflected the surrounding conflict environment, fueling violence in its various forms in the school environment, and automatically weakening the school rules. Students are tempted to challenge teachers as a result of feeling the impunity prevalent in the conflict, which makes school environments miniature arenas of the conflict.

Table (22): Use of corporal punishment by teachers during class

Use of corporal punishment	Percent
Often	47%
Never	23.3%
Sometimes	29.8%
Total	100%

Violent correctional methods used by some teachers contribute to fueling violent behavior among students. At times, teachers use corporal punishment (beatings) as a tool to show their authority, or intentionally inflict physical harm by some other means. (47.0%) of the students interviewed stated that they are repeatedly subjected to corporal punishment by teachers, while (29.8%) said that they are sometimes punished with corporal punishment. In some cases, corporal punishment inflicts real physical harm on students. Some students internalize this punishment by subsequently abusing their peers, especially when they are mocked and cursed. It is noted that students lack organized and transparent mechanisms to report physical violence perpetrated against them by teachers, so they generally remain silent or respond to the violence of their teachers with more violence directed against their peers.

6-9 Students' feelings towards school under conditions of conflict

Table (23): Student feelings of attachment and/or love toward school

Feel attached to school/love school	Percent
Yes	78.2%
No	7.8%
Somewhat	14%
Total	100%

(78.2%) of the students interviewed said they feel love and belonging toward their school, including a desire to learn and to continue their studies. In this case, love for the school often resulted from a conviction regarding the importance of education and the family's encouragement and respect for the role of education. There are no significant differences between boys and girls with regard to their love of school (see Table 24).

Table (24): Student feelings of love towards school, by gender (male/female)

Student love for school	Gender	
	Male	Female
Yes	77.9%	78.8%
No	6.1%	10.9%
Somewhat	16%	10.3%
Total	100%	100%

Figure (8): Students with good friendships and who enjoy their time at school
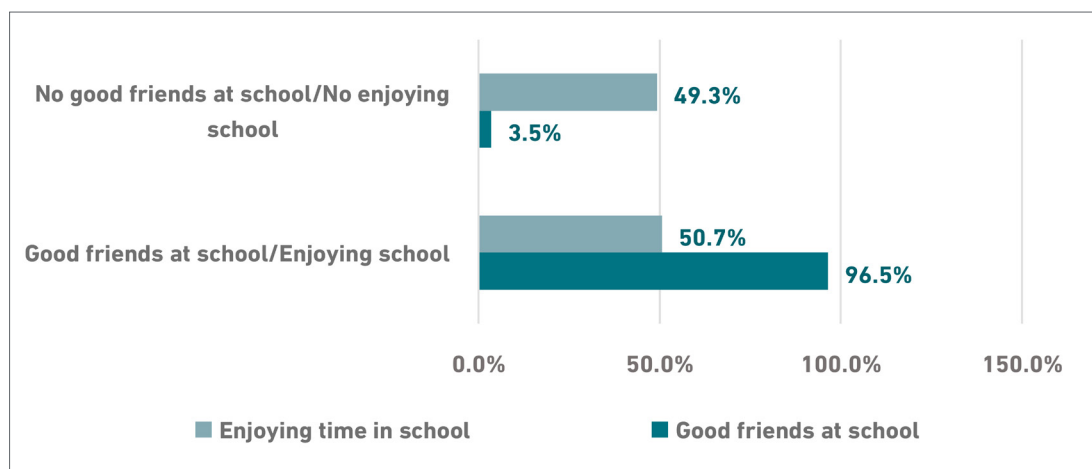
The school environment includes positive elements that help in strengthening students' feelings of love toward school. This usually happens in unintended ways in the context of armed conflict—such as through good friendships that students form with each other at school—which may provide a reason for students to be emotionally attached to school. (96.5%) of the students who were interviewed mentioned that they had good friends at school, which is the most important factor in ensuring students feel motivated to go to school.

For about half (50.7%) of the students interviewed, school constituted an enjoyable environment, whether because it was a place where they could play with friends, or because of the parties that schools occasionally organize. Additionally, students enjoyed participating in various school activities, including morning radio, scouting, and others. The other half of students interviewed (49.3%) stated that they did not enjoy their time at school.

7-9 Access to services

Figure (9): Types of services available at schools
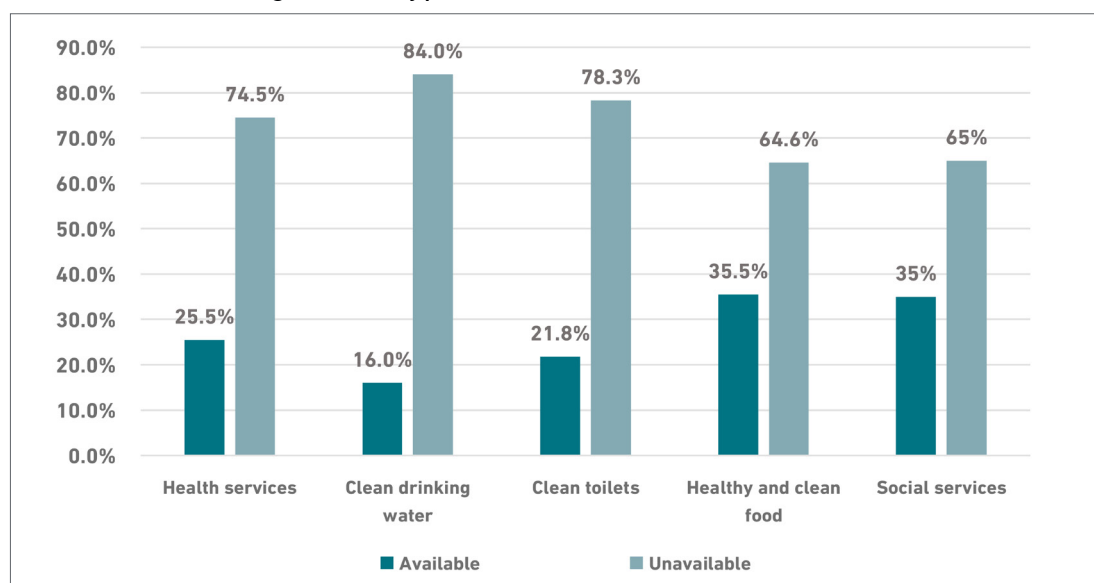
Most schools in Yemen suffer from weak material infrastructure, meaning that they do not take the needs of students into account and are not upholding good educational standards. Most schools also suffer from an acute lack of basic services—particularly as the conflict has negatively impacted school operational budgets—which was reflected in students' answers to interview questions. (74.5%) of students reported a lack of school health services, including first aid. As an example of this, where students were suffering from faintness or dizziness due to poor nutrition or from prolonged periods of standing under the sun, schools' routine administrative procedures to respond to this did not include the provision of healthcare. (84%) of students said that their schools do not have clean drinking water, and that they are forced to drink from bathrooms or faucets for washing hands in the schoolyard. (78.3%) answered that there are no clean bathrooms available, and where bathrooms are available inside the school, they often lacked the most basic hygienic tools. They also were not usually equipped with water tanks that met the students' needs, and thus they become a spot for spreading disease among students.

Schools in Yemen do not provide free or healthy nutrition services, and they have little interest in providing clean food to students through canteens or small cafeterias inside schools. (64.6%) of the students in the study do not get food from school. Some students buy food from nearby places during breaks, but these places are often not clean. In the same context, only (35%) of students receive social services through social workers, and these are often concentrated in schools located in city centers. Despite the importance of social service in light of the armed conflict, it is unclear how effective the role that social workers play in the schools they are covering, to reduce the psychological effects of conflict on students.

Table (25): Number of students in each class

Number of students in class	Percent
Less than 25 students	18.8%
Between 25 and 50 students	29%
More than 50 students	52.2%
Total	100%

It is noted from the table that (52.2%) of the students who were interviewed received their lessons in overcrowded classes that had more than fifty students, while (29%) of students were in classes that had between 25 and 50 students per class. (18.8%) of the students who responded stated that their classes had less than 25 students.

8-9 Educational attainment during the conflict

In Yemen, there are low levels of education and weak educational outcomes, particularly in STEM (science, technology, engineering, and mathematics) subjects. Students find mathematics and science challenging to understand and comprehend, which may prompt them to neglect these subjects or not attend these classes. The lack of a good educational foundation amongst students— particularly with respect to skills such as reading—at early stages in their educations may be a major factor contributing to students' in understanding the content of scientific materials. For example, in 2003 international school examinations, one of the reasons behind Yemeni students' low scores in math and science was their inability to read test questions.[98] Poor literacy skills and mathematic understanding during primary school later impairs the students' abilities to acquire various life skills, critical thinking skills, and problem-solving skills, and may impact their decision to continue education. Ultimately, this lack of a strong educational foundation may further weaken students' mental development and may impact their ability to acquiring new skill later on their educational path.

Figure (10): Challenging subjects for students

Subject	Percentage
No hard subjects	14%
Quran	1.3%
Religion	1.7%
Social studies	4%
Arabic	10.7%
Science	15%
English	19.3%
Math	34%

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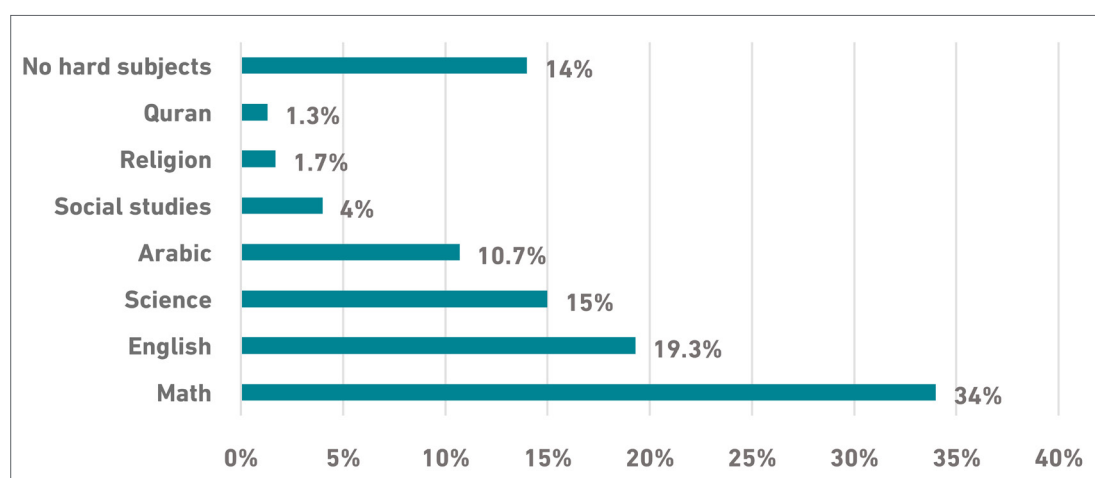
(98) Azhar Mohamed Ghalyoun, and Taghrida Abdou Al-Ariqi. Readability of the international index of science for 4th grade students in Yemen (TIMSS) and its relationship to their educational attainment. Al-Khaleej Al-Arabi, vol 129, July 2013, p. 16.

