



THE FORGOTTEN CRIME

A REPORT MONITORING THE EFFECTS OF THE WAR ON
EDUCATION SECTOR IN YEMEN

DURING THE PERIOD FROM 2014 TO 2020

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INTRODUCTION

Education is of the essence to the lives of individuals, society, and the state. Education trains the human mind on how to think and gives it the ability to distinguish between right and wrong and how to make decisions. Education is important in the life of society and the state as it moves societies forward towards progress and keeps pace with all new developments in technology and all aspects of life, and achieves the well-being and decent life of individuals, families, and societies. Education informs individuals of their rights and duties. Education has an important role in documenting the history of nations and peoples' cultures, protecting them from

extinction, raising the social status, and making the individual a measure of responsibility, except that the situation is completely different in Yemen. In this report, we will talk about the situation of primary and secondary⁽¹⁾ education in the country that has been intensified by wars for six lean years.

After Ansar Allah [Houthis] seized power at the end of September 2014, the education conditions worsened further. Though the education situation before that date was slightly acceptable, the repercussions of six years of war made it worse.

The war has doubled the burden and risks

(1) In our report, we review the violations that affected school education from the preliminary stage to the end of the secondary stage without going into the violations of university, technical and vocational education, for which we will single out an independent report in the future, because of the bifurcation and breadth of its topics for the researcher and the reader.

on school teachers and students, especially with the continuous denial of nearly three million Yemeni children from continuing their primary education due to the war, displacement,⁽²⁾ school enrollment challenges, the deterioration of living conditions, the loss of many Yemenis of their jobs, and the complete suspension of salaries to 170,000 teachers for four years in areas under the control of the Houthis, except for a small amount of money intermittently paid through UNICEF for a few months in areas under the control of the legitimate governorate.

‘Happy Yemen’ is experiencing the worst education conditions due to the actual burden imposed by the war waged by several parties. Shocking numbers that talk about nearly three million children who are deprived of education due to the closures and destruction of schools, the displacement of school students, and the transfer of hundreds of schools into military barracks or places of refuge. The reality of education in Yemen sucks, as the illiteracy rate reaches about 70% in rural areas and 38% in cities.

This report is divided into the following chapters:

Chapter I: The direct violations affecting the educational process in Yemen during wartime, in which we will refer to the reality of education in some governorates controlled by Ansar Allah [Houthis], for example, the governorates (Al-Jawf, Amran, Al-Bayda, Al-Mahwit, Hajjah).

Chapter II: The indirect violations affecting the educational process during wartime

Chapter III: The reality of education within the legitimate government’s controlled areas. We will address the reality of education in some governorates of Aden, Taiz, Shabwa, and West Coast districts.

(2) According to reports issued by UNICEF and UNESCO in early 2020.

METHODOLOGY

The American Center for Justice (ACJ) strongly affirms its commitment to the methodology in force under the international standards, the most important of which are transparency, independence, impartiality, objectivity, professionalism, and confidentiality, in accordance with the basic principles for which ACJ was established.

In this qualitative report, ACJ was keen to monitor and explain all the violations committed in Yemen by all parties to the conflict and accessed by the monitoring team. Such violations are related to the educational process and associated matters during the period of the ongoing war in vast areas in Yemen for six years.

ACJ, through its monitors who are based in different governorates in Yemen, conducts field visits and interviews with the victims and their families and listens to the statements of the whistleblowers directly or through social media if this is not possible. ACJ also communicates with those in charge of official educational institutions and listens to them about the damage and violations, whether directly or indirectly, that have affected the educational process during wartime.⁽¹⁾

(1) During the preparation of this report, the American Center for Justice (ACJ) has held several meetings with government officials in the education sector and principals of public and private schools. In the meetings, many inquiries about the reality of education and the damage it suffered during wartime were addressed.



CONTEXT

For nearly six years, Yemen has been witnessing a bloody conflict that left thousands of dead and wounded from all segments of society, including teachers, education staff and school students. The war also caused widespread destruction of the state's infrastructure. Education is one of the sectors most affected by the war directly or indirectly. During wartime until the date of writing the report, those conflicts produced a number of entities and groups besides the legitimate authority in the country.

Sana'a and the neighboring northern governorates, such as Sa'ada, Hajjah, Amran, Al Mahwit, Dhamar, Ibb, Al Bayda,

and Raymah are under the control of Ansar Allah [Houthis] which declared its commitment to all agreements ratified by Yemen through its response to the report of the UN team issued at the end of 2019.

The legitimate government forces, led by President Hadi, control Shabwah, Hadhramaut, Al-Mahrah, Marib, and parts of Taiz and Hajjah governorates.

The governorates of Taiz, Hodeida, Al-Jawf, parts of Marib and Al-Bayda, and parts of Al-Dhale are currently considered areas of clashes, and each party to the conflict controls parts of those governorates.



The southern governorates of Aden, Lahj, Al-Dhale, Abyan and Socotra Island are subject to the UAE-backed Transitional Council, which fought an armed conflict with the legitimate government forces in August 2018. The conflict ended with the control of the Transitional Council over those governorates. The Transitional Council undermined the legitimate government's powers and prevented it from exercising its duties in the interim capital, Aden. Parts of Abyan witnessed intermittent clashes between the transitional council forces and the forces of the Hadi government. As for the western coastal districts, they are controlled by the jointforces.(1)

There is no doubt that the multiplicity of authorities and the continuation of war have greatly exacerbated the violations, especially concerning education. We can say that the damage that affected this important sector has affected all the people of Yemen in economic, social, cultural, and security terms.

(1) The joint forces are a group of brigades, including the Republic Guard and the Tuhami Resistance led by Tariq Saleh, and the Giants Brigades of the Salafist Command and others from the South, all of which receive their support directly from the United Arab Emirates.

LEGAL BACKGROUND

A number of international conventions devote the right to education. This right is comprehensively covered in the UNESCO Convention against Discrimination in the Field of Education (1960), and articles (13, 14) of the International Covenant on Economic, Social, and Cultural Rights (1966). Many other human rights conventions recognize the right to education for specific groups of individuals, including the Convention on the Rights of the Child, which includes the right to education for children in articles (28-30), the Convention on the Elimination of All Forms of Discrimination Against Women, which prohibits any discrimination in education for women in article (10), the International Convention for the Protection of the Rights of All Migrant Workers and Members of Their Families, which included the right to education for immigrants in articles (12-30), the Convention on the Elimination of All Forms of Racial Discrimination in article (5). Article (24) of the Convention on the Rights of Persons with Disabilities provides for the right of the handicapped to a full education without any discrimination. We affirm here that all the aforementioned conventions have been ratified by the Republic of Yemen, and

thus Yemen is committed to fulfilling all terms included therein. In addition, the Yemeni constitution guarantees the right to free education, especially primary and secondary education for all members of society without discrimination.

The state of war does not exempt any of the parties to the conflict from the necessity to respect the minimum limits of the rights of the population under the control of these parties, and among these rights is the right to education. Since the conflict in Yemen is classified as a non-international armed conflict, the applicable law is international humanitarian law which requires legal protection for civilian objects, including (schools). It further considers targeting civilian objectives without military necessity is a war crime since it has a direct impact on civilians and their workers. The international human rights law obligates states to provide an educational system that respects the right to education for all without discrimination or exclusion. The obligations include the state's responsibility to provide the materials necessary to the enjoyment of this right, and the right to education is a right that is justiciable at the international level.

CHAPTER I:

Direct Violations Affecting the Educational Process in Yemen Since the Outbreak of War in Mar. 2015.

The educational process witnessed widespread violations since Ansar Allah [Houthis] took control of state institutions at the end of September 2014 as a start, then the subsequent military intervention by the Arab coalition in Yemen at the end of March 2015. These violations varied from one governorate to another. They were higher in the governorates that witnessed direct clashes, such as Taiz, Al-Jawf, Marib, Al-Bayda, Hodeida, Al-Dhale, and some southern governorates. The ACJ field researchers managed to monitor and document many violations that affect the educational process in Yemen. We will mention some of them in this report as examples, as follows

TYPE I: Bombing and Targeting Schools

Schools are among the civilian objects protected under international humanitarian law, which obligated the parties to the conflict to respect that protection and considered targeting them without necessity a war crime. However, schools in Yemen have received an abundant share of bombing and destruction by the parties to the conflict, who violated that protection in many cases

without a military justification. The ACJ monitored and verified 49 cases of bombing and targeting schools in more than one governorate in Yemen. We will cite some cases as examples in the governorates (Marib, Hodeida, Amanat Al-Asemah, Lahj, Al-Dhale), with an indication of the party responsible for the violation according to the following:





CASE ONE: The Education Office in Al-Houta district, Lahj Governorate

Al-Mohseniyya School is considered one of the ancient schools in the country. It was established in 1931 and had great merit in spreading science and knowledge in the governorate. Many writers, poets and judges graduated from this school. The school was transformed into an education office in Al-Houta district since the seventies. The school is located at the entrance to the main street of the city, in front of Muawiya Sports Square. It was bombed by the Arab coalition forces on July 9, 2015 where it was used by the Houthi group and the forces of

President Saleh as a military barracks during the armed attack on the governorate. Everyone who passes in front of the school, who studied there or heard and read its history cry over its ruins for the great service it provided for Lahj generations and the people of all the neighboring regions.





CASE TWO: Al-Shaimaa Complex in Hodeida Governorate

Al-Shaimaa Complex for Secondary Education for Girls located in the Airport Street, Al-Hawk district in Hodeida governorate. On August 28, 2015, the complex was bombed by the Arab coalition air forces with a number of raids that caused the complete destruction of the building and the school furniture. The complex is considered one of the largest educational complexes in the country. Around (9500) students from various districts of the governorate received their education there. The ACJ monitored the reasons for the coalition

warplanes bombing of the Al-Shaimaa complex and concluded that it was not used by the Houthi militants as a military barracks and that it was completely free from any presence of the Houthi gunmen prior to the bombing. However, eyewitnesses spoke to us about the presence of Houthi weapons stores near the compound which were not affected by the bombing. The bombing has prevented thousands of female students from continuing their education in the Hodeida governorate.

CASE THREE: Adban School in Marib Governorate

On September 3, 2015, the Adhban School for Basic Education in the Harib district, Marib governorate, was bombed by the Arab coalition aircraft with two airstrikes, which destroyed (8) classrooms. The coalition justified its bombing of the school by claiming the presence of Houthi gunmen inside the school. ACJ monitors were able to investigate the incident and concluded that there were no Houthi fighters inside the school while being targeted by the Arab coalition warplanes. The destruction of the school resulted in depriving over 400 children of primary education.



CASE FOUR: Al-Salam School, Damt District, Al-Dhalea Governorate

On November 29, 2015, Al-Salam School was bombed by the Arab coalition aircraft with two strikes claiming that armed groups affiliated with the Houthi group were stationed inside the school that was designated for basic and secondary education. After verification of the incident by (ACJ) monitors, it was concluded that there were armed elements belonging to the Houthi group inside the school during its bombardment by the coalition aircraft. The result was the almost total destruction of the school and its components and depriving nearly (800) students from basic and secondary education.

