

The Neglected Right

And The Phenomenon of Children
Dropout from schools in Taiz

Siaq Organization for
Youth and Development

2025



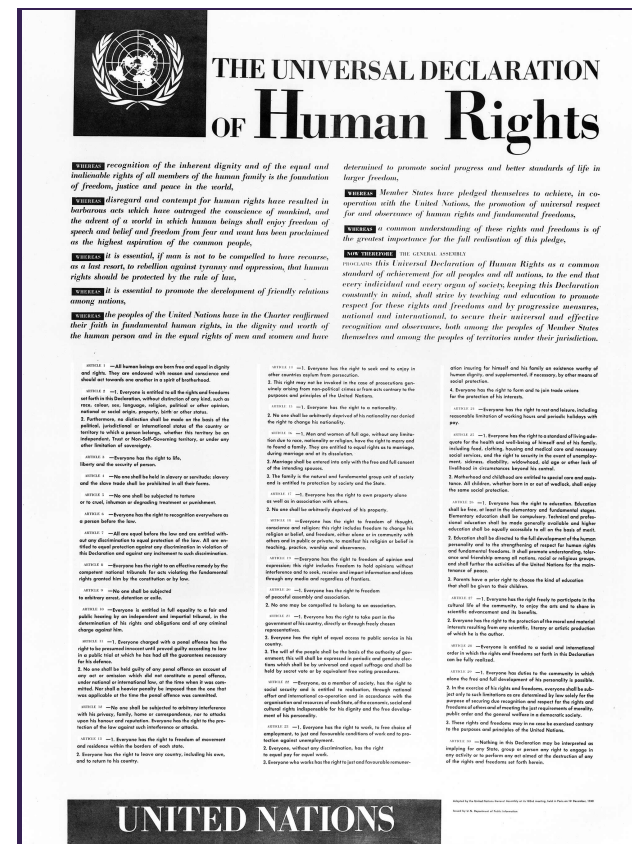
ARTICLE 26

01. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

02. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

03. Parents have a prior right to choose the kind of education that shall be given to their children.

More than 77 years after the publication of Article 26 of the Universal Declaration of Human Rights, 250,000 children in Taiz, Yemen, are still deprived of their right to education.