Mathematics, English, science (physics, chemistry and biology) and Arabic (reading and writing) constitute the most difficult subjects for the students who were interviewed. The content of these subjects is necessary in building critical thinking skills, and in equipping students with a number of life skills in different areas. As such, a lack of understanding of these subjects is a fundamental problem in poor educational attainment amongst Yemeni students, as it is an indication of the current imbalances in the educational system in Yemen and the poor quality of education. In general, it is difficult to separate the low educational attainment from the conflict. The conflict's psychological and social impacts, and the degradation of many basic educational components, such as buildings appropriate for learning, textbooks, stimulating learning environments, andwell performing teachers have all affected the quality of education in Yemen.[99]

a. Respondent students' perspectives on low educational attainment

Table (26): Presence of a calm classroom atmosphere

Level of calm atmosphere	Percent
Often available	26%
Never available	38.3%
Available sometimes	35.7%
Total	100%

One of the reasons for students' poor educational attainment is a lack of calm atmosphere in the classroom. Only (26.0%) of the students who were interviewed stated that they had a calm classroom environment, allowing them to focus and listen to the teacher, while (38.3%) said that their classroom setting was not a calm environment. (35.7%) of the students answered that their classroom was sometimes a calm atmosphere. The lack of calm in the classroom appears to be an indication of a teacher's diminished authority, in that classroom disturbances usually came from students who could not understand lessons and therefore didn't care about the availability of a calm classroom environment.

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(99) A study on the performance of mathematics teachers at the secondary stage in Yemen demonstrated a high degree of poor student performance, and explained this as "weakness in teacher preparation programs, especially in the field of mathematics education, and the limited training courses available for mathematics teachers, and the amount of content for the mathematics course at the secondary level. Teachers are trained to focus on presenting mathematical content, but there is a lack of training in effective methods of presenting that content. The overcrowding of students may limit the teachers' abilities to deal with and follow students. The large number of math classes each teacher is responsible for exhausts teachers and makes them unable to present the mathematical content well." See, Ali Taher Othman Ali, "Evaluating performance of secondary schools mathematics teachers in Yemen on light of contemporary pedagogical practices", Scientific and Technical Pedagogical Arab Journal, Vol 5, September 2016, pp. 103-104.

Table (27): Use of educational aids in explaining lessons

Use of aids	Percent
Educational aids are often used	26%
Never used	50%
Sometimes used	24%
Total	100%

The failure to use appropriate educational aids to clarify lessons is another reason for low level of educational attainment amongst students. This includes failing to use illustrations, maps, models, etc., either because of their unavailability, or because of some teachers' lack of awareness of their pedagogical importance. Teaching aids function to aid in explanations, facilitate the flow of information, attract the attention of students, and ensure that students better understand lessons. Therefore, where teachers neglect to use them in lessons that require them, lessons' educational value are reduced. Further, where maps, shapes and drawings are included in the textbook, teachers are seldom interested in explaining the correct ways of using them, including in advanced classes.

Table (28): Frequency that students received computer training in school

Computer training	Percent
Frequently available	2.3%
Never available	96.7%
Sometimes	1%
Total	100%

The vast majority of students surveyed do not receive any computer training, as their schools lack computer labs. Computers are not included as a subject in the Yemeni educational system, as the funding required for would likely not be available.

Table (29): Teachers' commitment to solving textbook exercises in the classroom, from students' perspective

Teachers answer workbook questions	Percent
Often	36%
Never	24.3%
Sometimes	39.7%
Total	100%

Teachers are the pillars of the education system, and students' level of understanding is directly related to the quality of their teacher's performance in the classroom and their commitment to providing students with effective explanations and solving textbook exercises, particularly in mathematics and science where lessons in the textbook are not explained at great length. Generally, textbooks present content in pictures, drawings, and short phrases. Where teachers lack interest in solving a sufficient number of textbook exercises during the lesson, students often have less educational achievement. Usually, teachers focus on explaining the solved examples in the textbook or solving a very limited number of exercises, which prompts students to seek comprehensive help and guides for solutions, and exercises in the textbook and exam models for previous school years. It is worth noting that this option does not dispense with explanation and solving exercises by the teacher in the school, in addition to the fact that obtaining this "evidence" is only within the reach of the few students whose families have the ability to purchase such guidelines and model questions and answers.

Table (30): Teachers' use of lesson time to explain material

Using lesson time	Percent
Often	42.3%
Never	21.7%
Sometimes	36%
Total	100%

The standard class time in Yemen for a single subject during a school day is 45 minutes. This time doesn't actually be used to explain a subject, according to (21.7%) of the students who were interviewed, and (36%) of students said that classroom time is only sometimes effectively used. There are numerous factors contributing to wasted time in class, including the difficulty of preparing the class for the lesson before the start of lesson, teachers' delay in coming to class—especially for early morning classes, and the deduction of parts of class time for conversations that are not related to the lesson.

Table (31): Absence rate of students from lessons

Absence	Percent
Frequent	2.8%
Sometimes	25.8%
Rarely happens	46.7%
Never absent	24.7%
Total	100%

Another factor contributing to students' low educational attainment is student absences from school. As for the students who were interviewed, the percentage of those who said that they were not absent at all was (24.7%), while the percentage of students who were absent frequently was (2.8%), who were absent sometimes (25.8%), and those who were rarely absent (46.7%).

b. Educational attainment of students from teachers' perspectives

Figure (11): Students' educational attainment from teachers' perspectives
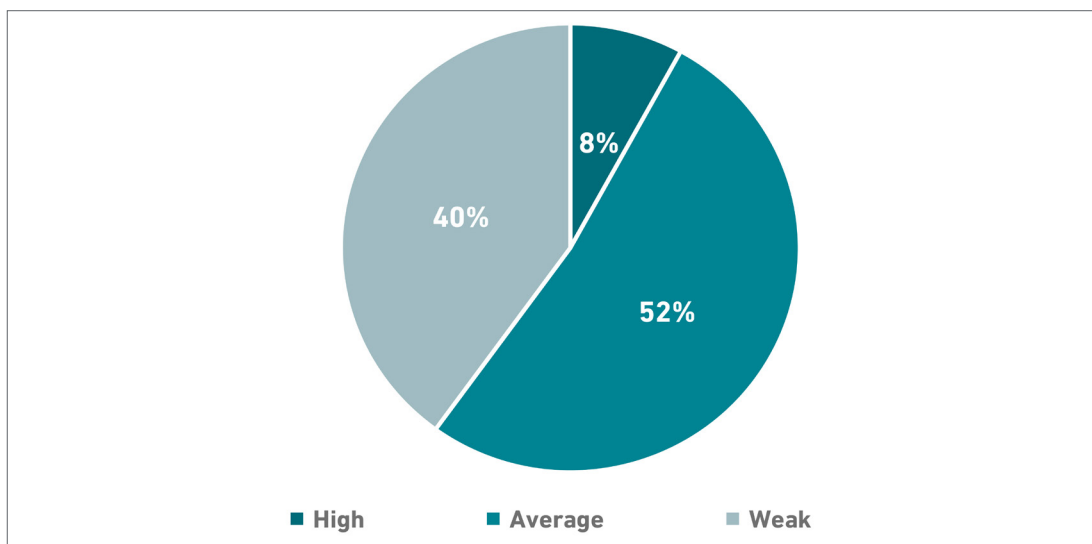
Figure (11) shows the respondent teachers' evaluations of their students' general educational attainment level based on their teaching experience. The percentages in the table include all school subjects, where the general level of students from the teachers' point of view ranges between average and weak (40%-52%).

Table (32): Teachers' evaluation of their students' educational attainment in subjects they teach

Subject	Evaluation			Total
	High	Average	Weak	
Quran	1%	10%	3%	14%
Religion	1%	3%	4%	8%
Arabic	2%	8%	8%	18%
Science	2%	8%	4%	14%
Math	0%	8%	12%	20%
English	1%	3%	1%	5%
General (all subjects in the first cycle, primary education)	1%	8%	4%	13%
Social studies	0%	4%	4%	8%
Total	8%	52%	40%	100%

The teachers' evaluations of students' educational level differed between different subjects. For example, mathematics teachers' assessment of their students' levels matched what students had said about their own levels of comprehensions of the material (0% high, 8.0% average, 12.0% weak), as well as assessing the level of students in the Arabic language, Science, and English, to some extent. The teachers' evaluations of their students' education levels in the subjects of Quran and Religion are striking—here, teachers felt that their students were weak in both subjects, while students did not consider the two subjects difficult. Since students did not find the two subjects difficult (see figure 10), their low levels in these subjects may be explained by students' low memorization skills.

Table (33): Reasons for students' low educational attainment, from teachers' perspectives

Reasons	Percent
Economic situation	32%
No interest and absence of follow up from family	30.7%
Absence of textbooks	14.6%
Non-use of teaching aids	12%
Overcrowding in class	10.7%
Total	100%

Table (33) shows the reasons for students' low levels of educational attainment from teachers' points of view. Teachers stated poor living and economic conditions as the primary reasons for students' low achievement levels, as poverty may impact students in a variety of ways, including students needing to work outside school hours or depriving students of basic necessities for attending school. Factors related to general economic conditions in Yemen also have multiple effects on students and their educational environments, including inadequate school buildings, a lack of basic school services, and other factors.

(30.7%) of the teachers also believed that students' families' lack of attention to and follow-up with materials learned in school was a major reason for poor educational achievement. Included in this is whether families follow up on their students' homework, whether they ask teachers about their student and their performance in the classroom, and families' abilities to play an integral role with their students' school. In addition, other factors that may impact students' educational attainment includes a lack of textbooks for some students (14.6%), a lack of educational aids and their usage in explanation and clarification (12%), and the number of students in the classroom (10.7%).

Table (34): Teachers' use of memorization methods in teaching

Use of memorization methods	Percent
Yes	51%
No	42%
To some extent	7%
Total	100%

Teachers did not address factors related to teacher performance when asked directly about the reasons contributing to students' low levels of educational attainment. However, their answers to some indirect questions related to students' achievement confirmed that some aspects of students' educational deficiencies were related to teacher performance and gave credibility to the students' answers regarding teachers' responsibility for their low level of achievement in some subject areas. When teachers were asked about their use of memorization as an educational method, (51%) of them answered that they used memorization.

Table (35): Teacher commitment to teaching the whole curriculum

Finishing curriculum	Percent
Yes	52%
No	48%
Total	100%

When teachers were asked about their commitment to going through the whole curriculum, (52%) of them answered that they have already completed all of their scheduled lessons, while (48%) said that they were unable to do so. It goes without saying that teachers' failure to complete their lessons deprives students of familiarity with the subject and the ability to attain skills associated with it.