In Al-Dhale governorate, central Yemen, the Center's monitors managed to monitor (16) incidents of violations that affected schools in four districts: (Damt, Morays, Qa'atabah, Al-Oud). They were subjected to multiple violations during the war period from 2015 to 2019 listed in the following table:

No.	Type of Violation	Date of Violation	Place of Violation	Education Facility	Responsible Party
1	Artillery	11/11/2015	Morays	Al-Salam School	Ansar Allah [Houthis]
2	Disruption of education	11/11/2015	Yais - Qa'atabah	Yais School	Ansar Allah [Houthis]
3	Artillery	12/11/2015	Morays	Al-Shaheed Al-Mughni School	Ansar Allah [Houthis]
4	Storming and stationing	21/11/2015	Al-Oud	Al Hamza Primary School	Ansar Allah [Houthis]
5	Breaking into a school	14/05/2016	Damt	Nusseibeh School	Ansar Allah [Houthis]
6	Storming and stationing	06/10/2016	Qa'atabah	Ramah School	Ansar Allah [Houthis]
7	The displacement of 1200 students due to the bombing	12/12/2016	Morays	Sun Village students, Hajlan Al Rahba, Ramah	Ansar Allah [Houthis]
8	Air bombing	15/12/2016	Damt	Al-Salam School	Arab Coalition Aircraft
9	Artillery	27/12/2016	Al-Oud	Al-Shaheed Al-Sayyadi School	Ansar Allah [Houthis]
10	Storming and stationing	05/11/2018	Damt	Al-Arfaf School	Ansar Allah [Houthis]
11	Storming and stationing	01/05/2019	Qa'atabah	Al-Shaheed Hizam School	Ansar Allah [Houthis]
12	Stirring horror	04/05/2019	Qa'atabah	Beit Ja'wal School	Arab Coalition Aircraft
13	Disruption of education	05/05/2019	Morays	Al- Solan School	Ansar Allah [Houthis]
14	Disruption of education	05/05/2019	Morays	Al Qahra School	Ansar Allah [Houthis]
15	Storming and stationing	04/04/2019	Qa'atabah	Al-Saeed Complex	Ansar Allah [Houthis]
16	Storming and stationing	05/11/2018	Damt	Beit Yazidi School	Ansar Allah [Houthis]

CASE FIVE: Al- Ra'i Girls School in Amanat Al-Asemah

On April 7, 2019, the Sa'wan neighborhood, east of Amanat Al-Asemah, witnessed an explosion, which is the most violent of its kind since the beginning of the war. Thick white smoke rose from one of the aluminum workshops and



reached a high altitude, followed by a flame and a severe explosion in the workshop that completely destroyed it with the yards set up on it. The explosion caused 14 casualties, all of them students from Al- Ra'i School and Al-Ahqaf school adjacent to the location of the incident. Some of them died while stamping on the stairs of the school, and dozens of male and female students were injured. The explosion caused widespread damage to housing and commercial sites, reaching a range of nearly 3 square kilometers.

After the incident, Ansar Allah [Houthis] accused the coalition aircraft of bombing the school and holding them fully responsible. The victims were buried on 40th Street in the presence of many mourners. Col. Turki

Al-Maliki denied any responsibility of the coalition for the incident and that the theater of operations did not carry out any military action at the said place.

On a later date of the incident, and in this regard, SAM Organization for Rights and Liberties published a report entitled "The Mysterious Explosion"⁽¹⁾, which concluded in its findings that the Houthis to be held responsible for the incident. One day later, Mwatana Organization for Human Rights⁽²⁾ published a press release in which it held Ansar Allah [Houthis] responsibility for the explosion. We, at ACJ, reached to the same conclusion during our research process. We concluded that the Houthi group deliberately manufactured explosives and combat weapons in a residential neighborhood and near a number of private and government schools. The result was the killing of 12 female students and the wounding of dozens of female students. In addition, many students of Al-Ra'i School are still suffering from psychological conditions as a result of the massive explosion. Government and private schools near the site of the explosion were severely damaged, as well as several commercial centers and dozens of houses adjacent to the site of the explosion. ACJ Monitors were able to meet some families of the victims that sadness still covers their faces for the loss of their loved ones in the explosion, wondering whether justice will one day be achieved on those who caused the killing of their children?

(1) The Geneva-based SAM Organization for Rights and Liberties published a report on the incident entitled, "The Mysterious Explosion". In its findings, it concluded that the cause of the explosion was that the Houthi group establishing a manufacturing workshop in a civilian residential neighborhood near the Al- Ra'i school.

(2) Mwatana Organization is one of the local organizations operating in Sana'a and classified by researchers as a Houthis-affiliated organization.

Names of the victims of the April 7, 2019 incident of Al- Ra'i Girls School - Amanat Al-Asimah

No.	Name of the Victim	Sex	Age	No.	Name of the Victim	Sex	Age
1	Hanan Fateh Al-Wasabi	female	11	7	Assia Hassan Muhammad Al-Haddad	female	12
2	Iman Hassan Ali Kudam	Female	12	8	Buthaina Ahmed Ahmed Al-Khazzan	female	12
3	Marib Majid Ali Jameel	Female	11	9	Arzaq Muhammad Yahya Azzam	female	11
4	Hamas Ibrahim Al-Qatwi	Female	10	10	Aya Al-Rahman Ali Al-Jafri	female	12
5	Nayrad Ahmed Al-Harazi	female	10	11	Bassam Al-Shaddadi	male	6
6	Nasser Jahaf	male	15	12	Rana Fawad Al-Harbi	female	12



CASE SIX: Al-Mithaq School in Marib Governorate

At exactly eight o'clock in the evening of September 26, 2020, while writing this report, a ballistic missile fell on the Al-Mithaq School for Elementary and Secondary Education in Marib governorate, east of Sana'a. Al-Mithaq School is one of the largest schools in the governorate and is located in the middle of Marib city. Minutes before the launch of the missile, student teams of scouts and children left the school conducting rehearsals to celebrate the second day of the September Revolution.⁽¹⁾ The bombing caused widespread damage in the school building and its properties, and a great state of terror among the civilian population close to the targeted site, since the school is located



in the middle of a residential complex inhabited by hundreds of families. The students left the school yard shortly before the bombing, otherwise the result would be catastrophic and unimaginable. On the day after the targeting, the Center's monitors moved to the location of the targeting and monitored the incident and examined the damage and remnants of the missile. It was verified that the bombing was carried out by the forces of Ansar Allah [Houthis], specifically from the sites (west of Marib) controlled by the group. On Sunday, September 27, 2020, the Ministry of Human Rights of the legitimate government issued a press release condemning the incident, and 14 Yemeni human rights organizations participated in the statement.

(1) The September 26 Revolution is a national day celebrated by the Yemenis and is a symbol of the fall of the monarchy and the establishment of the republic. This was on the morning of the 26 of September 1962.

بيان اذاعة

تتبع منظمة المجتمع المدني الواقعة على هذا البيان قيام جماعة الحوثي المسلحة باستهداف مدرسة الميثاق الأساسية الثانوية اكبر المدارس في محافظة مارب والكافة في قلب مدينة مارب بمساروخ بالستي استهدف عن سبق وترصد طلاب الكشافة المدرسية الذين كانوا يهرون بوقوف عرض كرفالي احتفاء بأعياد الثورة اليمنية الساعة ٧:٥٨ من ليلة ٢٦ سبتمبر ٢٠٢٠.

ان استهداف المدن الالهة بالسكان وخاصة مدينة مارب المكنتظة بعنات الالاف من النازحين والسكان المحليين جريمة كبرى لا تسقط بالتقادم . وان استهداف المدارس هي إحدى الجرائم المشه الجنيمية لانتهاكات ضد الأطفال التي حرمتها الأمم المتحدة والقانون الدولي والإنساني وان استهداف حفل منى يشارك فيه طاقات وطلاب . جريمة كبرى خاصة وقد جاء عن سبق وترصد .

لقد أصبحت مدينة مارب ملجأً لآلاف من النازحين والمهجورين قسرياً والمختطفين المفروح عنهم والمستضعفين من النساء وكبار السن والأطفال وان أي قصف للمدينة سيؤدي إلى خسائر بشرية كبيرة وكارثة إنسانية لا يمكن وصف فضاعتها .

انا في منظمات المجتمع المدني نطالب الأمم المتحدة والبنسخط على جماعة الحوثي المسلحة لتجنب قصف المدن الالهة بالسكان ومناطق تجمع النازحين

كما نطالب الأمم المتحدة والبعوث الاممي مارتن غريفيث لتكثيف جهودهم والضغط على جميع الأطراف لتجنب المدينة ويلات الحروب

و نطالب المنظمات الدولية والمحلية وتنشطاء حقوق الانسان وممثل الامن العام للأمم المتحدة لشئون الأطفال في مناطق النزاع بدانة لقص المدارس والمراكز التعليمية وقصف المدن السكنية كما نطالب الحكومة اليمنية بتحمل مسؤولياتها القانونية والأخلاقية في حماية المدنيين والنازحين الساكنين في مدينة مارب

ان المأساة الإنسانية التي يعاني منها أطفال اليمن في المجال الصحي والغذائي والنفسى بالإضافة الى ما يتعرض له الأطفال من القتل والتصفيق والتجنيد والاستخدام في الاعمال العسكرية واستهداف المنشآت التعليمية يجب ان يحرك ضمير العالم وان يقوم المجتمع الدولي بواجبه الإنساني تجاه أطفال اليمن .

واننا نداند تكثيف الجهود الإنسانية لانتشال أطفال اليمن من المأساة الإنسانية التي يعانون منها .

سبتمبر ٢٧ الأحد ٢٠٢٠ - مدينة مارب

عن مكتب حقوق الانسان - فرع مارب والمنظمات التالية :

- منظمة حماية للتوجه المدني .
- منظمة رقيب لحقوق الانسان- مكتب مارب .
- منظمة يمن رائدس للمعوق والعربات .
- شبكة اليمن لحماية حقوق الانسان- مكتب مارب.
- منظمة شاهد لحقوق والتنمية .
- منظمة شهود لحقوق الانسان .
- منظمة هود - فريق القيم سيار .
- منظمة صوت الطفل .
- منظمة لاف لحماية الإنسانية.
- منظمة ارادة لمناظرة التعذيب.
- منظمة الجوف للعربات وحقوق الانسان.
- منظمة راسد للمعوق والعربات.
- مركز رسد للمعوق والتنمية
- الهيئة المدنية لصدحايا تعذيب المنازل

TYPE II: Blowing up Schools

Blowing up scientific and religious schools is considered one of the violations exclusively committed by Ansar Allah [Houthis] in the Yemeni arena. This pattern began to appear for the first time in Yemen with the group's control of Sa'ada governorate in 2012, Amran governorate later, and the control of Sana'a at the end of September 2014, for spreading its cultural thoughts and ideological project by eradicating schools of thought. The group blew up many schools devoted to public or religious

education. The Houthis further practiced this violation as behavior and allowed to subjugate its political opponents even though Yemeni society for centuries has not witnessed such violations. The monitoring team was able to document (21) cases of blowing up schools in several governorates, of which we list, for example, four cases in (Sana'a, Hodeida, and Al-Jawf). We will also address Hajjah governorate with a kind of clarification, as it received a large share of this type of violation:



CASE ONE: Tariq Bin Ziyad School

The school is located in the village of Al-Saram in Hamadan district in Sana'a governorate. The school consists of three floors and is for basic and secondary education. In early March 2014 and during the armed attack led by the Houthi group in preparation for the control of the capital, Sana'a, they passed through Hamadan district, which is located to the west of the capital. Hamdan district witnessed a large number of violations, in particular, the bombing of Tariq School after planting it with explosives, leveling it to the ground. The school provides education for over (800) students in basic and secondary stages. The school bombing deprived these students of education because it was completely destroyed with all its furniture and contents. The school ruins are still witnessed to the incident to this day.