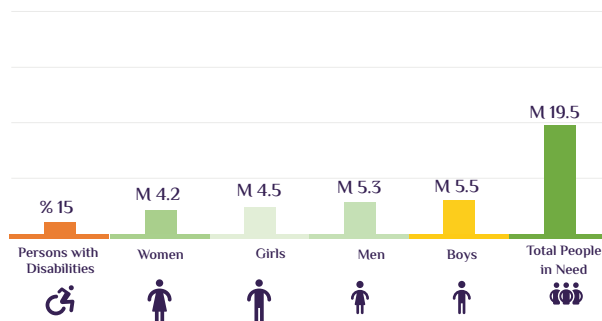


Yemen Humanitarian Needs Overview– 2025

Need by Sector

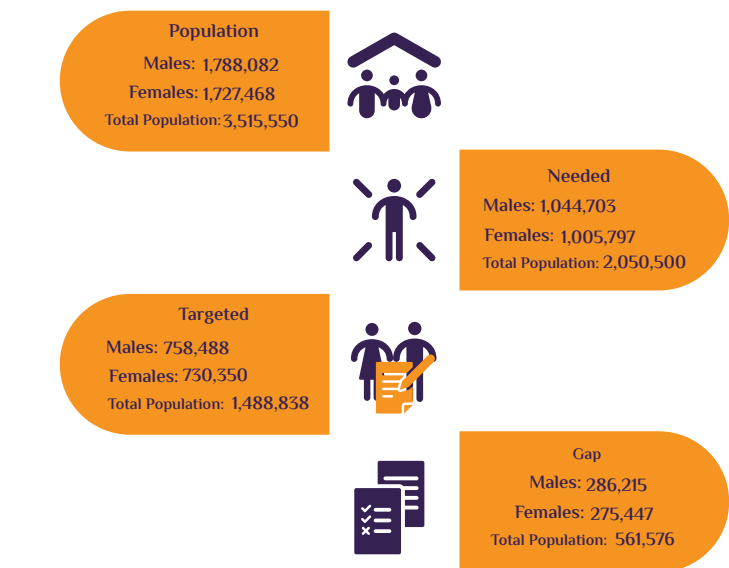


Need by Category

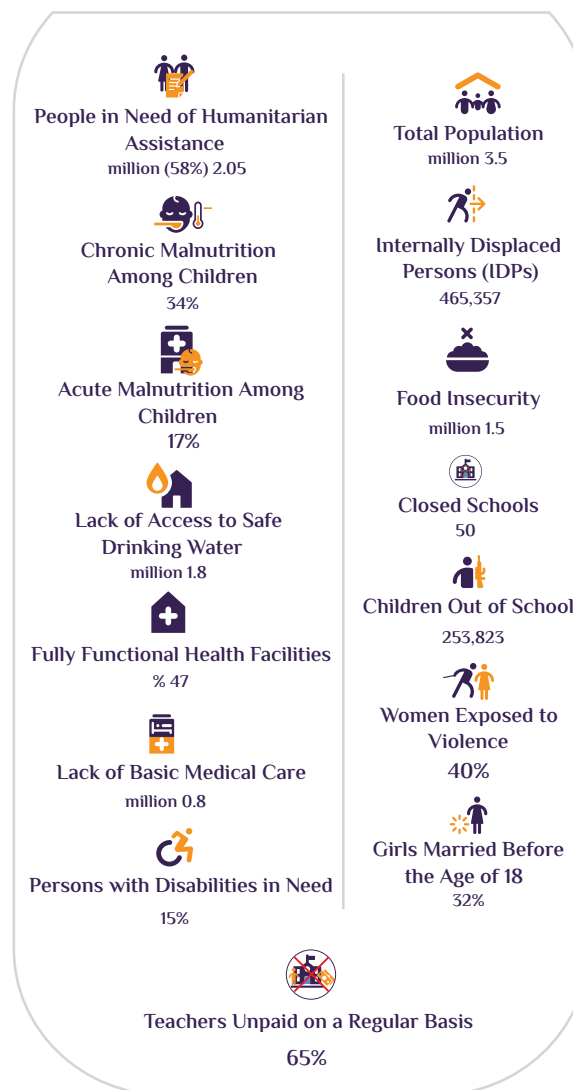


- Yemen continues to experience one of the world's worst humanitarian crises, with 19.5 million people in need of humanitarian assistance, including 15 million women and children. Food insecurity affects 17.1 million people, representing 49% of the population, while 55% of children under five suffer from chronic malnutrition. The crisis has also displaced 4.8 million people internally, making Yemen the fifth-largest internal displacement crisis globally.
- In the education sector, 3.2 million children are out of school (1.7 million boys and 1.5 million girls). Meanwhile, 40% of health facilities are either partially functioning or completely out of service. By the end of 2024, Yemen recorded 253,380 cases of cholera, resulting in 672 deaths. Additionally, 17 million people face severe shortages of clean water, increasing the spread of diseases and epidemics.
- Vulnerable groups are particularly at risk, with 6.19 million women and girls facing gender-based violence, while 90% of rural areas lack protective services. More than 5 million people with disabilities live under dire conditions, including 21% of children aged 5 to 17.
- Moreover, rising living costs threaten 308,000 people with eviction due to high rents, while 1.9 million displaced persons reside in unsafe locations, 40% of which are prone to floods and fires. Additionally, over 307,000 people lack civil documentation, and 43% of displaced children do not have birth certificates.
- Given these challenges, Yemen ranks 186th out of 191 countries on the Human Development Index, reflecting a severe decline in essential services and fundamental rights. Furthermore, it is the third most climate-vulnerable country in the world.
- All these humanitarian crises have had a catastrophic impact on the education sector, depriving 3.2 million children of schooling due to displacement, poverty, and the lack of essential services. The war has destroyed schools or turned them into shelters for displaced families, while food insecurity and malnutrition have weakened children's ability to learn and forced thousands of teachers to abandon their jobs.
- Additionally, shortages of water and healthcare services have contributed to the spread of diseases, forcing many students to drop out. Security risks have further exacerbated barriers to education, particularly for girls. With the continued collapse of the education infrastructure, lack of funding, and insufficient support, future generations face the threat of illiteracy and school dropout, deepening Yemen's development crisis.

Taiz Humanitarian Needs Overview– 2025



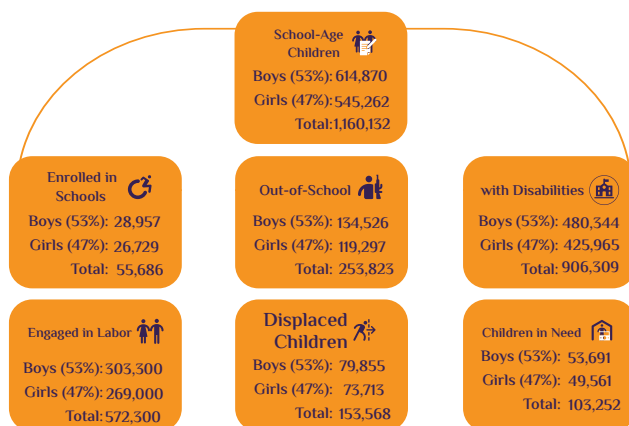
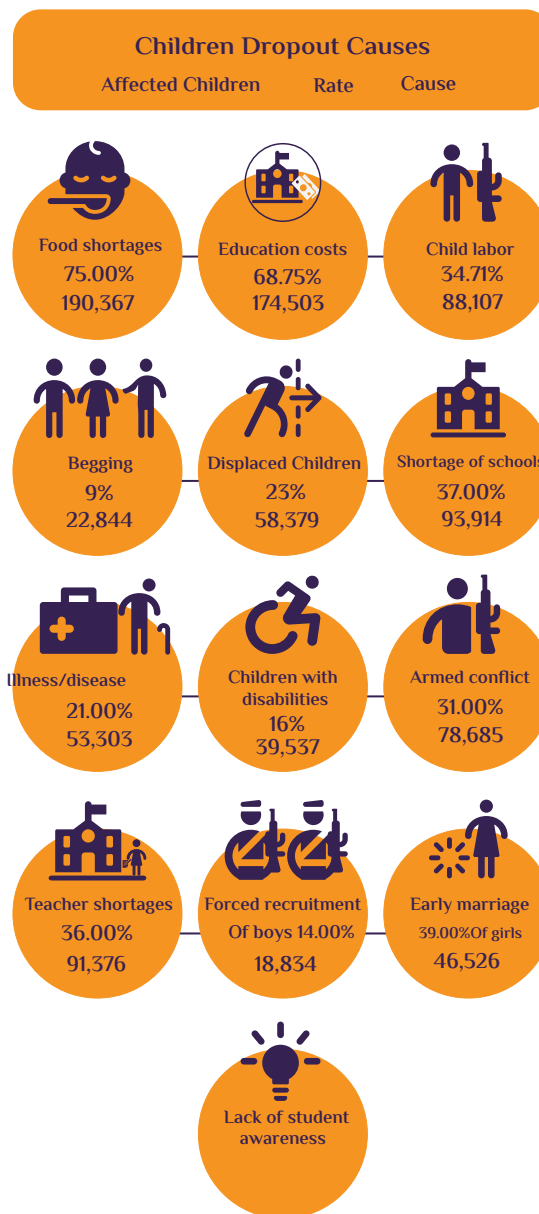
- Despite ongoing humanitarian efforts, Taiz remains in urgent need of further support. Over 58 international organizations and 128 local organizations are providing assistance, delivering 1.2 million food baskets, and giving 300,000 medical consultations in 2024. However, funding remains insufficient, with only 54% of the required humanitarian response budget secured.
- Given the critical humanitarian situation, greater coordination among stakeholders, increased funding, and improved access to affected areas are essential and strengthening livelihood support and resilience-building efforts is also crucial. As the conflict persists and economic conditions deteriorate, international intervention is urgently needed to stabilize Taiz and alleviate the suffering of its people.