9-9 Curricula and assessment methods (examinations)

Modern educational understandings confirm the importance of including life and cognitive skills in educational content, and demonstrate that purely theoretical textbooks are not adequate for students' educational needs. According to specialists, this is a shortcoming of some Yemeni academic courses. For example, one study highlighted the Yemeni fifth grade curriculum's weaknesses in teaching students skills related to nutrition and health.[100] Another study found that secondary school reading textbooks reflect textbook authors' attitudes more than they reflect accurate scientific standards. This explains why there is an interest in developing textbooks for the three grades of secondary school that incorporate values related to health, the environment, attention to hygiene, and other social values, such as being a good neighbor and helping people with special needs, and respecting minority rights minorities and economic values such as saving ...etc.[101]

On the other hand, warring parties in armed conflicts usually try to include their own political and social ideas and perceptions in school curricula, particularly in conflicts that have been protracted for many years and include parties with ideological views that contradict what is prevalent. As a result, the curriculum becomes a target for change not for the purpose of development, but for the purpose of espousing the views of the parties and facilitating their access to young people. This often perpetuates the conflict and imposes a "cultural character" to it. Since the end of 2016, the Ansar Allah (Houthi) group began introducing fundamental changes to the reading, Islamic studies, and national education curricula for the first through sixth grades. These changes came as a unilateral step by the Ansar Allah (Houthi) group without going through the Higher Committee for Curricula at the national level, who are in charge of developing school curricula and amending them to be in line with scientific development.

Although officials in the Ansar Allah (Houthi) group described the changes in the school curriculum as "minor," and said that their aim was to correct basic spelling errors and grammatical mistakes,[102] the changes in fact included the restructuring of some courses that had been developed many years ago. For example, some lessons in the sixth-grade national education course related to Yemeni notables were edited to add lessons on "the martyr President Saleh Ali Al-Samad,"[103] Al-Hadi Yahya Bin Al-Hussein,[104] and "the poet Al-Hassan Bin Ali Bin Jaber Al-Hubal."[105] There was also a lesson added on the "Revolution of September 21, 2014."[106] These

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(100) Daoud Abdulmalik Alhadabi, Kholoud Ali Shams aldin Nasir, life skills in the 5th grade science curriculum in Yemen, Scientific and Technical Pedagogical Arab Journal, Vol 7, June 2018, p. 30.

(101) Suad Salim Alsab', Mahmoud Saghir Alfasli, the values necessary in textbooks for secondary stage in Yemen, Nasir University Journal, Vol 5/2, January-June 2015, pp. 328-330.

(102) Althawrah newspaper, affiliated with the Houthis: http://althawrah.ye/archives/477571

(103)   Ex-president of the so-called "Supreme Political Council" of the Houthis in Sanaa.

(104) A religious Arab leader from the Zaidi sect (859-911 AC) who lived in Yemen.

(105) A Yemeni poet from the 7th century, who was known as the "prince of poets" in Yemen. He wrote poems for the descendants of Prophet Mohamed (PBUH).

(106) The date the Ansar Allah (Houthi) group took over Sanaa.

added lessons highlight the flagrant biases of one of the parties to the conflict, and demonstrate the ways in which they are changing educational curricula for the purpose of attempting to glorify individuals and events associated with the group.

In spite of the seriousness of these unilateral changes to the curricula, the process of comprehensive curriculum change is generally very difficult and complex. The various warring parties' educational and administrative sectors are not prepared for a process of this kind, and the societal resistance, as well as the high financial cost to comprehensive curriculum change, pushes the parties to repeatedly reconsider this matter. Accordingly, the parties to the conflict still rely on their efforts to influence loyal or new teachers or on the authority of higher-level administrators and instructions to aid in their implementation of biased educational practices.[107] Additionally, they broadcast mobilizing materials external to the school curriculum and circulate them to students, teachers, and administrative staff.

Table (36): Teachers' opinions about biased content in the curricula

Teachers believe curricula is biased	Percent
Yes	12%
No	71%
To some extent	17%
Total	100%

Table (36) shows that most teachers surveyed (71%) believed that school curricula did not contain biased content in favor of one of the warring parties' values and positions. This opinion appears to contradict the reality of the unilateral changes made to the curricula by warring parties, discussed above. However, a large percentage of the teachers are located in areas that did not witness any changes to the curriculum (i.e. areas not under the control of the Ansar Allah (Houthi group), which may explain the survey responses. Further, most of the textbooks distributed in the provincial schools are editions that were published from before the war, and as such have not witnessed modifications.

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(107) In light of the armed conflict, the phenomenon of substitute teachers who are enrolled in education outside the educational field and without job standards has spread, and the "substitutes" usually cover the shortage left by dropouts who feel loyal to the party who introduced them to the field of education. This practice among some parties to the conflict applies to school principals who are replaced by substitutes who possess only loyalty to one of the parties to the conflict.

Table (37): Students who acquired textbooks from their schools

Access to textbooks	Percent
Yes	40.5%
No	59.5%
Total	100%

Regarding the distribution of textbooks, table (37) shows that (59.5%) of the students had not received textbooks because books either were not printed or were printed in small quantities. Instead, some students received used textbooks through the school in exchange for a small fee. Others resorted to borrowing books from peers, or bought what was available in private libraries or by sidewalk book sellers, which is a popular way in Yemen to trade textbooks.

Table (38): Teachers' opinion on semester exams as a tool for evaluating students

Exams useful for evaluation	Percent
Yes	42%
No	34%
To some extent	24%
Total	100%

The academic year in Yemen is divided into two semesters, and students undergo two tests at the end of the first and second semesters. For the last level of primary (ninth grade) and secondary school (twelfth grade) students take a comprehensive test for all 12 courses of study at the end of the year, which are tests set by the Ministry of Education through specialized committees.

Table (39) shows teachers' views on the efficacy of using final exams as a tool for evaluating students in primary and secondary school. (42%) of teachers saw the tests as valuable in determining the level of educational attainment of students, while (34%) felt that the tests do not aid in accurately evaluating educational attainment. (24%) said that the tests partially achieved the goal of accurately evaluating students.

Table (39): Problems with exams, from teachers' perspectives

Problems with exams	Percent
Problems with design and preparation of exam forms/documents	44.8%
Examination processes are disorganized	27.2%
Cheating	14.4%
No problems at all	13.6%
Total	100%

(44.8%) of the teachers—including some who felt that the exams were a good method of evaluation—saw poor design and preparation of the test samples as one of the most important deficiencies in the evaluation system. Oftentimes, test samples are not prepared in a scientific way that involves analysis and creativity or the use of scientific critical thinking methods. The exams mainly test based on memorization. (27.2%) of teachers believed that poor organization of the examination process from both an administrative and technical point of view weakened the effectiveness of the tests in the evaluating student performance. (14.4%) of the teachers identified the prevalence of cheating as the most important downfall to the test system, while (13.6%) believed that the tests were not flawed.

Third aspect: School dropout

3-1 Characteristics of students who dropped out of school

Table (40): Characteristics of the sample of dropped out students

Variable	Characteristics	Frequency	Percentage
Gender	Males	77	77%
	Females	23	23%
Educational stage before drop out	Primary	34	34%
	Preparatory	43	43%
	Secondary	23	23%
Work	Works	66	66%
	Does not work	34	34%
Household size	Small (3) persons	3	3%
	Middle (4 to 7) persons	32	32%
	Big (8) or more persons	65	65%

Most of the students who dropped out of school in the dropout sample were males, with 77 boys and 23 girls in the sample of 100 dropout students. The study covered students who had dropped out of school at both the primary and secondary school stages. Most of the dropouts in the sample were working (66%), while (34%) were not working. (65%) of the sample members belonged to large families, while (32%) belonged to medium-sized families.

3-2   Reasons for dropping out

Table (41): Reasons for dropping out of school

Reasons	Percent
Economic hardships for the family	48.3%
Psychological reasons	18.8%
Learning environment inadequate	11.4%
Family not interested in education	11.4%
Remoteness of residence	5.4%
Military conscription	4.7%
Total	100%

Table (41) shows the existence of various reasons for students dropping out of school. The economic reason is at the forefront, as (48.3%) of the sample attributed the lack of continuation of education to the poor economic and living conditions of their families in light of the conflict. Since the majority of dropout students work (see Table 40), it is likely that finding a job to support their poor families was a motivation for leaving school.

The psychological factor represented a major reason for dropping out of school for (18.8%) of the dropout students who were interviewed. The psychological trauma caused by attacks on schools and violent violations, in addition to repeated exposure to beatings and verbal violence within the school, and failure in successive years, is a major contributing cause undermining the desire of some students to continue studying. The inadequate educational environment is a factor in pushing students outside education, especially in conflict situations. The most important characteristics of the unsuitable environment for education are the overcrowding of classrooms, and the lack of service facilities such as toilets, especially for girls. (11.4%) of the dropout students in the sample stated that the reason for not continuing their studies is the lack of family interest in education, and this weakness is usually associated with uneducated parents or a discouraging social environment. (5.4%) of the dropouts cited the school's location being far from their place of residence as a reason for dropping out of school, while (4.7%) said that they dropped out after being recruited by one of the parties to the conflict.

3-3 Likelihood of returning to school

Table (42): Dropout students' interest in returning to school

Interest in returning to school	Percent
Interested	75.8%
Not interested	24.2%
Total	100%

Table (42) shows that (75.8%) of students who dropped out wanted to return to school, confirming that school dropouts often occur for compelling reasons.

Table (43): Factors May conducive to ending dropout

Factors May conducive to ending drop out	Percent
Enhanced economic situation of family	57.5%
Availability of a good learning environment	27.4%
Provision of psychosocial support	15.1%
Total	100%

Table (43) shows the conditions that would be conducive to facilitating students' return to school after they have initially dropped out. According to students, the greatest reason they would choose to return to school would be an improvement in economic conditions (57.5%), which in some cases students said would lead them to want to leave work and return to school. (27.4%) of students stated that an appropriate educational environment would help push them to return to school, and (15.1%) of students stated that in order to return to school they would need to obtain psychological support to help them feel safer and more protected. This psychological support may include the containment of physical and verbal violence within the school, and increasing recreational school activities to help reduce the psychological stress that students are exposed to in an environment of war.

Fourth aspect: Education and displacement

4-1 Characteristics of the sample of displaced students

Table (44): Characteristics of the sample of displaced students

Variable	Characteristics	Frequency	Percentage
Gender	Males	66	66%
	Females	34	34%
Current educational stage	Primary	60	60%
	Preparatory	31	31%
	Secondary	9	9%
Work	Works	28	28%
	Doesn't work	72	72%

Of the students in the sample of 100 displaced students, (66%) were boys and (34%) were girls. The students surveyed were spread across primary and secondary school, and only (28%) of the students work.