CASE TWO: Al-Hussein Bin Ali School

The school is located in Al-Ghayl district in Al-Jawf governorate. It was bombed by Ansar Allah [Houthis] in September of 2014. The school consists of two floors with its annexes. By blowing it up, more than (300) students are deprived of receiving basic education.

CASE THREE: Al-Kifah Primary School

Al-Kifah School is located in the village of Mahal Rabi', Hays district in Hodeida governorate. On September 21, 2020, an armed group affiliated with the Houthis blew up the school. The school consisted of 12 classrooms intended for co-education for (500) male and female students.

CASE FOUR: Al-Mustaqbal National School

Al-Mustaqbal School for Private Education in the Al-Ghayl district in Al-Jawf governorate, which consists of two floors building and its annexes. In September 2014, fighters affiliated with the Houthi group blew up the school, depriving (300) students of their right to legally guaranteed education.

Hajjah Governorate (A Sample)

Hajjah Governorate is one of the Yemeni governorates adjacent to the Kingdom of Saudi Arabia, which is located north of the capital, Sana'a. Most of Hajjah geographical area is under the control of Ansar Allah [Houthis]. According to the official education indicators for 2013, the number of schools in Hajjah governorates is 1430, 54 of which are

designated for male students, 69 are for female students, and 1,307 are gender mixed schools. While the number of secondary schools in the governorate is 30, including 22 gender mixed schools and 3 schools for female students and 5 for male students. The educational process was not immune to dangers.

Official education indicators for

2013

NUMBER OF SCHOOLS IN
HAJJAH GOVERNORATES:

1430

1307

gender mixed
schools

69

school for
female students

54

schools for
male students

We were able in the American Center for Justice(ACJ) to monitor the violations that affected education in the Hajjah governorate according to the following schedule and according to the following table:

No.	Type of Violation	The Number	The Nature of Violation
1	Dead teachers	89 teachers	As a result of the war that has been going on for five years.
2	Injured teachers	149 teachers	Because of the war, the bombing of villages and homes, and planting mines
3	Detained teachers	251 teachers	In the prisons of the Ansar Allah [Houthis]
4	Forcibly displaced people	299 teachers	They were forcibly displaced from their places of residence for fear of being arrested by the Houthi authorities because of their political affiliation, which is contrary to the Houthis'.
5	Children recruited to fight	353 children	Over 90% were recruited into the Houthis' ranks, and the remaining 10% into the ranks of the government and coalition forces
6	Blowing Up Schools	9 schools	They were blown up by the Houthi group, including the 22 May School in Hayran district, which consisted of (12) classes, which were intended for basic and secondary education, causing the deprivation of nearly (800) students of education
7	Schools bombed by the coalition aircraft	15 schools	Including (7) schools have been transformed into military barracks and (8) have been bombed without any justification or military necessity that requires dealing with them as a legitimate military target.
8	Schools transformed into military barracks by the Houthis	7 schools	Including Abs School, which consists of (12) classes and is meant for secondary education for (2000) students.

The Director of the Education Office in Hayran district which is controlled by the legitimate government said at the beginning of the current school year that thousands of students are receiving their education under the trees because their schools were destroyed. The Houthis, during their battles with government forces, had previously blown up three schools in the district: Al-Zubair bin Al-Awam School in Al-Sada village, An-

Najah School in Al-Khumaj village, and Al-Jumhuriya School in Al-Awja village, While the rest of the schools lack the simplest basic components. Mr. Ba Awm added that over (2,250) students study under trees and in tents. He explained that school textbooks are hardly available and the school staff are few after school buildings were destroyed due to the war launched by the Houthis on the governorate.

We, in the American Center for Justice (ACJ), obtained a document issued by the Education Office in Hajjah governorate on October 10, 2020. The document includes changing the names of (7) schools, which were previously approved by the Ministry and recognized in the documents and records of the graduates decades ago, to the names of affiliated leaders to the Houthi group, including religious leaders glorified by the group.(1)

(1) We confirmed the authenticity of the document by contacting the Director of Rights and Freedoms in Hajjah Governorate

وزارة التربية والتعليم
مكتب التربية والتعليم / حجة
إدارة الشؤون القانونية

الرقم: (٨<) /
التاريخ: ١٠/١٠/٢٠٢٠
المرفقات:

قرار مدير مكتب التربية والتعليم رقم (٨<) لسنة ٢٠٢٠ م

مدير مكتب التربية والتعليم:

بعد الاطلاع على قانون الخدمة المدنية رقم (١٩) لسنة ١٩٩١ م بشأن الخدمة المدنية.
وعلى قانون رقم (٣٧) لسنة ١٩٩٨ م بشأن قانون المعلم والمهين التعليمية.
وعلى قرار وزير التربية والتعليم رقم (٥٤) لسنة ١٩٩٨ م الخاص بالتفويضات
وبموجب قانون السلطة المحلية رقم (٤) لسنة ٢٠٠٠ م.
وبناء على رفع إدارة التربية والتعليم بمديرية المدينة حجة
ولما تقتضيه المصلحة العامة.

المادة الأولى: تقرر تغيير اسم المدرسة بإدارة التربية والتعليم بمديرية المدينة حجة على النحو الآتي:

م	اسم المدرسة السابق	اسم المدرسة الجديد
١	مدرسة النور الأساسية	مدرسة الشهيد الرئيس صلاح الصعدا الأساسية الثانوية
٢	مدرسة الفلاح الأساسية	مدرسة الإمام الحسن بن علي الأساسية
٣	مدرسة ٧ يوليو بحملاان	مدرسة الإمام علي بن أبي طالب الأساسية الثانوية
٤	مدرسة الشهيد الخادم الوحيد	مدرسة الإمام الحسين بن علي الأساسية
٥	مدرسة الوحدة بالغرابي	مدرسة الشهيد أبو عمار القاسم الأساسية
٦	مدرسة الوحدة شرق عيس	مدرسة الشهيد أبو حرب الملقب الأساسية
٧	ملحق مدرسة النور الأساسية	مدرسة النصر الأساسية

المادة الثانية: يعمل بهذا القرار من تاريخ صدوره وعلى الجهات المختصة تنفيذه كلاً فيما يخصه.
صدر بمكتب التربية والتعليم محافظة حجة.
بتاريخ ١٤٤٢ / ١٠ / ١٠ هـ
الموافق ٢٠٢٠ / ١٠ / ١٠ م
مدير مكتب التربية والتعليم
علي عبد الله التميمي

صورة من النسخة
إدارة الشؤون القانونية

TYPE III: Turning Schools into Barracks and Private Prisons

The ongoing war on several fronts in the country has made schools a suitable place for fighters by turning them into a residence for fighters, places to store weapons, prisons for their opponents, and military barracks, especially in the governorates experiencing clashes in the current period, such as the governorates of Marib, Al-Jawf, Taiz, Al-Dhale, Al-Bayda, and the West Coast districts. ACJ monitors were able to monitor

and document (22) cases of turning schools into military barracks and prisons, from which, for example, a number of cases were reported in (Al-Jawf - Al-Bayda - Sana'a) governorate.

Monitoring and documenting 22 cases of schools that have been turned into military barracks and prisons. Below is a number of examples from the governorates of Al-Jawf, Al-Bayda, and Sana'a.



Al-Jawf Governorate (A Sample)

The educational sector in Al-Jawf governorate suffered several violations during the recent war between the legitimate forces and the Houthi group, which ended with the latter's control of the governorate at the beginning of the year 2020. According to the statement of teacher Mafrej Al- Lewis, the Director of the Education Office in Al-Jawf, "The Houthi group's control of the city of Al-Hazm, the capital of the governorate, coincided with the start of the school season. The Houthi forces' armed control of the city deprived (12,000) students from continuing the school year, as the fighters deliberately emptied the schools, stationed in them, took control of the city's education office and tampered with their contents, including documents and records for students, employees, the archive, the computer lab, and the e-learning networks and connections." Mr. Al- Lewis added that

the Houthi group caused the displacement of school staff and posed restrictions on those who stayed in homes. The Houthis also deliberately practiced measures that deprive 35% of the staff from the salaries paid to them by the legitimate government which they used to have while the governorate was under the control of the legitimate government. While the school of Imam Ali bin Abi Talib for primary and secondary education for boys, which is the hub school in the city of Al-Hazm, is still closed by the Houthis, as the Houthi group has turned it into a service center for the fighting fronts, and has incorporated central refrigerators into its buildings for the logistical supply of its fighters. Mr. Al-Lewis provided statistics of the violations that affected education in the city of Al-Hazm, the capital of Al-Jawf governorate, which we included in the following table:

No.	The type of violation affecting the educational process in Al Hazm, the capital of Al-Jawf	Percentage\Number
1	The number of students who have been deprived of education	12,000 students
2	Number of teachers who have been kidnapped	3 teachers
3	The number of schools and educational institutions that were closed in the governorate	428 schools
4	The number of teachers who were deprived of their wages	35% of the number of teachers in the governorate
5	The number of Educational institutions that have been looted	10 institutions, including the Education Office
6	The number of students who dropped out of schools and joined the battle fronts	600 students

- The names of the schools that Ansar Allah [Houthis] have turned into military barracks and prisons for their political opponents during the war period. These schools are:
- Al-Sarhat School, located in the sub-district of Al-Sarhat in Al-Matoun district, which was designated for basic education and consists of six classes. The Houhis' control of the school deprived at least (300) students of education.
- Aisha school for primary and secondary education for girls in Al-Hazm district in the middle of Al-Jawf city. The school consisted of 12 classes. Because of the Houtis' control of the school and turning it into a military barracks, (372) female students were deprived of the right to education.
- Al-Sa'moum School, the sub-district Al-Zahir, Al-Zahir district, which was dedicated to basic education and consists of 6 classrooms and its annexes. Because of turning it into a prison by the Houthi fighters, (350) students are deprived of education.
- Al-Matoun School is located in the Al-Matoun district. It was controlled by Ansar Allah [Houthis] and turned into a prison run by the group. The school consists of eight classrooms for elementary education. The control of the school by the Houthis causes the deprivation of at least (500) students of education.



AL-FAROUQ ELEMENTARY SCHOOL IN SANA'A GOVERNORATE

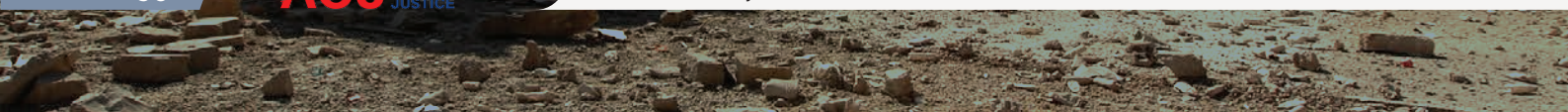
On July 10, 2015, armed elements aboard three military vehicles belonging to the Houthi group stormed the Al-Farouq Elementary School located in the Al-Himah Al-Dakhliya district, turning it into a headquarters for the group and a residence for the militants. Part of the school was used as a prison for their opponents. The school was subjected to the destruction of its contents, the burning of textbooks, and the deprivation of hundreds of students from receiving their basic lessons, and the situation continued for more than a year.