- The ongoing conflict, which has severely worsened the basic needs of its 3.5 million residents with 2.05 million people (58% of the population) require urgent humanitarian assistance.
- The population is experiencing severe food insecurity, with 1.5 million people lacking sufficient food. Additionally, 34% of children under five suffer from chronic malnutrition, while 17% face acute malnutrition. A significant portion of the population also lacks access to safe drinking water, with 1.8 million people struggling to secure clean water, increasing the risk of disease outbreaks.
- The healthcare sector in Taiz is under immense strain, with only 47% of health facilities functioning at full capacity. Meanwhile, 800,000 people lack access to essential medical care, and mortality rates from infectious diseases continue to rise. The crisis has also led to the displacement of more than 465,357 people, many of whom are living in dire conditions without access to basic services.
- The education sector is in continuous decline, with 52 schools closed due to the conflict, leaving around 253,823 children out of schools. Additionally, more than 40% of teachers have abandoned the profession, turning to alternative jobs, military enlistment, or migration due to the economic collapse. This has severely impacted education quality, leading to the school dropout of over 92,000 children due to the shortage of teachers.
- On the social front, women and girls face growing risks, with 40% of women experiencing violence, and 32% of girls married before the age of 18 due to worsening economic conditions.

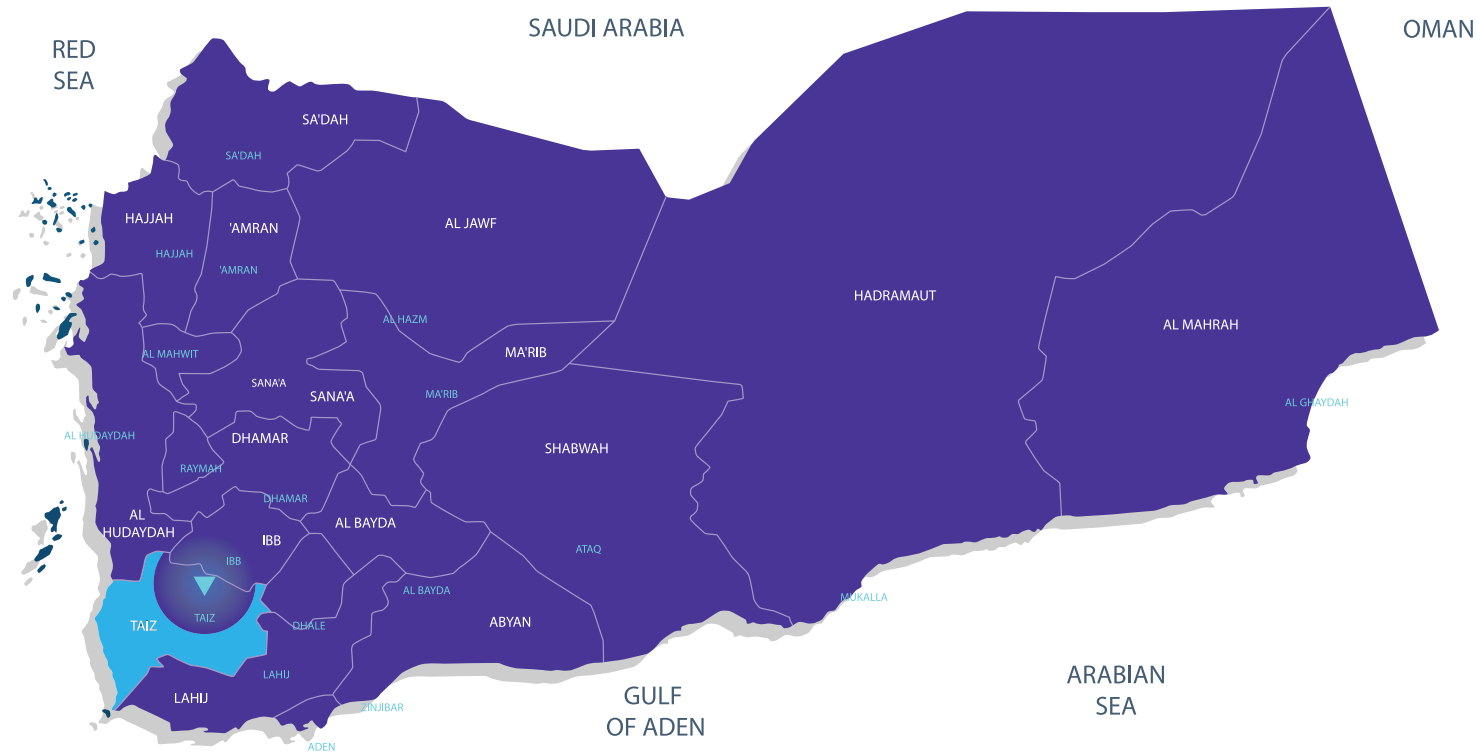
Public Education Situation in Taiz

- The children of Taiz today are not just bodies suffering from deprivation—they are souls withering away under the weight of hunger, forced recruitment, violence, bombings, landmines, child labor, begging, displacement, disease, poverty, and exploitation. Their future no longer rests on the foundation of rights but rather on charity and pity.
- This is not merely an educational crisis—it is a crime against humanity and a slow-motion genocide of an entire generation.
- Today, we are facing a catastrophe that cannot be ignored—one that demands urgent international intervention before an entire generation's childhood is erased.
- Rehabilitating schools, paying teachers' salaries, providing food for children, and ensuring a safe learning environment are the bare minimum needed to stop this bleeding.
- Will the world act in time, or will Taiz become a city without children, without education, and without a future?



- Today, Taiz is enduring an unprecedented and exceptionally difficult reality—one it has never witnessed before in its history. Who would have thought that a city once celebrated as a beacon of knowledge and culture would see its teachers stripped of their most basic rights, with even their last source of dignity—their salaries—being taken away?
- The year 2025 began with devastating blows to the city, marked by the suspension of teachers' salaries and the rapid collapse of the economy. For the first time in Yemen's history, the exchange rate of the US dollar soared to 2,300 Yemeni riyals, reducing a teacher's monthly salary to a mere \$26. Even worse, teachers in Taiz were deliberately excluded from the slight salary increase granted in other provinces to mitigate the soaring cost of living—as if their suffering were somehow less significant.
- With every school closes, another gateway to misery opens. Statistics reveal that 253,823 children in Taiz have been forced to leave school, not out of choice or laziness, but because of hunger and fear. Around 75% of children suffer from food shortages, while 68.75% of families cannot afford the cost of education. As days pass, childhood is being stolen, replaced by labor and survival struggles—34.71% of children have entered the workforce, shouldering the burden of supporting their families. Others face an even darker fate, forced into combat, begging, or even worse forms of exploitation
- For girls, the tragedy takes an even more painful turn. Many are married off into the unknown, under the guise of early marriage, where their childhood dreams dissolve into chains of forced responsibilities—small hands carrying burdens far beyond their capacity.