4-2 Reasons for displacement

Figure (12): Reasons for displacement
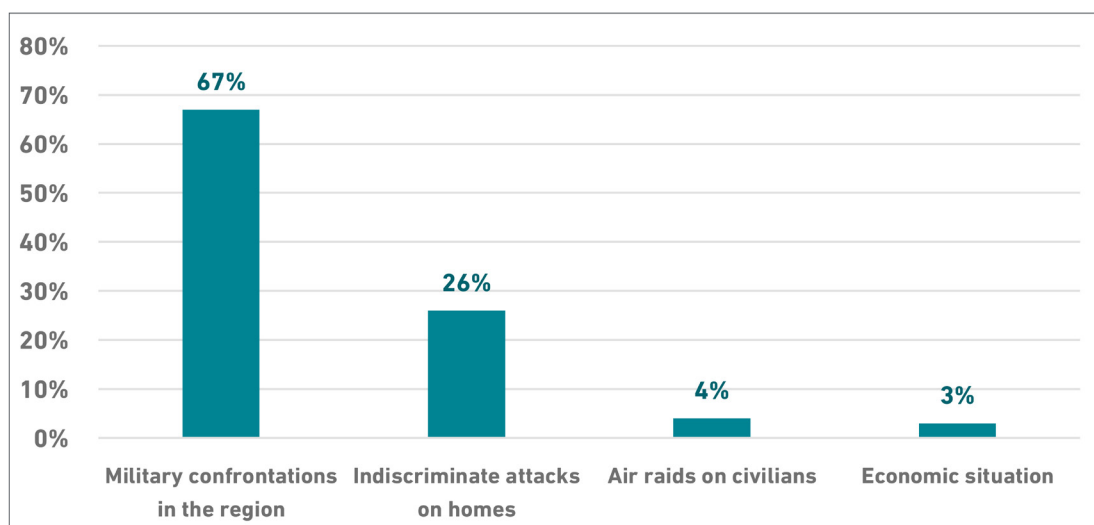
Military confrontations and hostilities were the largest cause of displacement for students and their families to other, more safe areas—(67%) of the sample of displaced students stated that they left their homes as a result of the ongoing war and military confrontations between the parties to the conflict. In addition, 26% said that indiscriminate shelling with artillery or Katyusha shells on homes caused their displacement, while 4% said air strikes caused their displacement. Poor living conditions and the lack of sources of livelihood was behind the displacement of (3%) of the sample.

4-3 Enrollment of displaced students in new schools

Table (45): Opportunities for enrollment in new schools after displacement

Clear path to enrollment in a new school	Percent
No	48%
Yes	52%
Total	100%

(48%) of the displaced students faced challenges enrolling in schools in their new host communities immediately after their displacement. (52%) of the displaced students who were interviewed had the opportunity to enroll in schools outside of their home communities immediately after displacement, and did not face administrative or procedural obstacles or significant difficulties. It seems that the unified and standard education system in Yemen, which does not reflect any ethnic or sectarian differences`, helped significantly in integrating a large proportion of the displaced students in host communities. Although Yemeni society in various regions has demonstrated a high degree of flexibility in being able to receive displaced families during the conflict, the ability to integrate into the host community is often linked with the way in which displacement occurred. Individual displaced persons or small families are usually easier to integrate into host communities and can more easily provide their children with opportunities to obtain education. Where large groups have been displaced, they may face many more difficulties in integrating into the host community, including with respect to enrolling their children in school. They often form semi-isolated communities on the borders of the host community that lack basic services, including education.

Table (46): Periods of time displaced students waited before registering in schools in host communities

Length of time	Percent
Less than one semester	40%
One semester	15%
Two semesters	45%
Total	100%

Table (46) shows the length of time students had to suspend study after they were displaced, ranging from a few weeks (less than one semester) to one or more academic years. (45%) of students had to stop their studies for a full academic year after being displaced, while the remainder of students stopped their studies for less than one semester or one full semester and were able to attend school and take exams (40% and 15%, respectively).

Table (47): Main obstacles facing displaced students in enrolling in schools in new host communities

Obstacles	Percent
Loss of identification documents	42%
Bad living situation of family	25%
Procedural problems	18%
End of registration period	11%
No obstacles	4%
Total	100%

The main difficulty encountered in integrating displaced students into the formal education system in the host community was the loss of official documents (42%). This obstacle was usually overcome by obtaining information from the Education Office of the original community, or by obtaining new documents for the head of the family or writing pledges to complete the student's file. In some cases, social relationships and testimonials from trusted individuals from the new school played a role in facilitating the enrollment of displaced students. The imbalances that accompanied the process of handling the loss of official documents for displaced students, and its future impact, are unknown.

Other students faced difficulties resulting from missing the registration period for schools, as well as from other procedural obstacles caused by some school principals. (25%) of the displaced students said that their families' poor living conditions prevented them from enrolling in school in the host community for some time.

4-4 Adapting to the new school environment

Table (48): Adaptability of displaced students with school environment in host community

Adaptation factors	Present	Absent
Feeling comfortable at school	98%	2%
Making friends	93%	7%
(Feeling equal (nondiscrimination	71%	21%
Special interest in learning	43%	57%

Table (48) indicates a high degree of integration of displaced students in alternative schools within host communities. (98%) of students stated that they felt comfortable in their new schools, and (93%) stated they were able to form good friendships that helped strengthen their association with the school. (71%) of students said they were treated equally to students from the host community and did not feel any discrimination. However, (57%) of students said that they did not feel that the school had a special interest in accommodating them because of their status as displaced people—a feeling that does not reflect their integration into the host community, but rather reflects their high expectations of obtaining fee reductions, or compensating them for the lessons they missed.

Fifth aspect: The conflict's impact on teachers

5-1 Characteristics of the teacher's sample

Table (49): Teachers' characteristics

Variable	Characteristics	Frequency	Percentage
Gender	Males	71	71%
	Females	29	29%
Education	Bachelor degree	50	50%
	Diploma	38	38%
	Secondary education	12	12%
Years of experience in teaching	Less than a year	3	3%
	to 3 years 1	4	4%
	to 5 years 3	10	10%
	or more 5	83	83%
Educational stage the teacher works at	Primary	32	32%
	Preparatory	37	37%
	Secondary	31	31%
Economic variable	There is another income beside teaching	34	34%
	No other income	66	66%
Geographic location of work	Rural	46	46%
	Urban	54	54%

Of the teachers in the 100-teacher sample, (71%) were male and (29%) were female. This gender distribution was not intended, but rather reflects the reality of the participation of women in the public education sector. In terms of qualifications, (50%) of respondents carried university degrees in various specializations—particularly in education—and (38%) held a diploma in education from government institutions focused on training teachers. (12%) of teachers only had a high school diploma. Most of the teachers interviewed (83%) had five or more years of education experience. (66%) of the teachers depended on their teaching income as their only source of income, while (34%) had other temporary or permanent jobs that provided them with additional income. (54%) of the teachers worked in cities, while (46%) worked in rural schools. The sample covers most of the courses taught in primary and secondary school, as shown in table (50).

Table (50): Distribution of subjects among teachers in the sample

Subject	Percent
Quran	14%
Religion	8%
Arabic	18%
Science	14%
Math	20%
English	5%
Social studies	8%
General	13%
Total	100%

5-2 Impact of the conflict on teachers

Figure (13): Impact of the conflict on teachers

Impact	Percentage
No impact	2%
Security impact	17%
Social impact	20%
Psychological impact	27%
Economic impact	34%
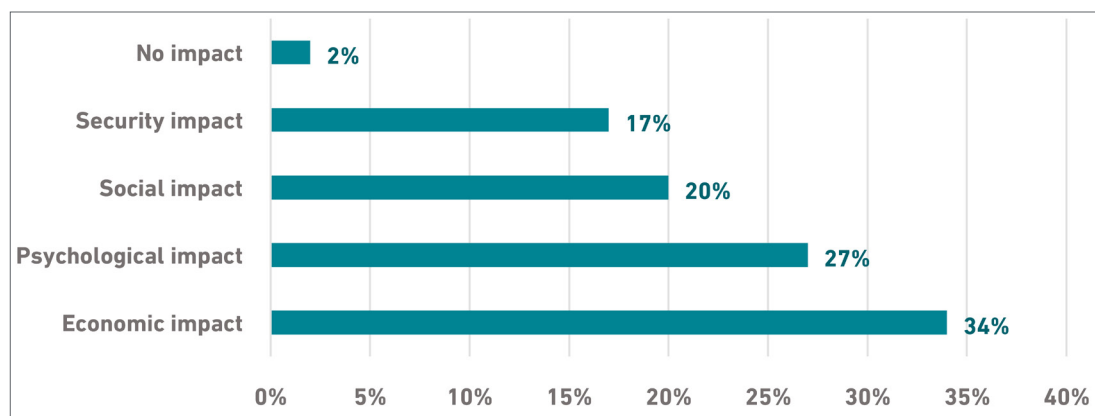
The conflict has had a variety of negative economic, social, psychological and security impacts upon teachers. (34%) of the teachers in the survey felt that economics resulting from the conflict had the greatest impact upon them, as the conflict left them without salaries or alternative sources of income, so leaving them unable to meet their basic needs. The economic damage inflicted on teachers also had major psychological repercussions—(27%) of the responding teachers stated that the war and poor economic conditions had a psychological effect on them, such as feelings of frustration and depression. (20%) of teachers stated that the conflict had impacted them socially, represented by many social and family problems resulting from the decline of the teacher's position in social and family environments. As for the security-related impacts, (17%) of teachers stated that the conflict had affected their security, as some teachers affiliated with different political parties faced persecution. Some teachers received explicit or implicit threats from one of the parties to the conflict, causing them to engage in the conflict in some way. Some teachers were also exposed to harassment as a result of taking part in peaceful protest over the cessation of salary payments, or their refusal to interfere with the parties in the educational realm. These factors, particularly those related to economic and security factors, are likely to play a role in some teachers' direct involvement in the conflict.[108]

(108) The study does not have statistical data regarding the number of teachers who decided to engage directly in the conflict, whether for partisan reasons, or as a result of the destruction of their schools, disruption of their livelihoods and salary cuts, or because of the persecution some of them have faced. But it is clear that some teachers are participating in the battles in the ranks of the various parties to the conflict, and some of them occupy important military positions, and this phenomenon is extremely dangerous for the future of education in Yemen.