AL-FATEH SCHOOL IN AL-BAYDA GOVERNORATE ELEMENTARY

Al-Fateh School is located in the sub-district of Tayyab, Dhi Na'im district in Al-Bayda governorate, which is devoted to basic education for girls. It consists of (9) classes and an educational staff of (14) teachers, all of whom are male. The number of female students who receive education at Al-Fateh School is (235). When the Houthi group took control of Dhi Naem district on February 18, 2017, armed groups affiliated with the group stormed the school and turned it into a military barrack. This act disrupted education in the school for a whole year and deprived female students of education. Moreover, the school was subject to partial damage, including the destruction of school furniture, windows and water tanks.

To talk more about Al-Bayda governorate in central Yemen, which witnessed armed conflicts between many parties, the Houthi group controls a large number of Al-Bayda

districts, while the popular resistance and the army affiliated with the legitimate governorate control part of Al-Bayda districts. Al-Qaeda and ISIS also recorded appearances in some districts in the governorate. There is no doubt that the multiplicity of entities within one governorate had a negative impact and it increased the number of violations, including violations of the right to education. The ACJ team in the governorate was able to monitor the violations of education in 9 districts: Al-Bayda, Mukairas, Dhi Naam, Al-Qurashyah, Al-Zahir, Numan, Walad Rabi', Al-Reyashyah and Al-Sawadiyah. The statistics included schools affected by violations: 69 schools, 57 of which are specialized in primary education, 11 schools are specialized in secondary education, and one pre-school. These violations varied between (bombing by the coalition aircraft, the control and deployment of armed men, the shelling of various missiles, and shelters for people displaced by the war.



TYPE IV:

Killings and Injuries among Teachers

According to the official statistics provided to us by the Teachers Syndicate⁽¹⁾, the number of teachers killed since the very beginning of the war until the writing of this report is (1,579), and the number of injured is (2,624). The methods of killing teachers vary between torture to death, killings, assassinations, shooting by snipers, firing residential communities with shells, air strikes, mine, and security chaos. The ACJ team monitored a number of killings of teachers in different governorates.

(1) The statistics were submitted to the monitoring team of the Center by the media official of the Teachers Syndicate, Mr. Yahya Al-Yinaei.



Aden Governorate (A Sample)

Aden, the Yemeni coastal city, which was considered by the legitimate government as an interim capital instead of Sana'a following the armed uprising of the Houthis. The charming and beautiful city has suffered a large share of violations of education. Dozens of teachers and school staff were assassinated and murdered and were missed by their schools and their families and children. The city of Aden during the period from 2016-2018 was a model of a tragedy that afflicted the entire Yemeni community. Every day, the city wakes up with the news of the assassination of a teacher or a school staff member in front of their schools or mosques, in public streets, and sometimes near the checkpoints that are densely spread in the governorate. It is surprising that the majority of the perpetrators of these operations were not arrested and those who were arrested were smuggled out of prisons while the Transitional Council controlled the levers of power in Aden and expelled the legitimate government from it.

The American Center for Justice's (ACJ) monitors were able during the last period to monitor (16) assassinations of teachers and school staff members who paid their lives for the absence of the state.⁽¹⁾ ⁽²⁾ The assassinations are listed in the table below.

No.	Victim's Name	Profession	Date of Violation	Details of Violation
1	Ali Othman Al-Jilani	Teacher	4\1\2016	He was assassinated by gunmen while he was going to the mosque at dawn in Crater.
2	Abdul Rahman Al-Zuhri	Teacher	23\7\2016	He was assassinated by gunmen while he was leaving for work in Al-Mansoura.
3	Abed Majmal	Teacher	25\7\2016	He was assassinated by gunmen while leaving his home in Al-Sheikh Othman.
4	Saleh Salem Halles	Staff member	15\8\2016	He was assassinated by gunmen after leaving his home in Al-Mansoura.
5	Yassin Al-Hoshabi	Teacher	10\10\2017	He was assassinated by an explosive device planted in his car in Al-Mansoura neighborhood.
6	Fahd Al-Yonessi	Teacher	18\10\2017	He was assassinated by gunmen while he was leaving for Fajr prayer in Al-Mansoura.
7	Adel Al-Shehri	Staff member	28\10\2017	He was assassinated by gunmen while he was leaving the mosque in Al-Mansoura.
8	Abdul Rahman Al-Amrani	Teacher	5\12\2017	He was assassinated by gunmen while he was leaving his home in Al-Mansoura.
9	Fayes Fouad	Teacher	12\12\2017	He was shot by gunmen while he was driving his car in Al-Mansoura.
10	Aref Al-Subaihi	Teacher	24\1\2018	He was assassinated by gunmen while he was leaving his home in Al-Mansoura.
11	Shawqi Mohammed Kamadi	Staff member	14\2\2018	He was assassinated by gunmen in front of Marib High School in Al-Mualla neighborhood.
12	Wahad Aoun	Teacher	6\5\2016	He was assassinated by gunmen while returning to his home in Al-Mansoura.
13	Faiz Al-Dhabyani	Teacher	24\7\2016	He was assassinated by an explosive device planted in his car in Al-Sheikh Othman neighborhood.
14	Yasser Azi	Staff member	28\3\2018	He was assassinated by gunmen while he was leaving his home in Al-Mansoura
15	Mohamed Ragheb Bazraa	Teacher	21\7\2018	He was assassinated by gunmen while leaving the mosque in Al-Mualla.
16	Hamid Al-Athwari	Teacher	23\10\2018	He was assassinated by gunmen in Abdul Qawi neighborhood, Al-Sheikh Othman

(1) In a report by the Geneva-based SAM Organization about the assassinations in Aden, which bore the name of the unknown killer, the organization conducted an investigation to reach those responsible for carrying out those assassinations.

(2) (Deciphering the mystery of the assassinations), under this heading on page (35) of SAM's report, it was stated that the (American BuzzFeed) website, on October 15, 2018, published a press investigation about the contract of the UAE with American and French mercenaries working within a company run by an Israeli, his name is (Abraham Golan) for the purpose of carrying out assassinations of politicians and clerics in Aden Governorate.

TEACHER AHMED AHMED MOHSEN AL-HAJJ, BANI MATAR DISTRICT - SANA'A GOVERNORATE

Mr. Ahmed Al-Hajj was arrested from his home by Houthi gunmen, followed by enforced disappearance, torture inside the prison and execution by firing squad. His son, Mr. Essam tells us the tragedy, "On August 30, 2016, while we were in our house in the Al-Mahjar area in Shamlan, Hamadan district, north of Sana'a, an armed group affiliated with the Houthis raided our house at night, where they arrested my father teacher Ahmad al-Hajj, my elder brother Ahmed and his wife. Arresting a woman is a precedent that violates the norms of the ancestors recognized by the Yemeni people. They further searched the house, tampered with its contents, looted all of its furniture to one of the group's security centers. Later in the evening, they released my brother's wife. As for my father and my elder brother, they were taken to an unknown location. They were arrested without any reason. We do not know what the charges are against them ??? Neither the place of their detention nor who is responsible for that detention center to be addressed ??? In the militia's custom, to ask about the kidnapped is considered a crime. My father and brother were forcibly disappeared for four months. On December 16, 2016, the militias informed us, through one of their supervisors, of my father's death, and they asked us to come to collect his body and close the case. We learned later from my father's cell-mates that the militias had brutally tortured him since they kidnapped him for two whole months. On September 27, 2016, they killed him by shooting him down."

Mr. Essam added, "The forensic investigation report proves that my father was shot dead in the heart, and that he had arrived at Azal hospital a lifeless body. As for my older brother Ahmed, he was released shortly after my father was killed and



he was in a severe psychological condition as a result of the torture he was subjected to during the time of detention and enforced disappearance."

"After my father was killed as a result of torture and execution by firing squad, we were subjected to pressure and extortion by the Houthi militia to receive my father's body to bury him, not to hold funeral or receive condolences and sign waiver by all blood relatives. We had no choice but to forcibly leave to Marib governorate. My father's body is still in the refrigerator of Azal hospital to this day."

Mr. Essam concludes his speech with tears in his eyes by saying, "My father, may God have mercy on him, was a teacher and legitimate notary of Wadi Baglan in Bani Matar district, and everyone knows him for his morals and tolerance. He has never attacked anyone or hate anyone. However, in the Sharia of the militias, there is no difference between pen-holder and weapon-bearer. The tragedy of my father and brother is only one of the violations and crimes that the Houthi militias are continuously committed against Yemeni people."

TEACHER MAJALI FARHAN, Sahar District -
Sa'ada Governorate



Mr. Majali Farhan was the Director of the Education Department in the Education Office in Sa'ada governorate. The Houthi group arrested him at his home in mid-2016 and was forcibly disappeared in an unknown location for two years. His family did not know anything about him. After a while of his enforced disappearance, his family was informed of his death and his body location. It was in the refrigerator of the Military Hospital in Sana'a. So, they went there, but they did not find the body. Thus, another journey began to search for him dead until they found a body torn by torture in the police hospital in Sana'a. After investigation and review of the deceased's past, he did not carry a weapon or was a fighter on the battlefronts at all. Rather, he was a civilian and was arrested at his house arbitrarily and illegally. We found no justification for his arrest, enforced disappearance, and torture to death, except for his political opinion that contradicted the Houthi group's.

**TEACHER ADEL ABDUL-MALIK
MOHAMMED AL-HASANI**, Yareem District -
Ibb Governorate

Mr. Adel Al-Hasani, 37, is from Ibb governorate. He was arrested by the Houthi group on August 2, 2016, and was taken to the Political Security prison in the governorate and then transferred on the second day to a private prison run by Ansar Allah [Houthis] in Yarim district and remained in prison for over half a month and then he was released. During his detention period, he was subjected to severe torture, which caused him several diseases. He was transferred to the hospital as soon as he was released from detention. However, due to the severity of torture he received, he died after his transfer to Al-Nour Hospital within a few hours.

Killing teachers was not all about violations committed by Houthis against teachers as seen in some examples included early paragraphs, but the Houthis are pushing teachers to the fronts to participate in combat operations. On June 9, 2020, during the participation of a number of leaders of the Education Office in Rayma district in Al-Jawf combat front, led by the Director of the Education Office Hamid Al-Tawari, accompanied by six school principals in the governorate and 6 teachers, they were subjected to air strikes, killing six of them and wounding other seven, according to a report submitted by Rayma Education Office to the Minister of Education in the Houthi government.