Problem Analysis



At the beginning of 2025, the number of school-aged children in the city of Taiz reached 1,160,132. Among them, 253,823 children remain out of school due to the ongoing effects of war, which hinder their ability to continue their education. This issue stems from economic, social, and security-related factors that directly impact their enrollment and retention in schools. This report aims to analyze the main causes of student dropout and shed light on the underlying drivers of this humanitarian crisis.

Methodology

This report adopts a comprehensive approach that combines both quantitative and qualitative analyses to understand the issue of school dropout in Taiz and its various dimensions. The following methods were used in the preparation of this report



Quantitative Analysis

Analysis of available statistical data on school enrollment and dropout rates, disaggregated by gender, age, and geographical area



Qualitative Analysis

Reviewing case studies and field reports highlighting the social and economic causes of school dropouts
Analyzing documented testimonies and field experiences from civil society organizations and key stakeholders in the education sector



Study Limitations and Challenges

Due to the complex humanitarian situation in Taiz, some statistics may be outdated or unavailable for all areas
Multiple sources were used to ensure balance and objectivity in the analysis



Research Challenges and Constraints

Access limitations: Difficulty in obtaining an extensive database on the status of teachers and students from the Taiz Office of Education



Data Sources and Information

- Reliance on official reports issued by international organizations such as OCHA, UNICEF, UNESCO, the World Bank, and the United Nations Development Programme (UNDP), as well as other international organizations, alongside government data and reports from the Taiz Office of Education
- Utilization of recent statistics on school dropout rates and the impact of economic and social factors
- Field interviews: Conducted with school principals and teachers in the districts of Al-Qahirah, Salah, and Al-Mudhaffar in Taiz
- Focus group workshops: Organized by Siaq Organization with representatives from the Taiz Office of Education, including school principals, administrators, social workers, members of parent councils, dropout students, and teachers (15 participants in total)
- Field meetings: Conducted with staff from the Taiz Office of Education
- Official statistics: Using data from the Taiz Office of Education

Focus Group Workshop on Children Dropout from schools in Taiz Governorate

Siaq for Youth and Development organized a workshop in Taiz Governorate to discuss the issue of children dropout from schools. The workshop was attended by representatives from the Education Office, school principals, members of parents' councils, teachers, social workers, and dropout students. The main objectives were to highlight the causes of school dropout, the influencing factors, and the potential solutions to mitigate the crisis.

Participants shared real-life experiences reflecting the severity of the issue. One of the most striking testimonies came from the deputy principal of Taiz Secondary School, who recounted an interaction with the father of a student who had been absent for over two weeks. The father's response was shocking:

"I need my son to help me in my grocery store. Putting food on the table is more important than school."

This was just one example of the harsh reality many children face, where they are forced to leave school to support their families. Several other testimonies during the workshop further emphasized that the education sector in Taiz city is grappling with deep-rooted crises that go beyond what is publicly visible.

Key Causes of School Dropout

The workshop also examined other factors contributing to school dropout, including:

- Children recruitment in armed conflicts
- Early marriage
- Begging and extreme poverty
- Violence within schools

Some teachers pointed out that the worsening economic situation has negatively affected their mental well-being, which, in turn, has strained their relationship with students. As a result, some schools have become unwelcoming environments due to verbal and physical violence against children.

One dropout student shared his heartbreaking experience; "I had to work to support my family." These few words encapsulate the tragic reality of thousands of families for whom education has become an unaffordable luxury in the struggle for survival.

Warnings of an Educational Catastrophe and an Unsafe Learning Environment

Participants warned that the deteriorating economic and psychological pressures on teachers could turn the school environment into a "ticking time bomb." Increased frustration and stress among educators may fuel waves of violence that negatively impact students, making them resent school and potentially leading to long-term psychological trauma.

Key Recommendations

The workshop concluded with a call for urgent action, emphasizing the need for:

- Sustainable projects to improve the educational environment rather than temporary solutions.
- Financial and psychological support for teachers to ensure stability in the education system.
- Strengthening the role of parents' councils and the local community in tracking dropout cases and reintegrating students into school.
- Economic support programs for impoverished families to prevent children from being pushed into the workforce at the expense of their education.
- Community awareness campaigns on the dangers of school dropout, particularly regarding early marriage and child labor.
- This workshop served as a wake-up call to the urgent need for intervention before the situation worsens, threatening the future of an entire generation.

The Role of Parents' Councils

Participants also discussed the vital role of parents' councils in combating school dropout. They emphasized the importance of raising community awareness about the causes and consequences of the issue while also helping schools address various challenges. These councils play a crucial role in supporting school administrations, engaging with decision-makers, and mobilizing community resources to assist teachers. Furthermore, the workshop underscored the need to activate the role of school social workers to monitor at-risk students and provide the necessary support to prevent them from dropping out.

Economic Reasons



3. Child Labor (34.71%)

Approximately 88,107 children are forced into labor to help their parents or support their families, often at the expense of their education, especially given the worsening economic conditions. Some children attempt to finance their own schooling, but work frequently prevents them from continuing their studies. Additionally, the urgent need for food serves as a key driver pushing children into the labor market, making education a secondary priority. These factors contribute to the worsening school dropout crisis and the vicious cycle of poverty and illiteracy.

Tackling child labor requires economic empowerment programs for families, enforcement of child protection laws, and initiatives that offer financial incentives for children to stay in school.



2. High Cost of Education (68.75%)

Approximately 174,000 students struggle to afford education costs, with 68.75% of families unable to cover expenses related to transportation, tuition fees, school meals, and uniforms. Basic necessities such as school bags, notebooks, textbooks, and stationery become additional burdens on families living in poverty. This financial strain forces many children to drop out of school in search of work opportunities or due to their inability to meet educational requirements.

This crisis necessitates urgent humanitarian interventions, including scholarships, support for school supplies, and the expansion of social protection programs to ensure children continue their education.



1. Food Insecurity and Livelihood Challenges (75%)

870,000 children Out of 1.2 million children in Taiz Governorate suffering from food insecurity due to the deteriorating economic situation, food shortages, and insufficient emergency humanitarian response. Many families are unable to send their children to school as they prioritize securing daily sustenance. Food insecurity affects 75% of households, forcing 190,367 children to drop out either in search of food or due to their weakened ability to learn caused by malnutrition. Hunger negatively impacts students' concentration and academic performance, increasing the likelihood of school dropout. Furthermore, poverty and the lack of humanitarian support limit families' ability to cover education costs, such as tuition fees and school supplies, sometimes pushing them to send their children to beg instead of attending school.