Figure (14): Ways to lessen the impacts of conflict on education, from teachers' perspectives
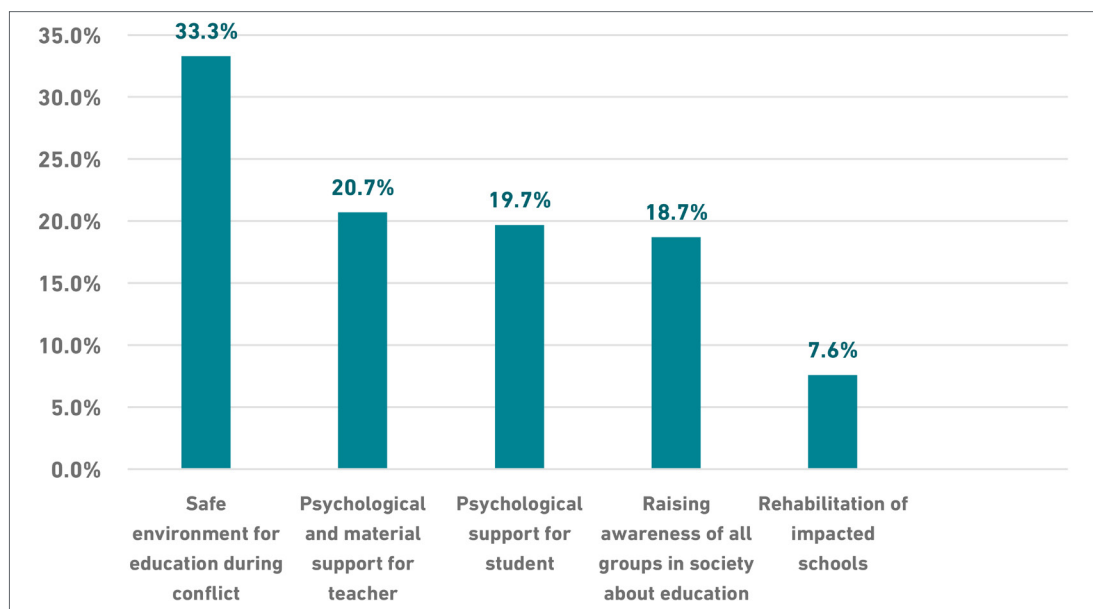
Teachers' opinions varied regarding the ways to reduce the repercussions of the conflict on education. (33.3%) of teachers stated that creating a safe and low-risk environment is necessary to mitigate the effects of the conflict on education, including reducing the frequency of or stopping violence in the immediate vicinity of the school, and making teachers' and students' routes to and from school safe. (20.7%) of the teachers felt that psychological and material support for teachers would help reduce the repercussions of the conflict on education. Additionally, (19.7%) of teachers felt that psychological support for students would also help with them continue in their education and overcome psychological difficulties. (18.7%) of the teachers interviewed emphasized the importance of strengthening community awareness-raising efforts on the importance of education and extending it to students and families in both rural and urban areas. In the same vein, (7.6%) of the responding teachers said that the rehabilitation of partially damaged schools and the resumption of education in schools that were suspended due to their use as shelters for the displaced or as relief centers was necessary for the continuation of education and an indication that schools would be spared the impacts of the conflict.

Sixth aspect: Education's impact on the conflict

The previous sections of the study explored the ways in which conflict affects education. But education, in turn, can also affect conflict in a variety of ways. Continuing education in and of itself expresses a societal will against conflict and is an important factor in containing and overcoming conflict in the future. In spite of the negative impacts the conflict has had on the education environment, keeping students away from school remains the worst possible result the conflict could have. Children who are not in school are far more likely to be polarized by armed groups, engage in child labor, be homeless, and or enter an early marriage (for girls).[109] As long as the parties to the conflict have not been able to change the content of the school curricula radically to give them a sectarian or regional character or to incorporate calls for violence and hatred, education remains the cornerstone of community cohesion. In this context, we can also look at the role teachers play in curbing the moral and intellectual effects of the conflict on students or in neutralizing these effects through positive teaching practices that call for peace and the rejection of violence. Students also play a role in reducing the negative effects of the conflict from within school, resisting calls to engage in conflict and pushing to continue their education, as will be described in the following paragraphs.

Teachers' roles in keeping education away from calls for violence

Table (51): Teachers discussing political issues related to the conflict during classes

Discussing conflict-related issues	Percent
Yes	18%
No	82%
Total	100%

Table (51) shows that there is a high degree of sensitivity among teachers regarding discussing issues of conflict in the classroom, and that the vast majority of teachers prefer not to engage in these discussions. (82%) of teachers did not address controversial issues and political problems that occur between the parties to the conflict in school. Fear of the consequences they may face for having these discussions may play a role in crystallizing the neutral positions of teachers in areas controlled by parties whom they do not feel loyal to, in addition to their fears of exposure to harm as a result of directly talking about political issues related to the conflict.

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(109) Out of school, op. cit, p. 3.

Table (52): Teachers discussing peace-related issues and rejecting violence during classes

Discussing peace	Percent
Yes	77%
No	23%
Total	100%

The conflict does not allow teachers to play influential roles in the broader societal environment. Their role is almost exclusively confined to the school, where they may have influence over students in exposing them to positive values, including the values of peace and tolerance and the rejection of violence. (77%) of teachers answered that they encourage their students to embrace tolerance and reject violence and hatred. These are fundamental values for achieving peace, and a lever for ending the conflict and weaken the chances of conflict erupting again in the future. It seems that teachers who had strong tendencies to engage in the conflict for political or ideological reasons often gave up teaching at the start of the conflict, leaving room for their counterparts who adopt a peaceful language to remain in classroom settings. Although this matter requires more empirical evidence, this study may draw attention to the idea that teachers work to espouse positive values in their students.

Generally, teachers are playing a role in calling for peace and tolerance and avoiding more violence, at least in the classroom setting.

Table (53): Teachers discussing peace and the rejection of violence during classes, by governorate

Governorate	Discussing peace during lessons		Total
	Yes	No	
Taiz	28.00%	0%	28.00%
Abyan	3.00%	1.00%	4.00%
Dhale	5.00%	1.00%	6.00%
Aden	5.00%	0%	5.00%
Hudaydah	13.00%	5.00%	18.00%
Saada	0%	8.00%	8.00%
Sanaa	11.00%	0%	11.00%
Sanaa city	11.00%	3.00%	14.00%
Hajjah	1.00%	5.00%	6.00%
Total	77.00%	23.00%	100.00%

It is notable from table (53) that teachers calling for peace and the rejection of violence were spread across almost all governorates in the study, with the exception of Saada and Hajjah, which are under the control of the Ansar Allah (Houthi) group.

Students and politics of loyalty

Figure (15): Percentage of students who were encouraged to recruitment from the school or faced actual recruitment attempts
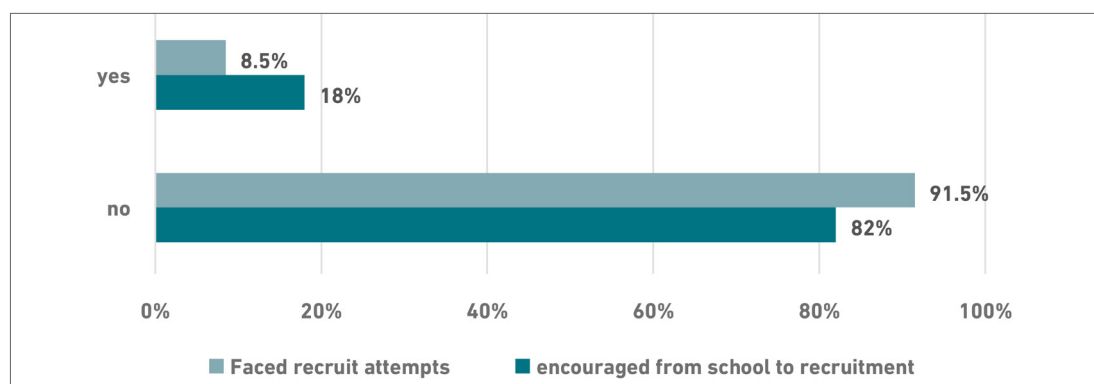
The conflict casts a dark shadow over Yemen's educational sphere, and some students reported being military recruited in school, and others said they were encouraged towards military recruitment while in school. However, the percentage of students who received recruitment offers in school was about (8.5%) of the study sample, and (18.0%) of students said they received encouragement from within the school—from their peers, teachers, or people from outside the school—to engage in the recruitment process. The low percentage of students who were subject to recruitment attempts from inside school indicates that most of the students recruited by a warring party were recruited from outside of school. Recruitment among students seems to flourish further away from the school, especially during school holidays, which provide a good environment for polarization.

Table (54): Presence of strangers from outside of school who talk to students during the morning assembly

Presence of strangers	Percent
Yes	40.7%
No	59.3%
Total	100%

In some cases, schools turned into an open space for strangers who represent one of the parties to the conflict to enter. (40.7%) of the students who were interviewed reported that people visited the school and talked to them during the morning assembly. Generally, these people visited schools with their weapons or were accompanied by other armed individuals. They were also well-received by school principals and some teachers, and were free to talk to students directly.

Table (55): Presence of strangers from outside of school who talk to students during morning assembly, by governorate

Governorate	Strangers talking to students during morning assembly		Total
	Yes	No	
Taiz	5.8%	21%	26.8%
Abyan	3.2%	0%	3.2%
Dhale	4.7%	1.8%	6.5%
Aden	2.3%	2%	4.3%
Saada	5.4%	2.2%	7.6%
Hudaydah	6.8%	9.5%	16.3%
Hajjah	5.7%	5.3%	11%
Sanaa	0.8%	9.5%	10.3%
Sanaa, city	6%	% .8	14%
Total	40.7%	59.3%	100%

To a great extent, it seems that it is a common practice for strangers who are representing parties to the conflict to visit schools and talk to students, though in varying degrees depending on the region, as shown in table (55).

Figure (16): Issues discussed with students by strangers from outside of school
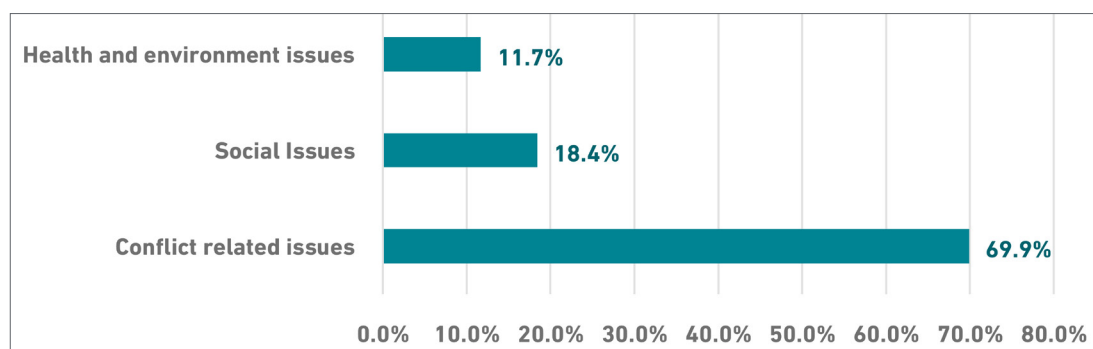
(69.9%) of the students who said that strangers had talked to them at school said that those conversations dealt with issues related to the conflict, including: promoting certain ideas, espousing propaganda and incitement against opposing parties, clarifying their parties' positions, enumerating violations by other parties, or chanting biased slogans. Often, conversations were wrapped in a patriotic or religious veneer.