 وزارة التربية والتعليم والبحث العلمي
 مكتب التربية والتعليم بريمة

معالي / السيد / يحيى بدر الدين الحوثي
 وزير التربية والتعليم
 بسم الله الرحمن الرحيم

للموضوع / تعرضي نخبة مكتب التربية والتعليم بريمة لتصف طيران العدوان

بالإشارة إلى الموضوع اعلاه نود احاطتكم علماً بأن نخبة من مكتب التربية والتعليم محافظة ريمة بقيادة الأستاذ/المجاهد / حميد قاسم صالح التوعري مدير عام مكتب التربية والتعليم بالمحافظة تعرضوا لتصف طيران العدوان وبرفقته عدد من التربويين المرابطين في مواقع العزة والكرامة في جبهة الجوف بعضهم ارتقوا شهداء وهم كالتالي:-

الاسم	الصفة	المديرية
1- منصور احمد يحيى الحماي	مدير مدرسة النور	بلاد الطعام
2- احمد محمد يحيى مجيبش	مدير مدرسة الأكوار	بلاد الطعام
3- عمر علي مقبل يحيى	مدير إدارة محو الأمية	بلاد الطعام
4- محمد علي محمد الفرة	مجاهد	بلاد الطعام
5- علي مهدي محمد يوسف	مدرس في مدرسة عقبة	الجعفرية
6- يوسف الصغير غالب الفاهرة	مدير مدرسة النور	الجعفرية

2- الجرحى على النحو الآتي:-

الاسم	الصفة	المديرية
1- حميد قاسم صالح التوعري	مدير عام مكتب التربية والتعليم	مكتب التربية والتعليم بريمة
2- صغير احمد علي المنظر	رئيس قسم التوجيه	بلاد الطعام
3- عبده يحيى احمد الزيرة	رئيس قسم الاختبارات	بلاد الطعام
4- حسن محمد علي الفقيه	مدير مدرسة العلا	بلاد الطعام
5- عبده محمد محمد الحاج	مدير مدرسة 7 يوليو	بلاد الطعام
6- عبده محمد علي بن علي	مدرس في مدرسة معاذ	الجعفرية
7- داود غالب الصغير	مدرس في مدرسة النور	الجعفرية

وبقيت التربويين المرابطين في جبهة الجوف لم يتم معرفة مصيرهم وهم في عداد المفقودين

لفتاء - لزم احاطتكم بمجزرة العدوان على قيادتنا وزملائنا التربويين سائلين المولى عز وجل ان يرحم الشهداء ويشفي الجرحى.

وبقاوا خلفكم
 يحيى بدر الدين الحوثي

Pushing school teachers, principals and staff by the Houthis group to participate in the battlefronts is a very serious matter, and it must be stopped, since that behavior alone is sufficient to destroy the entire educational process.

TYPE V: Arrests and Enforced Disappearances of School Teachers and Staff

In 2020, International Teachers' Day came while we were preparing this report. The world celebrates this day, and governments are racing to honor teachers, raise their status, and give them duly appreciation for their efforts in educating generations. However, the situation of teachers' rights is completely different in Yemen. Hundreds of teachers were subjected to arrest, kidnapping, enforced disappearance, death sentences, and death under

torture in the prisons of the Houthi group in the north and the prisons of the Transitional Council in the south. The American Center for Justice (ACJ), through its monitors, was able to monitor a number of cases of violations against teachers in several governorates, such as Sana'a, Aden, and Taiz, which recorded the highest percentage among other governorates. The following cases are samples only:



KHALED DAWOOD AHMED AL-NAHARI



Mr. Khaled Al-Nahari was the principal of the private Al-Fateh School in Shamlan district, west of Sana'a. He was arrested by the Houthi group on September 25, 2016, from his workplace and forcibly disappeared for four months. Al-Nahari was subjected to torture by being hung and deprived of sleep. Then, he was held in solitary confinement for four months. During his detention, he was forced to confess to committing terrorist acts on the Al-Masirah channel, a TV channel affiliated with the Houthi group. After that, he was referred to trial before the State Security Court and prevented from meeting with defense lawyers. Later, Sana'a State Security Court issued a death sentence against him.(1) He was released as part of the prisoner deal sponsored by the United Nations between the legitimate government and the Houthi group in last mid-October.

ZAKARIA AHMAD MOHAMMED QASIM, (AL-MUALLA DISTRICT - ADEN GOVERNORATE) ENFORCED DISAPPEARANCE



Mr. Zakaria Qasim was a teacher in the Education Office in the Al-Mualla district. He is married and has five children. On January 27, 2018, while leaving his home at 5:00 am, he was kidnapped by an armed group on a black Santa Fe car belonging to the Aden Security Administration and was transferred to an unknown destination. His family said that after the kidnapping they immediately submitted a report to the Minister of Interior and the Public Prosecutor, who ordered the security of Aden to release him or refer him to the judiciary if he was accused of committing an act in contravention of the law. From the date of his abduction until this day, his family, colleagues, and loved ones have spared no effort in searching for him and setting up vigils in front of the prison and the coalition headquarters in Aden dozens of times, but to no avail. Mr. Zakaria was known among his community as a supporter of peace and an educator for generations who only carried his pen. His fate is still unknown until this writing.(2)

(1) The State Security Court is a specialized criminal court affiliated with the Houthi group, through which political opponents are tried and death sentences issued against them. The court has already sentenced journalists, teachers, and academics to death because of their political opposition to the ideas of the Houthi group.

(2) In recent years, international and local organizations in Aden have revealed a network of secret prisons run by the United Arab Emirates, a member of the Arab Coalition to Support the Legitimate Government of Yemen. Reports have spoken about the presence of hundreds of civilians in these secret prisons in which they are subjected to various forms of torture, while the Yemeni government appears completely powerless for supervising those detention centers or even visiting them.

HAZEM AHMED ALI AL-HARF, PRINCIPAL OF AL-QAYYIM NATIONAL SCHOOL, SANA'A



Mr. Hazem Al-Harf was kidnapped by the Houthi group on November 22, 2015, from his workplace. He remained forcibly hidden for seven months. After that, his family learned that he was hidden in the Beit Al-Amri prison in Dar Salam area, south of Sana'a, where he was tortured and then transferred to the Political Security prison in Sana'a, and he is still there until today. He was brought to trial for more than 15 sessions. His father died while in prison and was prevented from casting his last look at his father. After five years of illegal detention and trial, he was released by the Houthi group as part of a prisoner exchange deal with the legitimate government in mid-October 2019.

NIDHAL SALEH MOHAMMED BAHAWIRTH, Crater district - Aden - Forced Disappearance



(3) The information was quoted from the same victim, who was subjected to enforced disappearance for four months in an anti-terror prison headed by Yusran al-Maqtari.

Mr. Nidhal Ba-Hawirth was arrested on March 28, 2018, at 3:00 pm from the vicinity of the Imam Al-Dhahabi Mosque in the Crater district by the Anti-Terrorism Unit in Tawahi. He continued to be forcibly hidden for four months. During his disappearance, he was prevented from contacting his family or meet with his lawyer. Mr. Ba-Hawirth is married and has five children (three daughters and two sons). He has worked as a teacher of the Holy Quran subject at the Mohammed Abdo Ghanem High School for twenty-five years. He was released on July 18, 2018, and left Aden despite his love and attachment to his city due to his fear of being arrested or assassinated, like dozens of Aden teachers.(3)

FAHD ABDULLAH MOHAMMED AL-SALAMI



Mr. Fahd Al-Salami is the principal of Al-Nahda School in the capital Sana'a. The Houthis kidnapped him on October 6, 2016, in front of his house. He was hidden for five months. Then, his family knew his place of detention at the Political Security. During his enforced disappearance, he was subjected to psychological and physical torture. He was brought before the prosecution recently and transferred to the Specialized Criminal Court. Political charges were brought against him, and the prosecution demanded, in the

indictment, to be sentenced to death, and his first court session was on January 13, 2020, and he is still in prison to this day.

AL-BARAA AHMAD MOHAMMED ALAWI AL-JAFRI (AL-MANSOURA - ADEN) FORCED DISAPPEARANCE



At midnight, on June 13, 2016, while Professor Al-Baraa Ahmed was working in his library in the Al-Mansoura neighborhood, an armed group led by Abu Al-Yamamah of the Security Belt forces raided his shop and was transferred to an unknown location. Since that day, his family has been contacting the security authorities to find out the reason for his arrest and the place of his hiding, but they have not reached any conclusion. They received news from some of the detainees who were released that Al-Baraa is imprisoned in secret prisons in the Bir Ahmed area, which is under the control of the UAE. His family says, “Unfortunately, to this day, we do not know anything about Al-Baraa, and we have not been able to see, talk or contact him, nor to know about what the accusation is against

him.” His family communicated all security and judicial authorities, including the Public Prosecutor, the Criminal Prosecution, the Minister of Justice, and the Ministry of Human Rights. However, all of these authorities are unable to answer the question of the children of Al-Baraa about the fate of their father, who has been forcibly disappeared for four and a half years.

ABDUL HAKIM HUSSEIN MOHSEN AL-ANSI

Abdul-Hakim Al-Ansi is an educational instructor kidnapped by the Houthis on December 25, 2015, in front of his house in Sana’a after they surrounded the neighborhood with six security vehicles. He was forcibly disappeared for a whole year, during which he was subjected to torture. He was transferred to the Political Security prison in Sana’a. During his imprisonment, he was banned from family visitations for five months. He suffers from decompression sickness, arthritis, spinal pain, and hearing and vision impairment. He was brought to trial and is still in detention at the date of writing this report.

TYPE VI: Child Recruitment

- Child recruitment is one of the grave violations that are prohibited by national legislation and international covenants concerned with the protection of children, in particular the Convention on the Rights of the Child ratified by the Republic of Yemen and the First Optional Protocol to the Convention, which prohibit the use of children in armed conflicts and their recruitment, the Child Yemeni Rights Law that is in line with the Convention, and the military law that set the age of conscription at 18 years.
- The international humanitarian law and the international human rights law also prohibit the recruitment of children into armed forces or groups and their use in hostilities. The convention defined the child as being under the age of 18. The

Optional Protocol to the Convention on the Rights of the Child on the participation of children in armed conflicts adopted the age of 18 as the minimum age for compulsory recruitment of children into the armed forces. Articles 1 and 2 of the protocol state that armed groups should not recruit children under the age of 18 and obligate the state to take all possible measures to prevent this recruitment or use. It also obligated the state to release child soldiers and provide them with the necessary assistance for their physical and psychological recovery and social integration. International criminal law also permits the prosecution of those who violate the prohibitions against the recruitment and use of children under the age of 15 in direct hostilities.

THE BEGINNING OF CHILD RECRUITMENT IN YEMEN

Recruitment of children began in Yemen since the era of former President Ali Saleh, as the Ministry of Defense used to accept into its ranks those who are less than 15 years of age from the affiliates of tribal sheiks who used

to recruit their relatives in order to secure monthly salaries paid by the state. However, after pressure exerted on the Saleh regime and the successive governments, especially after Yemen signed a number of international agreements on human and child rights, the phenomenon has receded at the official level.