Addressing this crisis requires urgent interventions, including school feeding programs, financial support for impoverished families, and ensuring children remain in education without economic barriers



4. Begging (9%)

More than 22,844 children are forced into begging to secure food or support their families, depriving them of their right to education and increasing school dropout rates. This situation reflects the severity of the economic crisis families face, where the struggle for survival takes precedence over education. Additionally, child beggars are exposed to exploitation and violence, further exacerbating their suffering. Reducing this phenomenon requires strengthening social protection programs, providing alternative economic opportunities for poor families, and ensuring children are integrated into a safe and sustainable educational environment.

Political and Security Disasters



1. Armed Conflicts and the Destruction of Education (31%)

Approximately 78,685 students are directly affected by the armed conflict, which remains one of the most significant challenges contributing to school dropouts in Taiz. Children trapped in conflict zones face landmines, frontlines, shelling, and snipers, making their journey to school life-threatening. The escalation of violence has led to the destruction of schools and their conversion into military sites, forcing thousands of children out of the education system. In these dire conditions, education has become a direct victim of war, necessitating urgent humanitarian responses focused on protecting schools and ensuring children's safe access to education.

Proposed Solutions:

- Implement school protection programs to prevent their use as military bases.
- Establish safe routes for children to attend school.
- Integrate psychosocial support programs to help affected students recover from trauma.
- Mobilize international efforts to hold accountable those responsible for attacks on schools.



2. Displacement (23%)

About 58,379 displaced students struggle to access education due to forced displacement, as children are often forced to leave their schools behind and face a lack of educational infrastructure in displacement camps. Additionally, poor health and environmental conditions in these camps further impact their ability to learn. Families dealing with food insecurity prioritize basic survival needs over education, while the lack of financial resources prevents them from enrolling their children in schools or providing necessary supplies, exacerbating school dropout rates.

Proposed Solutions:

- Strengthen emergency education programs for displaced children.
- Improve basic services in displacement camps, including health, sanitation, and school facilities.
- Provide financial support and educational materials to displaced students.
- Establish alternative learning spaces to ensure continued education despite displacement.



3. Forced Recruitment (14%)

Forced recruitment of boys is one of the most alarming humanitarian crises, leading to the exploitation of more than 35,000 children and depriving them of their fundamental right to education. Economic hardships, rising living costs, and salary suspensions have driven many families to risk their children's lives by accepting recruitment as a source of income. According to UNICEF and OCHA reports, thousands of children in Yemen face recruitment risks due to the lack of economic and educational alternatives.

Proposed Solutions:

- Implement urgent rehabilitation programs for child soldiers.
- Provide economic support to families to reduce recruitment incentives.
- Strengthen child protection programs and laws preventing child recruitment.
- Reinforce education reintegration initiatives for formerly recruited children, ensuring they have a safe and secure future.

Health and Psychological Reasons

1. The Impact of Illness on School Dropout Amid Conflict and Economic Crisis (21%)

Approximately 53,303 children in Taiz suffer from health issues that hinder their ability to continue their education. Among them, 33,046 children (62%) face physical illnesses, either chronic or caused by war, while 20,255 children (38%) suffer from psychological disorders due to conflict and displacement.

Years of armed conflict have led to the collapse of the health-care system, making children more vulnerable to both physical and mental illnesses. Factors such as harsh living conditions, malnutrition, widespread diseases, trauma from violence and displacement, and the loss of one or both parents have severely impacted children's mental and physical well-being. These challenges have led to increased rates of depression, anxiety, and post-traumatic stress, preventing many children from concentrating or integrating into the school environment.

As a result, school dropout rates have risen significantly, especially with the lack of salaries and the high costs of medical treatment, which prevent many families from accessing health-care services for their children. The shortage of psychological support programs and specialized mental health centers further exacerbates the crisis.



Proposed Solutions:

- Establish school-based medical and psychological support programs.
- Provide free healthcare services for children affected by conflict and displacement.
- Increase humanitarian aid and mental health support initiatives for war-affected students.
- Integrate psychosocial support and trauma recovery programs into schools.
- Raise awareness about the importance of mental health care to prevent school dropouts.

Educational and Administrative Infrastructure

i. Difficulty in Accessing Schools

A total of 93,914 children face challenges in accessing schools due to:

- Insufficient schools
- Schools completely destroyed by conflict: 52 schools
- Partially damaged schools: 95 schools
- Turning some schools to displacement sites or military bases
- Lack of educational facilities (bathrooms, classrooms, expansion areas)



The shortage of schools is one of the primary reasons for student dropouts in Taiz. Estimates indicate that 36% of dropout children face difficulties due to the lack of a suitable learning environment. This is attributed to several key factors related to infrastructure and security conditions in the city.

2. Difficulty in Schools Access

Even in areas where schools exist, students face significant challenges in reaching them due to poor roads or unsafe travel conditions. Some schools are situated in rugged terrains or require long walking distances, posing a major challenge for younger students and girls. Some students walk between 5 to 10 kilometers daily to attend classes.



1. Insufficient Number of Schools

Many areas, particularly rural regions and displacement zones, suffer from a complete lack of schools or schools being located far from students' residences. According to local reports, around 40% of children in remote areas are unable to enroll in school due to the absence of nearby educational institutions, forcing them either to drop out or never start their basic education



3. Schools Destroyed or Partially Damaged by War

The ongoing war in Taiz has severely damaged educational infrastructure. Reports indicate that:

- More than 52 schools have been completely destroyed.
- Around 95 schools have suffered severe damage, rendering them unusable.
- Some schools that have not been completely destroyed remain partially damaged and lack proper maintenance, making the learning environment unsafe and unsuitable for students.

4. Schools Used as Displacement Sites or Military Bases

- Displacement Sites: Due to mass displacement and the lack of shelter for displaced families, some schools have been repurposed to host displaced people. This has deprived students of access to their schools and led to severe overcrowding in other schools, resulting in an uncomfortable learning environment and a decline in education quality.
- Military Sites: Some schools have been converted into military facilities or are located near conflict zones, making them unsafe for students due to their proximity to military operations or their use for non-educational purposes.