Table (56): Activities students engage in outside of school

Activities outside school	Percent
Cleaning campaign in the neighborhood	7%
Cultural events	6.5%
Demonstrations or rallies	19.5%
No activity	67%
Total	100

Table (56) shows the percentage of students who participated in activities outside of school and the types of activities they participated in. The activities in the survey are those often carried out by the parties to the conflict to encourage support for their party. Most students (67%) do not participate in any activity outside of school. Of those who did participate in activities outside of school, (19.5 %) participated in demonstrations and rallies organized by one of the parties to the conflict, (7%) participated in cleaning campaigns in the neighborhoods surrounding their school, and (6.5%) participated in cultural events in which the ideas and beliefs of some parties to the conflict were promoted. The low rate of participation in activities outside of school, and the extent to which activities are related to the conflict—including demonstrations, rallies and cultural events that may be compulsory at times—indicates that students are not very responsive to warring parties' efforts to mobilize students through school directors or school visits.

Study results

First: Results related to the impact of the conflict on students

1- Impact of the conflict on students' abilities to safely access school

- On their way to and from school, students faced various kinds of violence and security risks resulting from the conflict and the accompanying chaos. These risks included armed clashes that erupted while students were traveling to or from school, harassment from stranger (especially verbal harassment), and kidnapping attempts. (24.6%) of students in the sample were exposed to risks of this kind route to school, which is sufficient to say that students did not have safe access to school in the context of the ongoing conflict. Further, the percentage of students who'd been exposed to security threats on their way to and from school would likely have been greater if the study had been conducted in the earlier years of the conflict, as the intensity of the conflict had significantly decreased in many regions during the period of the study (February - April 2020), and air raids on schools had also decreased significantly compared with the earlier years of the conflict.

- The study did not find significant differences between boys and girls with respect to exposure to violence on the road to school. Although there are armed groups and factions that oppose girls' education, they are not likely to directly approach girls on the way to school, and often choose to instead pressure school principals and education personnel to stop educating of girls, particularly in mixed schools.

- The decrease in the intensity of the conflict in the areas covered by the study encouraged many families to send their children to schools again. The percentage of students whose families tried to prevent them from going to school due to security concerns during the 2019/2020 school year did not exceed (38.8%). Accordingly, students' return to school may be an indicator that there is an inverse relationship between conflict and access to education—as the conflict's intensity decreases, more families are willing to allow their children to attend school. Students' return to education is therefore not contingent upon ending the conflict, but instead on a reduction of violence. This may be important to consider in adopting strategies to preserve access to education amidst the negative impacts of conflict.

- The study shows that (76.3%) of the students interviewed go to school accompanied by a parent or relative, or with other children in their neighborhood. This collective method of going to school is a strategy developed by society to deal with concerns regarding the safety of going to and from school.

- (51.0%) of the students interviewed had a fear that they may encounter danger on their trips to and from school in the future. This means that they felt their road to school may be more dangerous in the future than they felt it was when they were surveyed. This pessimistic view of the future reflects the respondent students' feelings toward military encounters on their road to school, which have given them the impression that the conflict may return at a more violent pace and make the school road more dangerous moving forward. About (62%) of students said that they have seen many military manifestations on the school road, and (29%) of them are forced to pass military and security checkpoints to reach or leave school.

2- Conflict's impact on the continuity of education

- The armed conflict caused (81%) of the respondent students to stop studying for different lengths of time. This occurred as a result of their schools being attacked, its presence in areas of continuous or intermittent clashes, and their schools being used as military barracks, shelters or aid storage centers. Other reasons include: teachers stopped their teaching activities in protest against salary cuts in some areas, teachers' dropping out to go teach in private schools, or teachers doing other jobs.

- The longest period of time students had to stay away from schooling due to the conflict was two semesters, which (53.5%) of the respondent students said they had to do. These students lost an entire academic year due to the conflict. For the rest of the students in the study sample, involuntary absence from school ranged from between less than one semester and one semester.

- (61.3%) of the students who stopped studying for different periods of time were not able to enroll in alternative schools (public or private) while their schools stopped teaching, and had to wait for their schools to reopen. The targeting of or military use of schools has meant that thousands of students have been deprived of their education, because they do not have the opportunity to enroll in alternative schools, for financial reasons, or because there are no alternative schools in the rural areas.

3- Economic impact of conflict on students and their families

- The majority of students in the sample belong to low-income families, and these families face difficult living conditions that steadily weaken their ability to handle the expense of educating their children, particularly since most families have more than one school-aged child and families have to pay different types of school fees.

- In the event that the armed conflict continues, a large number of students currently enrolled in school are likely to become school dropouts. (47.2%) of the students who were interviewed stated that their families are no longer able to continue spending on their education. The average daily school allowance per student in the sample was 200 riyals (approximately half a dollar according to the dollar exchange rates in the capital, Sanaa). This amount represents a large part of a family's daily income, though it is very small in relation to the child's basic food needs in a school day.

4- Violent behavior at school

- Violent behavior among students inside the school is abundant. (20.3%) of the students in the sample said that they have quarrels with their schoolmates frequently, while (44.5%) of them said that they quarrel sometimes. There are multiple patterns of violent behavior inside the school, though it most frequently entails fistfights with the use of sharp tools or the formation of small violent groups outside the school to harass other students, particularly with respect to high school students.
- (70%) of the teachers in the survey sample tend to linked the increase in violent behaviors among students to the conflict, as conflict promotes violent behavior, weakens teachers' respect, and reduces respect for rules in the school environment. On the other hand, students lack effective conflict resolution and relationship management skills, and schools often do not have adequate containment mechanisms for violence among students or educational methods to deal with cases of aggressive behavior between some students.
- Some teachers resorted to corporal punishment (beating) repeatedly against (47%) of the students in the study sample, and (29.8%) of the students stated that they were sometimes subjected to physical punishment by their teachers. Some teachers use beating as a tool to assert their authority.

5- Conflict's impact on psychological tendencies of students towards school

- In spite of the hardships that have come with the conflict and the deteriorating economic conditions, the majority of students (78.3%) like school. This is due to a number of important factors, the most important of which is their love of education and their families' encouragement to them to continue studying, having good friendships at school, enjoying time inside the school by playing with friends, or participating in recreational school activities and other activities that give them a sense of fulfillment.

6- Impact on school services

- Even prior to the conflict, the education system in Yemen lacked buildings and facilities that students' needs into account, but the denial of services in school has become more severe in light of the conflict. (74.5%) of the students in the study sample confirmed the lack of school health services, including: first aid, clean drinking water (84.0%), and clean and hygienic toilets (78.3%). In addition, clean food is not available in canteens or small outlets inside schools (64.6%), and only (35.0%) of the students receive social care services through social workers and psychologists.
- Most of the students received their lessons in overcrowded classes. (52.3%) of the students were in classes with more than 50 students, and (29%) of them were in classes whose number ranges between 25 and 50 students. Classrooms for girls are less crowded, perhaps due to lesser proportion of female students at different levels of general education.

7- Educational attainment

- Mathematics, English, science (physics, chemistry and biology) and Arabic language (reading and writing) are difficult subjects for most of the students in the sample. Poor comprehension and understanding of these subjects is a major reason for students' low level of educational attainment, as these subjects form the basis of reading and writing skills and mathematical operations, and are sources of scientific knowledge and life skills in later learning stages.

- The students in the study sample attributed their low level of educational attainment to several factors. These included: a lack of a quiet classroom during lessons, a lack of appropriate teaching aids to explain materials, teachers' indifference to solving difficult exercises in the textbook, a lack of adequate use of time allocated to explaining the material, and students' absences from some lessons.

- Teachers attributed students' low educational level to several factors, including: poor living conditions for students and their families; a lack of follow-up and attention from the family on their students' educations; an inability to provide textbooks for more than half of the students; the lack of educational aids in explanation and clarification of materials; and the overcrowding of students. It was notable that the responding teachers did not mention poor teacher performance, inadequate teaching methods, or the lack of interest in creating the required interaction during classes among the reasons for the low educational attainment of the students.

8- Curricula and assessment methods

- (71%) of the responding teachers said that the curricula do not contain biased content in favor of one of the parties to the conflict. This opinion is not consistent with the reality of the radical changes that the Ansar Allah (Houthi) group has made unilaterally on some of the national education and Islamic education textbooks for the first and second rounds of primary education (grades one to six). The teachers' response can be explained by the fact that a large number of teachers in the study live in areas that did not witness any changes in the curriculum, i.e. areas not under the control of the Ansar Allah (Houthi) group. In addition, most of the textbooks distributed in the provincial schools are editions that were published prior to the outbreak of the war and have not been modified.

- Obtaining textbooks remains a major obstacle for most Yemeni students, and it is clear that the armed conflict has exacerbated this problem, as (59.5%) of the students in the sample did not obtain their textbooks through school, resorting instead to buying them from the used textbooks market.

- The general school assessments system has many flaws from the viewpoint of most teachers, including test designs that tend to focus on memorizing, not encouraging critical thinking, poor organization of the examination process, and the prevalence of cheating among students.

Second: Results related to the conflict and dropping out of school

- (48.3%) of the students in the sample of student dropouts were forced to leave school due to the poor economic conditions of their families during the armed conflict. Other students found themselves having to leave school for other reasons, often related to the inadequacy of the education environment, a lack of family interest in education, or their school being too far from their home. The conflict has also inflicted psychological pressures and a fear of going to school on some students, and some students left school to join the ranks of one of the parties to the conflict.
- A large percentage of dropout students (75.8%) have a desire to return to school if the economic situation of their families improves, a suitable learning environment becomes available, or if they receive appropriate psychological support, and this percentage confirms that school dropout often occurs for compelling reasons.

Third: Results related to displacement and education

- Of the students who were displaced in the study, (67%) of them were displaced due to military confrontations in the areas covered by the study. There were three other reasons for displacement: the exposure of houses to indiscriminate shelling; air strikes on homes; and the lack of job opportunities in their home community.
- (52%) of the displaced students were able to enroll in schools outside of their home communities and were provided with good facilities in this regard. (48%) of displaced students faced difficulties that prevented them from enrolling in education immediately after displacement, and forced them to stop studying for various lengths of time up to one academic year. Among the difficulties faced by the displaced students was the loss of official documents (42% of the sample), missing school registration periods, and poor living conditions of their families after displacement and the inability to afford re-enrolling their children in school, in addition to other administrative obstacles.
- For students who re-entered school in their new host communities, the displaced students often achieved a high degree of school integration and were able to establish good friendships at their new schools. The majority of these students had a great sense of satisfaction at their new schools. (71%) said that they did not experience any kind of discrimination or inequality at their new school.

Fourth: Results related to the impact of the conflict on teachers

- Teachers have suffered from negative economic impacts of the conflict, including stoppage of salary and broader poor economic conditions. Some teachers reported feeling negative psychological effects as a result of conflict and poverty, including feelings of frustration, depression, and declining self-confidence. Teachers also felt a social impact of the conflict, including feeling that teachers' status in society was declining, and due to social and family problems. Some teachers faced security threats due to the conflict, including threats or pressure related to their expressing some positions and opinions, or interference and attempts by the warring parties to adapt teachers' teaching practices to serve their needs.

- Teachers believe that minimizing the impact of conflict on education is dependent on several factors. These factors include fostering a safe environment for the continuation of education in light of conflict; providing psychological and material support to teachers; students' access to adequate psychological support; raising awareness in all segments of society about the importance of education; and rehabilitating partially damaged schools .