HOUTHIS RECRUITMENT OF CHILDREN

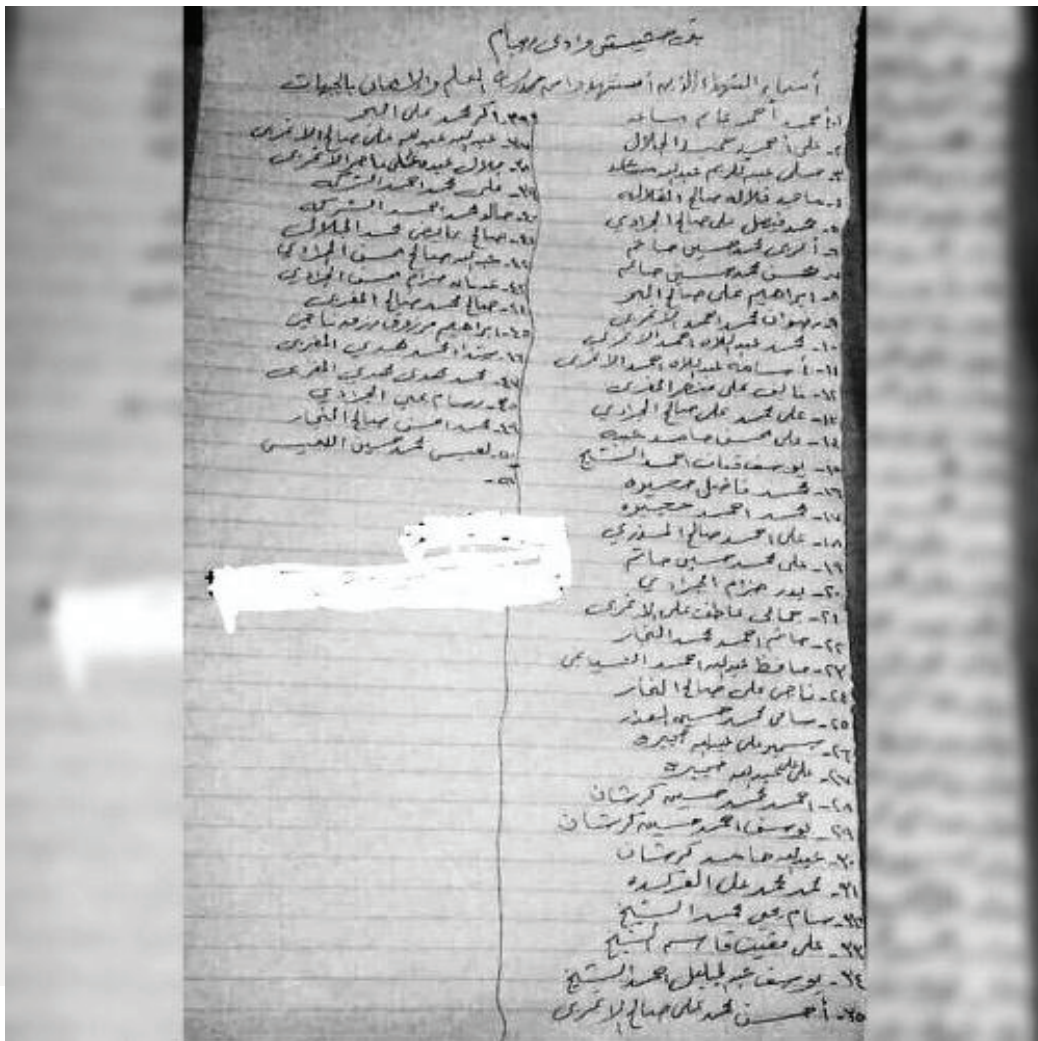
The group began to exploit this category early, since its establishment, especially during its war against the Hajour Al-Sham tribes in Hajjah Governorate at the beginning of 2012 and its war with the people of the Dammaj area in Saada governorate during 2013. The Houthis increased the frequency of their recruitment of children during their control of Sana'a and their overthrow of President Hadi's rule. The UN reports indicate that the

Houthis recruited about 9,000 children during the first three years of the war only. However, the reports of local monitoring organizations indicate that this number is doubled and confirm that the number of children recruited by the Houthi group is approximately 25,000 thousand children, at the very least. This is obvious through the bodies that are escorted daily to cemeteries in several areas in the governorates controlled by Ansar Allah. This fact is confirmed by the observers of the Center working in the field. The Houthi group

has devoted the first week of January of each year and called it “The Martyr’s Week”, during which it celebrates the dead whose photos are widely disseminated in all sub-districts and districts under their control. It can also be evident through the observer that half of the dead are children under the age of 15.

The tribal areas in the governorates of the far north are witnessing a large turnout in joining the battlefronts, especially by school students who are pushed to the fronts without any regard for their legal age and the consequences of these actions, under several motives, the most important of which is the defense of the homeland and jihad. At

the beginning of 2019, Ansar Allah [Houthis] held an exhibition for the victims who fell on the fronts in the Bani Hushaish district of Sana’a governorate. The exhibition included over 2000 victims. ACJ researchers visited the exhibition and found that half of the victims were children. We also obtained a list from one of the schools in the same district called Al-Elm and Eman School [The school of Knowledge and Faith]. The list includes the number of 50 victims of students in that school only for 2017, starting with the name Ahmed Ahmed Musaed and ending with Ba-Laais Mohammed Laais who were killed on the fronts of the conflict.



SAUDI ARABIA'S ROLE IN CHILD RECRUITMENT

Reports issued by the United Nations revealed that Saudi Arabia is also involved in the recruitment of Yemeni children. After the Houthi group attacked large areas in the border with Saudi Arabia during 2019, the Houthi group captured hundreds of Yemeni fighters who were fighting for the kingdom in the southern border, with their funding and under military commanders who obeyed their orders. The Houthi group claimed that among the prisoners there were 70 children. The group said that it had subjected them to a rehabilitation course by the Ministry of Social Affairs and Labor in Sana'a with the support of the International Red Cross, and then they handed them over to their families after taking guarantees and pledges not to return to the fight against the Houthi group. We tried to obtain a list of those names from the Houthi group, but we could not because of their strict reservation policy.

RECRUITING CHILDREN INTO THE LEGITIMATE GOVERNMENT ARMED FORCES

Although leaders of the internationally recognized legitimate government have issued directives to prevent the recruitment of children into the ranks of the government's National Army, our monitors have detected a number of cases of young children recruited on the fronts of Taiz and the West Coast. Moreover, the Transitional Council, supported by the United Arab Emirates, is also involved in recruiting hundreds of children on the battlefronts in the West Coast districts and southern governorates in exchange for providing them and their families with a livelihood. By comparing the percentage of children being recruited into the ranks of the warring parties inside Yemen, the Houthi group is the highest in its recruitment of young people.



HOW CHILDREN RECRUITED IN YEMEN

Armed groups, especially the Houthi group, resort to recruiting children in several ways, the most important of which are:

- Organizing campaigns to recruit children in schools and summer camps, and with the beginning of 2016, the Houthi Mobilization Committees at the governorate level worked with Ministry of Education officials to pressure school principals and teachers and compel them to integrate the Houthi ideology and propaganda activities for recruitment in schools in the governorates of Sa'ada, Amran, Sana'a, Dhamar, Hajjah, Rayma and Al-Mahwit. Recruitment and propaganda activities took place more regularly, especially through morning radio in schools, and it escalated to oblige school principals to recruit a certain number from each school. The ACJ monitors during 2010 documented 100 cases of child recruitment only in Sana'a governorate.
- The temptation of children through false promises such as obtaining personal weapons and an amount of money at the end of each month. The motivation for such acceptance is the state of poverty and hunger that drives tens of children to join recruitment and leave education. This phenomenon is more widespread on the fronts of the West Coast and the southern regions, where fighters are paid comfortable salaries in foreign currency that has a purchasing power much higher than the Yemeni riyal.



- Recruiting boys by Houthi supervisors, as children are taken from schools and neighborhoods by fraudulent means and without the knowledge and approval of their parents, who are often surprised by the knowledge and news of their son's death on one of the fighting fronts. The ACJ monitors documented 32 cases of children being recruited during this year in this way in Dhamar governorate which is under the control of the Houthis.
- Exploiting the continuation of the state of war and turning it politically through the use of terms such as, deter the aggression against the country, the duty to defend the country, defense is a legitimate and patriotic duty, and victims are martyrs who are celebrated through prestigious funeral processions that push some to join the battle fronts, especially those who lost their relatives in this war. Moreover, the media campaigns and speeches led by the leadership of the groups do not stop inciting war, day and night.
- Forcing the tribal sheikhs and heads of neighbors by the Houthi group to provide a certain number of fighters to support the battlefronts; and children are often victims of this recruitment.

THE CONSEQUENCES OF CHILD RECRUITMENT ON SOCIETY

Yemeni society pays a heavy price for the spread of child recruitment at the near and long levels. Such consequences are outlined as follows:

1. Child recruitment causes deprivation of the right to life, as most of the children who are recruited pay the price for those wars with their lives, or the total injury and disability accompanies the child for life.
2. Depriving the child of the right to education and social care.
3. Child recruitment affects the structure of society in the future, as society will be deprived of an age group, and it will wake up if the war stops on the elderly, children, or youth groups, and it will be scarce due to the large number of deaths of this group, especially if the war continues for a longer period.
4. Depriving the child of the right to play, recreation and health care that is guaranteed to him by law.
5. Recruiting children causes them to suffer episodes of anxiety, panic, and psychological states as a result of what they suffer on the battle fronts, and in the event of their return to their families they commit irrational acts that reach killing as a result of the thought they learned and the weapon they have acquired.

AMRAN GOVERNORATE (A SAMPLE)

Amran is located to the north of the city of Sana'a (50 km away). It is under the authority of Ansar Allah [Houthis]. The governorates witnessed bloody events at the beginning of 2014 after the Houthi movement marched from Sa'ada and took control of Harf Sufyan and Hashid to the outskirts of the city, which witnessed a fierce war between government forces led by Brigadier General Hamid Al-Qushaibi on the one hand and the Houthi

forces on the other hand. Both parties participated in direct combat with children under the age of fifteen leaving dozens of dead, wounded and disabled. The war lasted for three months and ended with the killing of Al-Qushaibi and the Houthi control of the city center. The ACJ monitors in the governorate within one year was able to monitor 111 cases of recruitment of children under the age of fifteen, most of them were killed on the fronts. For instance, we cite the following cases:

1. Child Al-Hassan Ali Mutahar Al-Ghashami, 14, is from Al-Nayef village, Khamer district. He joined the battle front at the beginning of 2018 with the knowledge and consent of his parents and continued to participate in the hostilities until he was killed on 6 May 2020.



2. The 12-year-old child, Ahmed Mansour Yahya Al-Faqih, from Al-Lumi village in Ayal Yazid district. He was attracted to the fighting fronts by the district supervisor without the knowledge of his parents at the beginning of 2019, and it was less than two months later that he returned to his family a dead body on 27 Feb. 2019.



3. The 14-year-old child, Laden Abdo Hadi Jamaan, is from Aal-Jumaan in Al-Madan district. He joined the battlefronts in January 2019 and continued on the battlefield for nearly four months, until the news of his death was reported on 19 Apr.2019.



According to an official report we obtained from the director of the Human Rights Office in the governorate,⁽¹⁾ the director stated that the educational process has been subjected to more than 6000 violations since the Houthis took control of Amran, as mentioned in the following table

The Violation	The Number of Violations	Types of Violations
Violations against school students	2200	Recruitment - physical assault - deprivation of education
Violations against the school-based staff	1900	Job exclusion - salary deduction - zero salary
Violations against educational institutions	1680	Schools bombing - partial damage - raids - imposing sectarian activities - changing school names - school curriculum amendments

(1) Statistics issued by the Human Rights Office in the governorate.



TYPE VII:

Disruption of Teachers' Salaries

The education sector in Yemen has witnessed an almost total disruption of teachers' salaries for four years in the areas that are under the control of the Houthi group, while the areas under the control of Sharia law, we can say that teachers' salaries are spent almost continuously with interruptions and delays for some months. The American Center for

Justice, and through its researchers in the field, conducted a comprehensive study of the lived reality in Yemen on the issue of educators' salaries, the reasons for discontinuation, and who bears responsibilities for that and the damages resulting from this matter and the effect of this on the future of the educational process in Yemen.