5. Lack of Essential Educational Facilities (Bathrooms, Classrooms, Adequate Spaces)

- An estimated 85% of schools in Taiz require rehabilitation due to severe shortages in essential facilities such as bathrooms, clean water, and adequate classrooms. Many schools:
- Lack sufficient or functional restrooms, making it difficult to accommodate large numbers of students, especially girls, who require a safe and suitable school environment.
- Suffer from severe overcrowding due to displacement and an increase in student numbers.
- Have overcrowded classrooms, with 80 to 120 students per class, which far exceeds normal capacity. This hinders effective teaching, lowers student performance, and increases dropout rates.

Consequences of School Shortages

Marginalization of Parents' Councils and Its Impact on School Dropout Rates

Parents' Councils play a crucial role in supporting the educational process and addressing the challenges that prevent children from enrolling and continuing their studies. However, the marginalization of these councils by educational authorities—whether due to the lack of supportive policies or weak coordination between the council and school administration—has exacerbated the problem of school dropouts.

By excluding the council from educational decision-making, its ability to find effective solutions for challenges such as lack of resources and difficulties reaching affected families is significantly limited.

Challenges Facing Parents' Councils

i. Teacher Shortage (36%)

A total of 91,376 students are affected by the shortage of teaching staff, making it one of the most significant challenges facing the education system in Taiz. This shortage has led to a decline in education quality and a rise in dropout rates. Estimates indicate that 36% of school dropouts attribute their decision to the absence of qualified teachers. Several key factors contribute to this crisis:

1. Low and Irregular Salaries

Teachers face severe financial hardships due to low and inconsistent wages. Reports indicate that some teachers have not received their salaries regularly for years, forcing them to seek alternative income sources. The collapse of the exchange rate has further exacerbated their struggles—by February 2025, the exchange rate exceeded 2,300 Yemeni rials per US dollar, reducing teachers' earnings to approximately \$26 per month, an amount that is insufficient to cover basic living expenses.

2. Leaving the Teaching Profession to Secure Food

Amid the economic crisis, many teachers have left their jobs in search of alternative work to sustain their families. Estimates suggest that 40% of teachers in conflict-affected areas have switched to other jobs, such as working in markets or agriculture, as their salaries no longer cover the rising cost of living.

3. Shortage of Qualified Human Resources

Internal and external migration, combined with security concerns, has led to a significant decline in the number of qualified teachers. Statistics indicate that 19% of the

- The absence of legal frameworks that strengthen the council's role in solving educational challenges negatively affects its sustainability and effectiveness.

4. Impact of Conflict and Economic Crisis

- In war-affected areas such as Taiz, councils face greater challenges, as they must respond to issues related to displacement and the deterioration of school infrastructure.
- Poverty makes education a secondary priority for many families, increasing dropout rates—especially as Parents' Councils lack the capacity to provide adequate support to students in need.

5. Physical and Mental Health Issues

- The harsh living conditions, combined with psychological stress from the ongoing conflict, have negatively impacted teachers' health and well-being.
- 60% of teachers suffer from mental health issues such as depression and anxiety, leading some to abandon teaching.
- The deterioration of healthcare services has left many teachers unable to continue working due to untreated physical illnesses caused by low income and high medical costs.
- A UNICEF report previously indicated that 3% of teaching staff in Yemen have been killed or injured due to violence.
- According to the World Health Organization's 2023 report, 25% of teachers suffer from illnesses related to malnutrition or lack of access to healthcare.

iii. Shortage of School Textbooks Amid Conflict and Economic Crisis (95%)

The war and armed conflict in Taiz have led to the collapse of the education system, with the halt in textbook printing depriving 241,132 students (95% of the student population) of access to schoolbooks, according to the Taiz Education Office.

The crisis has worsened due to mismanagement, corruption, and lack of oversight, which have resulted in books being leaked to the black market and their prices soaring, making them unaffordable for many impoverished families. In the face of economic deterioration and unpaid salaries, parents struggle to provide even basic school supplies, further increasing the risk of school dropouts.

Ensuring fair and equitable access to textbooks is a critical humanitarian necessity to uphold children's right to education.



iv. Children with Disabilities Facing Educational Neglect (8.6%)

Even before the war, children with disabilities faced educational isolation due to poor educational infrastructure and weak governmental support. However, the war has exacerbated their suffering by destroying what remained of specialized schools and halting support programs, making it even more difficult for over 39,000 children with disabilities to access appropriate education.

The shortage of specialized teachers and the lack of inclusive education policies have significantly worsened the crisis, leaving children with disabilities more vulnerable to marginalization and school dropouts. This makes them the most affected group within the educational system.

Given the growing humanitarian need, an urgent intervention is required to promote an inclusive educational environment. Ensuring inclusive education for all demands the provision of accessible school facilities and sustainable support programs, ensuring that these children have equal opportunities for education, social integration, and human protection



Marginalization of Parents' Councils and Its Impact on School Dropout Rates

Parents' Councils play a crucial role in supporting the educational process and addressing the challenges that prevent children from enrolling and continuing their studies. However, the marginalization of these councils by educational authorities—whether due to the lack of supportive policies or weak coordination between the council and school administration—has exacerbated the problem of school dropouts.

By excluding the council from educational decision-making, its ability to find effective solutions for challenges such as lack of resources and difficulties reaching affected families is significantly limited.

Challenges Facing Parents' Councils

1. Lack of Awareness About the Council's Importance

- Many parents and teachers are unaware of the council's role, leading to low participation in meetings and activities.
- The absence of a culture of partnership between families and schools hinders the implementation of initiatives aimed at improving the learning environment and reducing dropout rates.

2. Lack of Financial Support

- Parents' Councils struggle with limited financial resources, making it difficult to support struggling students by providing school uniforms, textbooks, or remedial lessons.
- The weak involvement of the private sector and community support in education further prevents these councils from executing impactful projects for underprivileged students

3. Poor Coordination with Educational Authorities

- The lack of clear mechanisms for collaboration between the council and schools reduces the council's influence, making it only advisory rather than a decision-making entity.
- The absence of legal frameworks that strengthen the council's role in solving educational challenges
- More than 52 schools have been completely destroyed.
- Around 95 schools have suffered severe damage, rendering them unusable.
- Some schools that have not been completely destroyed remain partially damaged and lack proper maintenance, making the learning environment unsafe and unsuitable for students.