Fifth: Results related to education's impact on the conflict

- Teachers are very sensitive to issues related to the conflict, and prefer not to discuss them in class for various reasons. The study found that the majority of teachers in the sample (77%) are not neutral in how they discuss the conflict in the negative sense, as they encourage their students to be tolerant and incorporate calls for peace and non-violence in their teaching practices. In many cases, they do so indirectly, in order not to endanger their lives. Consequently, the role that teachers play within the school is mostly positive and discouraged the continuation of the conflict. Rather, teachers often helps contain the conflicts' negative effects on education and curb the direct involvement of students in the conflict.

- Schools are affected by the policies of the different parties to the conflict in the field of education. All parties seek to politicize education to varying degrees, and to attract students to join the conflict or indoctrinate them with their own ideas and perceptions. Among the most important ways in which the conflict has impacted education is through warring parties' attempts to recruit students under the age of eighteen from school, or encourage them to engage in the conflict as fighters. Other forms included turning the school grounds into "platforms" to deliver speeches and mobilizing slogans, and to promote ideas that are not neutral towards conflict-related issues.

- The study found that only a very small percentage of students in the sample received recruitment offers or encouragement to join a party from school. This may indicate that the phenomenon of child recruitment is predicated on attracting students from outside of the school environment, especially during summer vacations, which means that the continuation of education is an important factor in minimizing the direct effects of the conflict on children. The study found that the largest proportion of students in the sample (67%) do not participate in conflict-related activities outside of school, such as demonstrations, rallies, or attending cultural events. As a result, education, even with the damage and negative effects that has been inflicted on it, has not yet turned into an activity that is serving the conflict, but rather represents an element of resistance to the negative values that the conflict seeks to instill among students.

Recommendations

This study reflects Yemeni society's determination to continue the education of its children in spite of the challenges and chaos imposed by the war, and its quest to ensure that education does not fall prey to the conflict. In light of this, the following recommendations seek to limit the impacts of conflict on education and support education's continuation.

First: To the international community

The international community should support the educational system in Yemen and provide resources to facilitate Yemen's education system continuing to educate students in the country. It is especially important to address warring parties' attempts to use education for political indoctrination, including by changing the curriculum and employing people in schools outside the field of education. Although there is no way to completely neutralize the effects of the conflict on education, nor to completely negate the negative impact of the educational policies of the various warring parties, members of the international community should make clear that these divisive measures, which have negatively affected the curricula and educational and administrative staff, are not acceptable, and will have profound and long-lasting impacts on the future of education and its cohesion.

- Call on the parties to the conflict to stop all forms of attacks on schools.
- To ensure education can continue, call on the warring parties to do more to ensure schools, educational facilities and the areas around them are safe, including removing military barricades and checkpoints, and prohibiting the use of weapons, in the vicinity of schools and educational facilities; respecting the civilian status of schools; and, in areas near schools witnessing clashes, ensuring safe passage for students, teachers and education workers away from the area.
- Call on all parties to the conflict to immediately stop targeting, threatening, harassing and interfering with students, teachers, and education workers, including for expressing their opinions.
- Push all warring parties to publicly commit to rigorously implementing and reporting on their progress in abiding by the Safe Schools Declaration as a confidence building measure.
- Call for the release of civilian teachers who have been arbitrarily detained, and the return of civilian teachers arbitrarily expelled from their positions by parties to the conflict to their posts.
- Help shed light on practices that negatively impact students, teachers and education, including politicization of the curriculum, the use of schools for recruitment and warning party mobilization activities, and harassment, threats and coercion of teachers and administrative personnel.
- Begin to assess the safety of schools and educational facilities no longer in use or partially damaged by the conflict, and support work to rehabilitate them and resume teaching activities.
- In cases where schools are used as shelters for the displaced, find alternative options that guarantee displaced individuals a suitable shelter, while ensuring schools can return to their function as educational facilities.

- Continue supporting the demands for teachers' salaries to be paid and advocate for the delivering of salaries to not be contingent upon finding a final and comprehensive political solution to the conflict.
- Call on the parties to the conflict to create a joint and independent committee for crisis management in the field of education in emergencies.
- Expand the scope of programs dedicated to teacher training.
- Expand the scope of psychological support for students and teachers.
- Support the printing of the versions of schoolbooks approved before the armed conflict began.
- Contribute to the operational budgets for as many schools in urban and rural areas as possible to enable them to carry out the daily work required.
- Provide first aid resources to as many schools as possible, and enact school nutrition programs.
- Fund quantitative and qualitative field studies on the phenomenon of teachers who are militarily involved in the conflict, and on the prevalence of school violence, in addition to studies on enrollment rates during conflict, especially for girls.

Second: To education authorities in Yemen

Education authorities in Yemen, namely the Ministry of Education and the local authorities represented by the education offices in the governorates, bear a great responsibility in mitigating the effects of the conflict on education. Although these authorities suffer from structural divisions and work in extremely difficult and complex conditions, they are, after more than six years of conflict, responsible for protecting the educational system from further negative impacts. In this context, the education authorities should:

- Enhance the guidance and supervisory roles of education authorities over education under conditions of conflict, and enhance their role in academic guidance, in particular: monitor teacher performance, provide the minimum quality of education, and achieve basic educational goals.
- Support partnerships between parents and schools through Parents Associations.
- Encourage schools to exempt IDPs from school fees.
- Address obstacles that hinder the enrollment of displaced students in schools in host communities, especially with regard to registration and documentation procedures.
- Encourage teachers to promote peace and tolerance in their teaching practices.
- Organize consultation meetings with representatives of the Parents Council and to determine the most effective ways to eliminate the phenomenon of school violence, and to prevent the transmission of violence from the surrounding environment into school.
- The supervisory bodies affiliated with the Ministry of Education should seriously follow up with primary and secondary schools and activate the role of the "social guide." They should choose the best specialists in the field of educational guidance and awareness raising to carry out this task, which is one of the most important tasks carried out in school, especially in areas where violence is prevalent.

- Concerned authorities in the ministry or its offices should follow up regarding the phenomena of corporal punishment and verbal abuse in schools. These authorities should activate the regulations and laws that prohibit this type of punishment, and adopt modern methods targeting the modification of student behavior by motivation and encouragement rather than punishment.
- Dedicate sufficient resources to education in Yemen, including providing sufficient resources to ensure public schools can remain open and ensure the payment of teacher salaries.

Third: To the Warring Parties

- Stop all forms of attacks on schools.
- To ensure education can continue, do more to ensure schools, educational facilities and the areas around them are safe, including removing military barricades and checkpoints, and prohibiting the use of weapons, in the vicinity of schools and educational facilities; respecting the civilian status of schools; and, in areas near schools witnessing clashes, ensuring safe passage for students, teachers and education workers away from the area.
- Immediately stop targeting, threatening, harassing and interfering with students, teachers, and education workers, including for expressing their opinions.
- Commit to abiding by the Safe Schools Declaration, which the internationally recognized Yemeni government signed in October 2018, and rigorously implement the Safe Schools Declaration's safeguards, and appropriately discipline those who fail to do so.
- Release civilian teachers who have been arbitrarily detained, and allow the return of civilian teachers arbitrarily expelled from their positions to their posts.
- Continue supporting the demands for teachers' salaries to be paid and advocate for the delivering of salaries to not be contingent upon finding a final and comprehensive political solution to the conflict.
- Create a joint and independent committee for crisis management in the field of education in emergencies.

Annexes

Interviews

Interview form: students from harmed and unharmed schools during the conflict

Field visit data

Day, date, and time of visit: ....

Place of visit: ....

Governorate: .... Region: .... Village: .... street: ....

Name of the field research team member: ....

Phone number: ....

Information about the school

School name: ....

School location: ....

Region where the school is situated: rural ....   urban ....

Type of school: primary: mixed .... secondary...............

Type of students: boys and girls ....boys only .... girls only ....

Damage from the conflict: damaged .... not damaged ....

Type of damage faced: ....

Education stopped in school because of damage incurred: stopped.........didn't stop..............

Interval of suspending education in school: semester1............ semester2..................

semesters............ ayear or more..................

Information about respondent

Name:……

Age:……

Gender: male…………female…………

Place of birth:……………………………………………………………………………………………

Current schooling stage: primary …………………… preparatory ……………secondary…………

Economic situation of family: limited incomemiddle-income…………………………

high income…………………………   poor…………………………

Job of parent: …………………………………………………………………………………………………

Income source: …………………………………………………………………………………………………

Household size (how many): 3 persons………………   4-7 persons…………

7 or more persons………………

Job (in case respondent works beside school):……………………………………………

Phone number (cell):……………………………… (possible to write number of a relative of student)

Interview questions

First: safe access to education/school

Question	Answer options				
Did you ever face harm while on the way to school or returning from it ?	Yes	No			
In case of "yes": what kind of threat was it ?	Kidnapping attempt	Close by hostilities	Exchang-ing fire nearby	Harassment from strangers	Other
Do you have fears of facing risks in the future upon going to school or during the trip back home ?	Yes	No	To some extent		
Did your family try to stop you from going to school out of fear of harm?	Yes	No			
Do you feel that the way to school is safe?	Yes	No			
Do you go through checkpoints on way to/from school?	Yes	No			
Do you see military or armed presence/mani-festations on way to/from school?	Yes	No			
Do you live far away from school?	Yes	No			
Do you face problems because of living far from school?	Yes	No			
What kind of problems? (can choose more than one)	Repeated delay to school	Facing penalties in school	Back home late	Lots of time lost	Other
Who do you go to school with?	Alone	With my siblings	With student neighbors	With a parent	With a relative
What means of transportation you use to commute to school?	Walking	Private means	Public means	School-run means of transportation	Other

Second: direct impact of the conflict

(only for students whose schools faced damage because of conflict)

Question	Answer options						
Did your school sustain direct damage due to the conflict?	Yes	No					
What threats did your school face?	Air raids	Shelling from hostilities	Military use of school	School in crossfire of hostilities	Use as refugee camp	Mines	Other
Did you face physical harm because of what happened at school?	Yes	No					
What physical harm did you face?	Limited injury	Substantial injury	other				
Did the school close/stop learning because of sustained damage?	Yes	No					
For how long did your school close?	Few days	Weeks	Months	Year or more			
Did you join another school while yours was closed?	Yes	No					
In case of "yes": was it a public school?	Yes	No					

Third: economic situation:

Question	Answer options				
Can your family sustain your studies financially?	Yes	No	To some extent		
Did you join a private school before?	Yes	No			
Do you get a daily allowance from your family?	Yes	No			
In case of yes: how much is your daily allowance?	Less than 100 Riyal	More than 100 Riyal	Riyal 500 or more		
Does your family pay extra charges for school?	Yes	No			
In case of yes: what kind of charges?	Teachers subsidies	Exam fees	School services	Uniform	Other
How much is the daily cost of commuting to/from school?	Less than 100 Riyal	More than 100 Riyal	Riyal 500 or more		
Do you get textbooks for free?	Yes	No			
Do you have siblings in school age?	Yes	No			
How many?	One	Two	Three	More than three	
Did you think of leaving school to look for work or have your family ask you to do so?	Yes	No			