THE FIRST FACT:

After the armed Houthi group seized power in the Capital Secretariat by the end of September 2014 and toppled the government of President Hadi, and the beginning of the war in Yemen at the end of March 2015, Ansar Allah [Houthis] continued to pay teachers' salaries until July 2016. During this period, all state revenues were delivered to the Central Bank in Sana'a, including the revenues of the governorates controlled by the legitimate government. Since August 2016, salaries for employees in Yemen have been suspended completely, including teachers' salaries. The Houthis attributed the matter to the decision taken by President Hadi regarding the transfer of the Central Bank from Sana'a to Aden, while the legitimate government required the Houthis to supply the financial revenues in the governorates controlled by them to the Central Bank in Aden, including the revenues of Hodeida port so that it could pay the salaries of all state employees according to the 2014 lists, which the Houthis strongly rejected. Despite the international efforts made in this regard to spare employees the repercussions of the war by paying their salaries, these efforts did not live up to the required level to oblige the parties to the conflict to reach a settlement regarding this particular matter.

THE SECOND FACT:

teachers' salaries cuts continued following the decision to move the Central Bank to Aden for a few months in governorates under the government control. Later, their salaries were paid with a delay of some months. As for the teachers who work in the governorates under the control of the Houthi group, their salaries were almost completely interrupted until the writing of this report, except for the cash aid paid to teachers during the past year from UNICEF. The aid was spent in two batches, the first in the middle of 2018 with an amount of 120 thousand Yemeni riyals (equivalent to 200 dollars), and the second batch was an amount of 140 thousand riyals (equivalent to 220 dollars). Besides, the Ministry of Finance of the Houthis used to pay teachers in Sana'a at the rate of half the salary every five months. Three months ago, the president of the Houthi's Political Council in Sana'a issued a decision to pay half the salary every two months for all state employees within the scope of their control, including educators. However, the president of the political council retracted his promise, justifying his inability to fulfill his promise due to the circumstances of the war, as he described.

THE THIRD FACT:

The Houthi group took a new approach by replacing the salary cash with food vouchers equivalent to half of the salary that was given to the teacher, and restricting the purchase from certain merchants and commercial centers belonging to the group. This situation continued for nearly two years 2017-2018, and this behavior did not alleviate the suffering, but rather made it worse by forcing teachers to take certain foodstuffs from specific centers at higher prices and with lower quality and as an alternative to the cash salary through which other needs can be met, such as housing rent, transportation allowances, and treatment, especially when teachers in Yemen does not have any health insurance for themselves or their families. It is worth to mention here that the Sana'a authorities have the revenues that enable them to fully disburse the salaries of teachers which have been interrupted for four years. However, both parties use this humanitarian file for barter and political blackmail without regard to the rights of this important segment in the country.

THE FOURTH FACT:

The legitimate government, during the past years, paid salaries to employees of some sectors in general, inter alia employees residing in the areas controlled by Ansar Allah [Houthis], including: health, the judiciary, the Central Organization for Control and Auditing and university academics. The situation continued for nearly three years, until the Houthi authorities banned dealing in newly printed currencies by the legitimate government, and thus the legitimate government ceased the payments of salaries. The most important matter is that the legitimate government's neglect of the educational sector and denying it the monthly salary or at least equating it with the disbursement of the aforementioned sectors is unjustified and does not exempt it from bearing its responsibility for this humanitarian issue. In any case, the teacher and his family were the victims who paid a dear price as a result of the political tensions between the two parties to the conflict, including the Arab coalition, where all bear moral and legal responsibility for this violation, which is legally classified under the criminal collective punishment policy in international criminal law.



ABSTRACT OF THE RESEARCH STUDY CONDUCTED BY ACJ

We concluded that all parties have contributed to the deterioration of the humanitarian situation of teachers by reducing their ability to access basic essential goods as a result of non-payment of their salaries. The deteriorating humanitarian situation in Yemen can be greatly alleviated if the parties to the conflict comply with their legal obligations. The Houthi group must provide the salaries of employees in the areas it controls, as it acquires sources of revenue that cover the disbursement of all salaries of employees within the scope of its control, including teachers whose salaries have been suspended for five years. This fact is in agreement with what was included in the last report of the UN Panel of

Experts issued in mid-January that the Houthi group collected two billion dollars during the year 2019 only by imposing illegal taxes and levies on citizens. This amount was sufficient to pay the salaries of employees in Yemen in full for two years, and in the Houthi-controlled areas it could have been paid as salaries for more than three years, but the group had used it to support the war effort. The legitimate government is required to provide salaries to all its employees, including those in the governorates beyond its control, as it is the internationally recognized government, but both parties use this humanitarian file for barter and political blackmail without regard to their legal and moral responsibilities.

Damage Resulting from the Disruption of Teachers' Salaries and its Impact on the Future of Education in Yemen

- Depriving teachers of their salaries has caused psychological effects. Dozens of teachers have suffered severe mental illnesses, and some have even committed suicide.
- Withholding teachers' salaries causes family problems, many of which have ended in separation and displacement of their children.
- The war in Yemen has pushed hundreds of teachers to sell all their possessions to maintain minimum living requirements, and some of them have even sold their home furniture.
- Many teachers left their schools and joined other jobs for low wages, with the aim of covering the basic needs of life, which affects the continuation of the educational process and its future.
- The involvement of a number of teachers on the battle fronts in order to obtain money, especially in the governorates that witness ongoing hostilities, such as Taiz and Marib.
- The level of education has greatly decreased in public schools, and the number of educational lessons that a student receives per day has been reduced from (6) lessons to two or three classes at best, and the level of educational attainment of students who have the ability to go to schools has decreased to less than 50%.
- The absence of educational personnel due to the interruption of their salaries contributes to students dropping out of schools, especially children, into the streets, or engaging in dangerous work and activities, or joining the ranks of the fighting parties.

TYPE VIII:

Curriculum Amendments and Sectarian and Regional Incitement in Schools

Educational sources told us that Ansar Allah [Houthis], since their control of state institutions at the end of 2014, has attached great importance to educational institutions, where the son of the leader of Ansar Allah [Houthis], Yahya Badr Al-Din Al-Houthi, was appointed as the Minister of Education, even though he did not possess any educational qualification. The Houthis focus on educational institutions is for several considerations, the most important of which is teaching new concepts among students in line with the group's ideological vision, which clashes with the moderate ideas that the majority of Yemeni society espouses. With the total control of the group over the educational institutions and the exclusion of the majority of those who contradict them in

ideology, the group seeks to introduce gradual amendments to the school curriculum in a way that serves its doctrine and ideological and military objectives by adding the names of some of its leaders as they are among the Yemeni historical symbols, contrary to what is known in Yemeni history. Through reviewing the curriculum for the year 2020, ACJ observes the existence of amendments in the books of Islamic education for the first basic grades of primary education, as well as other amendments in the national education book for the fourth grade for the year 2020. We show some of these amendments in the following pictures.





THE ROLE OF SCHOOL BROADCASTING IN SECTARIAN AND REGIONAL INCITEMENT

The morning broadcasting in the school's morning assembly used to be a platform for providing students with useful information and spreading the values of love and peace in society. However, Ansar Allah [Houthis] used it as a platform to market its ideas and beliefs and promote its slogans, especially on several occasions that the group has created since its control over education (such as the killing of Al-Hussein, Imam Zaid, the Prophet birthday, the Birthday of Al-Zahra, the Martyr's Week, Eid Al-Ghadeer, and Al-Wilaya Day) and other names that are intrusive to society in Yemen. The group's supervisors carry out field visits

to schools on a semi-weekly basis, stop the educational process and replace it with lectures and speeches aimed at pushing students to fight on the fronts and change ideas and beliefs that generations have understood for centuries, in a way that is consistent with the thought and belief that the Houthi group carries. ACJ monitors have monitored a number of incidents in the northern governorates that are under the control of the Houthi group and through which sectarian incitement is carried out and new ideas are introduced to children. For example, in Al-Najah School in Al-Hosn district, south of Sana'a, students are forced to chant the group's political slogan after finishing the national anthem every day.⁽¹⁾ In Ibb governorate, ACJ researchers at Al-Fateh

(1) The political slogan that the group has taken as their symbol in political occasions and gatherings, and it spreads out that slogan in all the institutions and facilities of the state.

School observed during the celebration of the so-called (Al-Wilaya Day)⁽²⁾ the compulsion of school students to repeat the so-called wilayat Oath. Dozens of repeated cases were monitored on a weekly basis in schools in the Capital Secretariat, where children were taught the political slogan of the Houthi group, including the students of Aisha School for basic and secondary education. The continuation of the Houthi movement with this system will undoubtedly affect the mentality of children and will not establish a sustainable peace in a society that has been devastated by war for several years.

In the southern areas controlled by the UAE-backed Transitional Council, school's morning broadcasting is used in many schools to incite against the Houthi group in the north and praise the role of the United Arab Emirates (UAE) in liberating some governorates from Houthi control and raising the flags of the UAE on schools, as is the case in the schools of the Western Coast controlled by the joint forces backed by the UAE.



(2) A repetition of the oath that the Houthi group wants to impose as a substitute for the national oath. It denotes the following: (O God, we love and devotion for You, Your Prophets, the Imam Ali and our Wali the leader Abdul Malik Badr Al-Din Al-Houthi, O God, we disown Your enemy and the enemy of Your Prophet and the enemy of Imam Ali and the enemy of our command and Moulana Abdel-Malik Al-Houthi (Where the end of the section confirms that whoever is hostile to Houthi becomes an enemy of God.

The Consequences of the Spread of Sectarianism and Regionalism in Schools

The sectarian mobilization carried out by the Houthi group in northern schools and the regional approach supported by the UAE through the Transitional Council in schools in southern Yemen will in the near term guarantee the production of two generations in one country, each generation carrying ideas hostile to the other. This matter will reflect negatively on the Yemeni and regional society and make us ring the alarm for the consequences of this.

Therefore, we call on everyone to spare the educational process the intrusive thoughts on the Yemeni society, preserve the purity and character of the ideology of generations from the foreign ideas introduced by extremist groups, and spread the spirit of tolerance and peace values that will be sufficient for the construction of all objects destroyed by the war during the past years.



02

CHAPTER II:

**INDIRECT VIOLATIONS AFFECTING
THE EDUCATIONAL PROCESS**

TYPE ONE:

The Dismissal and Substitution of Official Teachers

The direct violations that affected the education sector in Yemen during the war period, including arrests, displacement, and other types of violations that directly targeted teachers had indirect repercussions as the Houthi group hired unqualified individuals to carry out education as substitutes to teachers who were subjected to displacement, arrests, or were banned from resuming their work in schools. The recent report of the Team of Experts demonstrates that the displacement of teachers

left a gap filled by Houthi elements who were appointed as teachers and school principals who strengthened the Houthi efforts to teach and recruit students in 12 governorates controlled by the group. We, in turn, in the ACJ, investigated this part in the governorates of Sana'a and Amran, Sadah, and Al-Mahwit. We will singly talk about Al-Mahwit Governorate and the violations it witnessed during the educational process during the war.