Effects of Marginalizing Parents' Councils on School Dropout Rates

- Reduced awareness campaigns encouraging families to keep their children in school, leading to higher dropout rates.
- Lack of student attendance monitoring, allowing children to drop out without early intervention to address the root causes.
- Inability to advocate for financial and community support, making schools less appealing and further pushing students toward leaving school.
- Limited school activities and weak academic motivation make students lose interest in studying, especially in the absence of strong parental supervision.

The marginalization of Parents' Councils directly contributes to the rise in school dropout rates, which in turn leads to higher illiteracy and poverty levels in the long run. To prevent this, it is essential to:

- Empower Parents' Councils by actively involving them in educational decision-making.
- Provide financial and logistical support to strengthen their initiatives.
- Encourage private sector and community participation in supporting the education system.

Strengthening Parents' Councils is vital to ensuring a better educational future for children and reducing dropout rates in conflict-affected areas.

IV. Social Customs and Lack of Awareness



1. Early Marriage and Its Impact on Girls' Education (39%)

Statistics indicate that 46,526 girls have dropped out of school due to early marriage, which is driven by deep-rooted traditions and customs. Amid rising food insecurity and worsening poverty, many families resort to marrying off their daughters as a means of reducing financial burdens.

According to a report by the United Nations Population Fund (UNFPA), early marriage not only deprives girls of their right to education but also exposes them to long-term health and psychological risks. This crisis calls for urgent humanitarian interventions to:

Raise community awareness about the consequences of child marriage.

Strengthen protection programs for at-risk girls.

Enhance educational opportunities to keep them in school.

2. Lack of Student Awareness and Absence of a Supportive Environment (20%)



Data shows that 20% of dropout cases are linked to low awareness among children, affecting 50,764 students who lack adequate family and social support.

Children without guidance or a supportive family are at higher risk of being influenced by neglectful communities or falling into bad company, leading to disinterest in education. Reports from UNICEF and UNESCO emphasize the urgent need for:

Awareness programs to educate students on the importance of education.

Psychosocial and social support programs to ensure children remain engaged in a safe and sustainable learning environment.

The Need for Urgent Action



- Addressing these deep-rooted societal challenges requires a comprehensive approach, including:
- Stronger legal frameworks to combat early marriage.
- Community-based education campaigns to shift societal attitudes.
- Economic support programs to reduce financial pressures on families.
- By tackling these issues, we can protect children's right to education and create a more equitable future for the next generation.

Deficit and Needs in the Education Sector



Functional Public Schools

(%) Rate of Change	Change	2024	2014
7.72%-	117-	1,399	1,516



Classrooms

(%) Rate of Change	Change	2024	2014
7.72%-	1,174-	14,033	15,207



Laboratories

(%) Rate of Change	Change	2024	2014
7.71%-	32-	383	415



Students

(%) Rate of Change	Change	2024	2014
46.22%-	+366,686	+1,160,000	793,314



Teachers

(%) Rate of Change	Change	2024	2014
28.7%-	9,184-	22,816	32,000

Education as a Fundamental Human Right and Its Role in Achieving Sustainable Development Goals (SDGs)

Education is a fundamental human right and one of the key pillars for achieving the Sustainable Development Goals (SDGs), particularly Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." However, field data indicates significant gaps in infrastructure and human resources, which hinder the realization of this goal by 2030, as outlined in the United Nations Sustainable Development Plan. This section provides a concise overview of the educational sector's deficits and needs between 2014 and 2024, linking them to UN initiatives such as the Education First Initiative, the Global Partnership for Education (GPE), and UNESCO's Global Education Monitoring (GEM) Report.

The Shortage of Teaching Staff and Its Impact on SDG 4

According to educational sector data, the number of teachers has decreased by 28.7%, dropping from 32,000 teachers in 2014 to 22,816 teachers in 2024 (actively engaged in the teaching process), while student enrollment has surged by 46%, adding new 366,686 students.

Implications of the Teacher Shortage on Education According to the UN Agenda

- This deficit contradicts Indicator 4.c.1 of the Sustainable Development Goals, which emphasizes the need to increase the number of qualified teachers by 2030.
- Addressing the current situation requires strengthening programs such as UNESCO's Teacher Task Force (TTF) and Teaching

The Deficiency in Educational Infrastructure and Its Impact on Quality Education

Over the past decade, despite the significant increase in student numbers, more than 117 schools have been rendered completely or partially inoperative, either due to bombardment, destruction, or their use for military purposes and displacement shelters. This severely hinders access to inclusive education (Target 4.1). Additionally, 95 schools have been partially damaged, highlighting the urgent need for rehabilitation through school infrastructure restoration programs supported by the World Bank and the United Nations.

- Achieving Indicator 4.a.1, which calls for safe and inclusive learning environments, necessitates investing in reconstruction and recovery projects implemented by the United Nations Office for Project Services (UNOPS) in collaboration with local governments.
- Support from organizations such as the United Nations Development Programme (UNDP) can be mobilized to accelerate school rehabilitation efforts, leveraging successful post-conflict recovery experiences from other countries.

Proposals and Recommendations

Rising Student Enrollment and the Need for Educational Expansion

The student population has surged by 46%, reaching 1,160,000 students, leading to severe classroom overcrowding. Meanwhile, there has been a 7.72% decline in the number of classrooms and laboratories, contradicting the demographic expansion in the country's most densely populated province. Overcrowding threatens Indicator 4.2, which focuses on Profession Enhancement Programs, which aim to increase the number of well-trained educators.

Expanding partnerships with UNICEF, which implements projects to support teachers in developing countries through financial incentives and continuous professional development, is essential.

ensuring a safe and suitable learning environment for children.

To address this challenge, greater investment in classroom expansion is needed through initiatives such as the International Finance Facility for Education (IFFEd), a solution backed by the World Bank and UNICEF.