Fourth: social impact

Question	Answer options					
Does your family encourage your schooling?	Yes	No	To some extent			
Did your family try to stop you from going to school?	Yes	No				
If yes: what was the reason?	Fear of me contacting harm	School is far away	Not able to cover costs	Believing that school is not important	Against girls education	Other
Does your family have interest in following up on your learning performance?	Yes	No	To some extent			
Is your family interested in understanding problems you face in school?	Yes	No	To some extent			
Does your family participate in school activities?	Yes	No	To some extent			
Does your school have a parents association?	Yes	No				
Do you think that it is important to keep educating under all circumstances?	Yes	No	To some extent			

Fifth: school environment (learning environment)

Question	Answer options			
Do you like your school?	Yes	No	To some extent	
Do you have good/close friends at school ?	Yes	No		
Does your school allow for having fun playing, parties, etc?	Yes	No		
Do you have fights with your colleagues?	Yes	No	Sometimes	Always
Does teacher treat you with respect?	Yes	No	To some extent	
Does teachers use corporal punishment beating during classes?	Yes	No	Sometimes	
Do you face verbal insults in school?	Yes	No	Sometimes	
Do you participate in some school activities?	Yes	No		
Did anybody from school invite you to participate in an extracurricular activity?	Yes	No		
If yes: what kind of activity?	Cleaning campaign in neighborhood	Cultural events	Demonstra-tion or rallies	Other
Did someone try to recruit you in school?	Yes	No		
Did someone try to encourage you or your friends to getting recruited?	Yes	No		
During morning assembly, does strangers come from outside school and talk to you?	Yes	No		
If yes: what do they talk about?				

Sixth: infrastructure and services

Question	Answer options		
Are their sanitary services/infrastructure in school?	Yes	No	
Are social services available?	Yes	No	
Are the toilets clean?	Yes	No	To some extent
Do you have clean drinking water in school?	Yes	No	
Is there clean food available through canteen?	Yes	No	
How many students are in your class?	Less than 25	to 50 25	More than 50

Seventh: Educational attainment

Question	Answer options			
What subjects you understand in class? Mention one or two subjects?				
Are the textbook's questions/activities solved in class?	Yes	No	Sometimes	
Do students get homework on a daily basis?	Yes	No	Sometimes	
Does the teacher go through homework after it is submitted?	Yes	No	Sometimes	
Do you get opportunity to participate and ask questions in class?	Yes	No	Sometimes	
Is there a quiet environment in class that helps you focus?	Yes	No	Sometimes	
Are educational aids used to help explain lessons (maps, figures, etc)?	Yes	No	Sometimes	
Is the lesson time used in explaining the lesson?	Yes	No	Sometimes	
Are all lessons in the curriculum explained?	Yes	No		
Do you get computer training in school?	Yes	No	Sometimes	
Does the school have a teacher for each subject?	Yes	No		
Are you absent from classes?	Frequently	Sometimes	On occasion	Never absent

Interview form with dropout students

Field visit data

Day, date, and time of visit:…………………………………………………

Place of visit:…………………………………………………

Governorate: ……….   Region:………. Village:………. street:……….

Name of the field research team member: ………………………………………………………

Phone number: …………………………………………………

Information about the dropped out student

Name: ……………………………………………………

Age: ……………………………………………………

Gender: male:……………… female:………………

Place of birth: ………………

Current school stage: primary:…………. preparatory:…………secondary:………….

Period of dropping out: less than a school year……………………………

more than a school year2 …………………or more years…………………

Current situation of the student: (working, not working?):

Job of parent: …………………

Income source: …………………

Household size (how many): 3 persons …………………4-7 persons …………………

7 or more persons …………………

Job (in case respondent works beside school): ………………………………………………

Phone number (cell): ……………………………………………

Information about respondent

Relative affiliated to the dropped out student: father…….mother…… brother……

sister……….. uncle………… (from mother or father side?)

Interview questions

Question	Answer options						
For what reason(s) did he leave school?							
Did his family agree to him leaving school?	Yes	No					

If yes: why?

Question	Answer options						
Can he return to school?	Yes	No					
Upon which conditions? (for the researcher: e.g.: better economic situation)							

Interview form with displaced students

Field visit data

Day, date, and time of visit: …………………………………………………

Place of visit: ……………………………………………

Governorate: Region…………Village …………..street………………

Name of the field research team member: ……………………………………………

Phone number: ……………………………………………

Information about respondent (displaced student)

Name: ………………………………………… Age: …………………………………….

Gender: male…………. female ………….

Region displaced from: ……………………………………………

Year of displacement:……………………………………………

School stage before displaced: primary………. preparatory………. secondary……….

Current situation of the student (working, and where?): works only…………

studies only…………. works and studies……….

Job of parent: ……………………………………………

Income source: ……………………………………………

Household size (how many): 3 persons…………….4-7 persons…………7 or more persons………….

Phone number (cell): ……………………………………………

Interview questions

Question	Answer options				
What are the reasons for displacement?					
Did your school before displacement sustain damage that led to suspending education?	Yes	No			
Did you rejoin school right after moving away from home?	Yes	No			
How long was it before you joined a school in host community?	Less than a semester	1 semester	1 school year	More than 1 school year	
What challenges did you face in trying to join school in host community? (can choose more than one)	Loss of official documents	Registration period ended	Economic situation of family	Procedural problems	Other
As a displaced student, does the school give you enough care?	Yes	No	To some extent		
Do you feel discrimination or inequality in treatment in school?	Yes	No	To some extent		
Did you make good friends in the new school?	Yes	No	To some extent		
Are you comfortable with the school environment?	Yes	No	To some extent		

Interview form for teachers from damaged schools

Field visit data

Day, date, and time of visit: ……………………………………………………………………

Place of visit: ……………………………………………………………………

Governorate: Region:…………… Village: …………… street: ……………

Name of the field research team member: ………………………………………………………………

Phone number: …………………………………………………………

Information about school where respondent works

School name: …………………………………………………………

School location: …………………………………………………………

Region where the school is situated: rural ……………… urban …………………

Type of school: primary ………… mixed ………… secondary …………

Type of students: boys and girls …………boys only…………girls only …………

Damage from the conflict: damaged………… not damaged …………

Type of damage faced: ………………………………………………………………………………

Education stopped in school because of damage incurred: stopped…….. didn't stop……..

Interval of suspending education in school: semester…………1 semester…………

2 semesters ………………………… a year or more………………

Information about respondent

Name: ....

Age: ....

Gender: male.......... female ....

Place of birth: ....

Social status: married............ unmarried............

Education: secondary school diploma ....   Bachelor degree............ N/A

Teaching in which stage: primary............ preparatory............ secondary............

Gender of students: boys............ girls............

Subject(s) taught: ....

Years of teaching experience: less than 1 year ....1-3 years ....3-5 years ....

5 or more years ....

Current teaching schedule: morning.......... afternoon ....

Source of income (in case of other source beside teaching, state it): ....

Size of family the respondent is responsible for: 3 persons .... 4-7 persons ....

7 or more ....

Phone number (cell): ....

Interview questions

Question	Answer options					
How many hours you teach per day?	hour 1	hours 2	hours 3	More than 3 hours		
Do you teach all components of the curriculum?	Yes	No				
Do you think that the conflict negatively impacted education?	Yes	No				
Does the conflict have impact on educational attainment of students?	Yes	No				
Does the conflict have impact on students' behavior in school?	Yes	No				
Does the conflict have impact on teachers?	Yes	No				
What are the most prominent impacts on teachers? (can choose more than one)	Economic impact	Social impact	Psychological impact	Security impact	Other	No
Are you inclined because of the current situation to practice another job?	Yes	No				
Does the current education under conditions of conflict help support special talents students have?	Yes	No				
Does it help students gain necessary knowledge?	Yes	No				
In your teaching, do you talk about peace and rejecting violence?	Yes	No				
Do you speak about political issues related to conflict?	Yes	No				
Do you think that curricula include biased content?	Yes	No	To some extent			
Do you think that educational entities fulfill their roles?	Yes	No	To some extent			
Does education officials send teaching supervisors to school?	Yes	No				
Does education officials listen to your opinions about problems with education?	Yes	No	To some extent			

What are the methods you use in education?						
Do you depend on memorizing in teaching?	Yes	No				
Do you encourage your students to have critical thinking?	Yes	No	To some extent			
Do you allow for discussions and questions in class?	Yes	No	To some extent			
How do you evaluate educational attainment of students in your subject? (researcher must assure the respondent that a general assessment is not needed: just his subject)	High	Average	weak	Very weak		
If your students' performance is weak or very weak, why in your opinion?						
How do you assess your students' understanding of information?	High	Average	weak	Very weak		
How do you assess their ability to memorize lessons?	High	Average	weak	Very weak		
How far do they interact and participate in class?	High	Average	weak	Very weak		
How are they committed to homework?	High	Average	weak	Very weak		
Did you notice spread of violent behavior among students?	Yes	No	To some extent			
Are they hard to keep quiet during class?	Yes	No	To some extent			
Does parents follow up on their kids' educational and behavioral performance?	Yes	No	To some extent			
Do you think that semester exams convey the real performance of students?	Yes	No	To some extent			
What are the problems, if any, with these exams?						
In your opinion, how can we lessen conflict impacts on education?						

War Of Ignorance

A field study of the impacts of armed conflict on access to education in Yemen 2020 - 2021

For more than six years, armed conflict in Yemen has caused escalating impacts on education. The conflict is still seriously adversely impacting education. The conflict has caused countless catastrophes that have impacted almost all elements of the education system, while very few structures, systems, and policies can be counted on in the struggle to save the future of education. The conflict itself is having an extremely adverse impact on children's rights, including the right to education. The conflict has led to the education system being undermined, thousands of children being deprived of the opportunity of education, and led to the fragmentation of educational policies among the various parties to the conflict.

This study deals with the multiple impacts of the armed conflict in Yemen since its outbreak in September 2014 on public education. Education is one of the most vital sectors, and has been seriously impacted by war. The study sheds light on the conflict's repercussions on the education system, the education process and the physical structure of education facilities and related infrastructure in a number of elementary and secondary schools in eight Yemeni provinces , in addition to Amanat Al Asimah. The study traces the impact of this on students and teachers through analyzing field data. The study also discusses the phenomenon of displacement tied to the armed conflict, in particular the displacement of students with their families. The study also discusses the phenomenon of school dropouts which rise extensively as the conflict continues.

This study contain group of recommendations to the international community as support the educational system in Yemen and call on the parties to the conflict to stop all forms of attacks on schools. The recommendations also call on education authorities in Yemen to bear a great responsibility in mitigating the effects of the conflict on education . The study also call on the warring parties in Yemen to stop all forms of attacks on schools and stop targeting students, teachers, and education workers.