Issue	Proposed Intervention	Participating Entities (Examples)
1. Food insecurity among poor families and the need for child labor	<ul style="list-style-type: none"> -Provide monthly food baskets. -Implement cash-for-work programs to support household income. -Offer conditional cash grants for families in need to keep children in school. -Support economic empowerment projects for women and poor households. -Provide microfinance for income-generating projects. -Establish temporary shelters offering food and education for child beggars. -Integrate families into the labor market through entrepreneurship training for parents. 	UNDP, ILO, WFP
2. Difficulty in affording educational supplies	<ul style="list-style-type: none"> -Expand school feeding programs in partnership with the WFP. -Provide school bags and uniforms for children in need, along with textbooks. -Offer free scholarships for children from poor families. -Implement a free school bus project. -Full exemption from fees in conflict-affected areas. - Comprehensive school feeding program with daily hot meals. 	WFP, UNICEF, Yemen's Ministry of Education, Local and international humanitarian organizations
3. Armed conflict	<ul style="list-style-type: none"> -Implement mine clearance projects to remove explosives from areas around schools and install warning signs. -Launch mine risk awareness programs using "Education for Protection" tools. -Implement the Safe Schools Project in collaboration with UNMAS. 	UNMAS, The HALO Trust, UNHCR
4. School destruction and weak educational infrastructure	<ul style="list-style-type: none"> - Rebuild and rehabilitate war-damaged schools. - Add sanitary facilities and classrooms according to "child-friendly schools" standards. -Establish alternative schools or temporary classrooms for displaced children. - Print and distribute textbooks for schools, teachers, and dropout students. -Launch an educational printing press project to produce low-cost textbooks. -Launch an educational printing press project to produce low-cost textbooks. 	UNESCO, UNOPS, World Bank, EU

5. Teacher shortages, salary cuts, currency collapse, and high living costs	<ul style="list-style-type: none"> -Provide monthly financial incentives for teachers. -Implement training and capacity-building programs for teachers. -Hire substitute teachers to fill staff gaps. -Offer free health insurance for teachers along with psychological support sessions for those affected by war and economic crises. 	Ministry of Education, Global Partnership for Education(GPE), Educational Institutions, Education International(EI), UNICEF	10. Lack of health and psychological services for children in schools	<ul style="list-style-type: none"> - Establish school health clinics to provide medical services. - Expand school feeding programs to combat malnutrition. - Provide child protection and psychosocial support (PSS) programs and centers. - Launch mobile health clinic projects for emergencies. - Train teachers to conduct weekly psychosocial support sessions using "therapeutic education" tools. 	WHO, WFP, UNICEF, MSF
6. Violence in schools, bullying, and mistreatment	<ul style="list-style-type: none"> - Implement safe learning programs to reduce violence. - Activate child protection systems in schools - Train teachers on psychological and social support for students. 	UNICEF, Child protection organizations, Ministry of Education	11. Neglect of education for children with disabilities	<ul style="list-style-type: none"> - Provide specialized educational programs for children with disabilities. - Train teachers on inclusive education methodologies. - Establish specialized centers offering educational and rehabilitation services. - Build specialized schools equipped with elevators, wide corridors, and assistive technology (AT) tools such as Braille screens and auditory aids. 	UNICEF, Ministry of Education, Handicap International, GIZ, Save the Children
7. Use of schools for military purposes and conflict-related impact on education	<ul style="list-style-type: none"> - Strengthen the Safe Schools Initiative to prevent military use of schools. - Conduct mine risk awareness campaigns in schools and affected communities. - Negotiate with conflict parties to establish safe educational zones. 	UNESCO, ICRC, Yemeni Government, Human Rights Organizations, UNHCR	12. Weak policies and legal frameworks for education protection	<ul style="list-style-type: none"> - Enforce laws mandating basic education to enhance child protection policies within the education system. - Develop mechanisms to track dropouts and reintegrate them into schools. - Engage civil society organizations in monitoring aid distribution through the "Community Monitoring Dashboard" developed by UNDP. - Establish Parent Committees in every school to report corruption and dropout cases. 	Yemeni Government, Ministry of Education, Civil Society Organizations, Human Rights Groups, UNDP
8. Child recruitment in armed conflicts	<ul style="list-style-type: none"> - Implement rehabilitation programs for former child soldiers. - Launch community awareness campaigns on the dangers of child recruitment. -Provide economic alternatives such as vocational education and scholarships. Sign agreements with warring parties to release recruited children and reintegrate them into schools. 	UNICEF, UNHCR, Ministry of Social Affairs and Labor	13. Weak international partnerships in education support	<ul style="list-style-type: none"> - Collaborate with the World Bank, UNICEF, and UNESCO to secure funding. - Launch emergency education programs to ensure continuity of learning. - Strengthen cooperation with the private sector to support education projects. 	World Bank, UNICEF, Local and international private sector
9. Lack of parental and community awareness of the importance of education	<ul style="list-style-type: none"> - Organize awareness campaigns through partner organizations. - Conduct workshops for parents to highlight the importance of education. - Establish and activate Parent-Teacher Associations (PTAs) to strengthen school-community engagement. 	Ministry of Education, Local and international media, Community organizations			

Recommendations

- Implement new financing programs under the "Smart Schools Initiative", supported by the United Nations, which integrates modern infrastructure with technology in education.
- Strengthen partnerships between local governments and the Global Partnership for Education (GPE) to support the construction of additional schools.
- Direct funding from the World Bank and the World Food Programme (WFP) toward school reconstruction projects.
- Enhance collaboration with UNESCO's "Rebuilding Schools in Crisis" Initiative to ensure the sustainability of maintenance and rehabilitation efforts.
- Launch teacher training programs in cooperation with the Global Partnership for Education (GPE) to bridge the current gap.
- Increase funding allocated to teacher welfare programs within the budgets of Education Cannot Wait (ECW) to ensure a conducive working environment and incentivize the recruitment of new teachers.

Conclusion

The issue of school dropout in Taiz is not merely an educational challenge but a humanitarian crisis that demands a comprehensive response. It is imperative that key stakeholders, including UN agencies such as UNICEF, UNESCO, WFP, and UNDP, implement sustainable projects that encompass school rehabilitation, financial support for families, and community awareness campaigns to ensure children return to classrooms.

The education sector faces significant challenges, including teacher shortages, school closures, and weak infrastructure, all of which hinder progress toward Sustainable Development Goal 4 (SDG 4). By leveraging UN resources such as Education Cannot Wait (ECW), the Global Partnership for Education (GPE), and school reconstruction initiatives, it is possible to narrow the gap and achieve inclusive and sustainable education by 2030.

"Investing in education is not just a temporary solution; it is the foundation for sustainable development and a more stable future for Yemen's children."



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