Al-Mahwit Governorate (A Sample)

Al-Mahwit is one of the northern governorates, which lies to the west of the Yemeni capital, Sana'a, has a high population density. The governorate has been under the control of the Houthi group since the end of September 2014 after it was one of the governorates affiliated with former President Ali Saleh. To talk about the educational process in the governorate, we provide official statistics for the number of male and female teachers working in Al-Mahwit governmental and private schools, as well as the number of schools in Al-Mahwit and the number of students in the primary and secondary stages, according to the following tables:

Type	Primary				Primary - Secondary				Secondary			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Number of Schools	15	18	367	409	15	21	127	163	3	0	4	7

Number of Students in Al-Mahwit Public and Private Schools

Number of Students	Males	Females	Total
In Primary Education	68783	46827	115610
In Secondary Education	8325	4114	12439



Number of Teachers in Al-Mahwit Public and Private Schools

Number of Teachers	Males	Females	Total
In Primary Education	5237	743	5980
In Primary and Secondary Education	2387	290	2677
In Secondary Education	85	0	85

Since Ansar Allah [Houthis] took control of the governorate, it has harassed teachers for several reasons, the most important of which is their lack of adherence to the political views and ideology of the group, so they arrested dozens of educators and hid them in prisons for periods ranging between one and three years, which forced many teachers to displace to areas outside the Houthi group's control. The ACJ monitors were able to interview 286 teachers from Al Mahwit who were displaced from their villages, homes and schools. After their displacement, they were replaced by incompetent teachers and administrators under one criterion, which is dependency and loyalty to the group.

No.	The name of the person appointed to the job	Position	Title
1	Ibrahim Al-Zein	Director of the Education Office in the governorate	A leader in Ansar Allah
2	Sharaf Abdul Rahman Sharafuddin	Deputy Director of the Education Office in the governorate	A leader in Ansar Allah
3	Abdullah Al Qasimi	Director of the Education Office in Shibam district	A leader in Ansar Allah
4	Abdullah Mohammed Saad	Director of the Education Office in Al-Taweelah district	A leader in Ansar Allah
5	Mohammed Jabal	Director of the Education Office in Al-Rajm district	A leader in Ansar Allah
6	Abdul Karim Al-Akhram	Director of the Education Office in the city	A GPC leader loyal to the Houthi movement
7	Ali Abdo Al-Nuzili	Director of the Education Office in Jabal Mahwit	A leader in Ansar Allah
8	Ahmed Al-Zein	Director of the Education Office in Hafash District	A leader in Ansar Allah
9	Adel Al-Nashiri	Director of the Education Office in Melhan	A leader in Ansar Allah

TYPE TWO: Imposing Compulsory Fees on Students

The Ministry of Education, within the control of Ansar Allah [Houthis] and through the education offices in the governorates and districts, imposes compulsory fees on the parents of students per month amounting to the equivalent of five dollars on each student. Such fees vary from one school to another, until those amounts become mandatory and students are banned from entering the school if

they do not pay the fees at the end of each month. This behavior is a violation of the right to education in itself, as it takes education out of the free education provided by the state according to the Yemeni constitution and causes the denial of students enrollment in schools due to the inability of their parents to pay those binding fees.



- ACJ researchers monitored several schools that practice this behavior on a regular basis in the governorates of Sana'a, Ibb, Dhamar, Amran, Hajjah, Al Mahwit, and Rima. For example, Khalid Bin Al Waleed School in Khawlan district, whose director required parents to pay an amount of 3000 riyals equivalent to 5 dollars at the end of each month for every student, and whoever refuses to pay the amount is deprived of education. The matter did not stop at that point only, but some public schools in the Capital Secretariat have come to privatize free public education and make it more like private education. This matter will cause more suffering to parents and

ignorance of generations, and Moaz Bin Jabal School in the Capital Secretariat is an example of public schools that practiced this behavior as shown in the picture. This matter is under the supervision of the Ministry of Education in Sana'a, which will lead to the deprivation of a large number of students from education due to the inability of their parents to pay the costs of the fees, and the state is committed to ensuring education for all without charge in accordance with national law and international agreements signed by Yemen, including the Convention on the Rights of the Child.



Students Dropping Out of School

Because of the airstrikes, targeting, and bombing on schools and the transformation of some schools into barracks, weapons stores and prisons, and the killing, injury, displacement and disruption of salaries for teachers and the displacement of a thousand families during the war in Yemen, all of these violations had a direct reason for students to drop out of schools. According to UN reports, more than three million students are unable to go to school during this year. Student dropout from schools takes a number of forms. We will address them with just one case each as an example of hundreds of cases as follows:

THE FIRST CASE: Joining the Labor Market

Many school students join the labor market at an early age, especially those displaced from their villages and cities to other places, so they are forced to work to meet the necessary needs of their families. Education, for such students, becomes a secondary matter. ACJ monitors interviewed the 13-year-old student Abdul-Rahman Al-Selwi, who was displaced with his family from Hodeida governorate in mid-2018. His father suffers from a slipped spine and diabetes. Abdul-Rahman left school in the 8th grade and worked in a bakery for 10 hours a day to provide sustenance for his family. There is no doubt that the enrollment of students in the labor market from an early age has negative consequences, the most important of which is the denial of the right to education as a basic right.

THE SECOND CASE: School Dropout to the Streets

This category of students is widespread in most Yemeni cities as an indirect result of the deterioration of the educational process in Yemen during the wartime. Students, especially young people, are exploited by organized groups for daily employment in what is known as street children labor. Although this phenomenon existed in society before the war due to poverty and need, it increased during the war. The 10-year-old boy, Ali Al-Baadani, works in a public street in Ibb city selling tissues. We watched him standing under the heat of the sun while his peers were in school. We asked him about the reason for leaving the school and he replied that his school is empty of teachers. His teachers left the public school and work in private schools due to the interruption of their salaries, and that his father was unable to enroll him in a private school, so he preferred to work over education, which the latter, according to him, became fruitless. There are some children who drop out of school and beg in the streets, mosques and other public places throughout the day. In all cases, these two categories are more vulnerable to risks and violations, including sexual abuse.

THE THIRD CASE: Dropping Out of Schools and Joining Armed and Extremist Groups

After the absence of the first incubator for students, which is the school, they become prey to armed groups of various formations. This category of students have their risks on society severely because of the deviant and militant ideas with which they are fed and they become time bombs that first hit the family and society. Because of their early carrying of weapons and exposure to shocks, fits of fear and anxiety in battles, this negatively affects their psyche and upon their return to society they commit hostile acts that are beyond their control. For example, in Saafan district, north of Sana'a, one day after the return of a child from the fighting fronts, he killed his father in cold blood. The ACJ also recorded similar cases during the war period in several governorates, including Taiz, Al Dhale'e and Al-Bayda. We met at the ACJ with Mr. (A.A.R), who told us the story of the disappearance

of his sixteen-year-old son from the city center of Sana'a for a whole month, and then he was surprised by a phone call from a person in Al-Bayda city calling himself the Emir of the organization and his son has become one of the mujahideen in the Al Qaeda organization. The child's father tried to persuade his son to return in a number of phone calls, but he failed to do so. Half a year later, he saw a video clip on the Internet of his son giving a speech before he carried out a suicide bombing attack against a state institution. When we asked the child's father why his son joined extremist groups, he answered after he left school because of the absence of teachers due to the disruption of their salaries and the deterioration of education, he used to stay in the street all day until he was attracted by Al-Qaeda.



Shortage of School Textbooks

- Public schools in Yemen complain that textbooks are largely absent during the war. At the beginning of the last academic year, the Minister of Education in the legitimate government, Dr. Hamid Lamli, said in a press interview that the Council of Ministers approved an amount of one billion riyals to print the textbooks. Everyone thought that this would end the textbook crisis, but that was not sufficient to eliminate the problem. Rather, many schools in the interim capital of Aden, suffer from a shortage of textbooks, which was confirmed by the head of the General Education Division in the Aden Education Office, Professor Nabil Abdul-Majeed, that the textbook crisis is not a spur of the moment, but the war came to exacerbate the crisis because the school book printing presses stopped. However, the Education Office tried to address this by sending

committees to school stores and trying to package old books and reuse them, especially for the primary stage, with new books for the first, second and third grades of primary school. Mr. Abdul-Majeed added said, “We do not deny the existence of the problem and we feel sorry when we see our students without school books or buying books from the black market. He explained that the Houthi, after controlling the state’s capabilities, used educational resources for the war effort and after the bank’s transfer to Aden, specific amounts were allocated for printing books, but it was not enough. Mr. Abdul-Majeed visited a number of schools and found double suffering. Each school carries additional worries and scattered pains. Teachers accused the ministry of corruption and plundering the schoolbooks budget and their negligence of the suffering for the

teacher and the student in the schools. We met teacher Saleh Al-Awlaki, who works as a teacher in one of Al-Mansoura's schools. Mr. Saleh said, "The shortage of the textbooks reflects negatively on the educational process, as the teacher is forced to write on the board and print out the books at the teacher's expense and distribute the book copies to the students and this requires double effort and time". He added, "While the level of education in the countries of the world reached the use of technology in schools, we still in Yemen dream of obtaining a textbook."

- In Taiz Governorate, central Yemen, and in the part that is under the control of the legitimate government including 1,477 schools, the schools complained about the delay in the arrival of the textbook. The director of the school book stores in the Education Office in Taiz Governorate, Mr. Abdullah Al Hammadi, confirmed that the store management for school books is experiencing a great deficit because most of the textbooks are not available. There were only the textbooks of the first three primary grades. He indicated that the textbooks arrived from Aden in southern Yemen at the beginning of the year were for the first and second basic curriculum and the textbooks of two school subjects of the third grade.
- In the schools of Sana'a and the governorates controlled by Ansar Allah [Houthis], the situation is no different in terms of the absence of textbooks in public schools. Rather, the situation appears worse than the governorates controlled by the legitimate government. Schools suffer

from a severe shortage of textbooks, and the Houthis attribute the reason to the war. Textbooks printing presses strive to print whatever curricula they can and are complaining about a lack of materials needed for printing the textbooks due to the blockade imposed on Yemen. The ACJ researchers visited the Kuwait school in the first week of the current academic year and interviewed many students who complain about a grave shortage of textbooks and said that they obtain textbooks from the black market. As you wander the streets, you find many sidewalks vendors spreading on the ground and displaying textbooks nicely stacked and arranged according to the school stages. The ACJ team visited Tahrir Square in the heart of Sana'a and found textbooks available in abundant quantities. Some of these textbooks were reproduced in black and white, and each textbook is sold for 500 YER. In the eyes of the authorities, the matter is considered normal, just like any commodity offered for sale. By asking one of the sellers about the places from where he receives school books, he refused to answer our question and only said that the brokers from whom he takes the textbooks ask for a percentage of the sales. Because of the lack of textbooks, parents are forced to purchase curricula for their children from the black markets. The school book is one of the student's rights that the state is obligated to provide for free. Thus, this is the condition of education in Yemen, which has been intensified by wars.

THE SPREAD OF THE CHEATING - Granting Certificates without Education

Although cheating in school exams is practiced in different countries in the world, this behavior has become in Yemen a societal phenomenon, especially during the secondary and basic certificate exams. The observer of the status of the secondary school exams and the accompanied systemic cheating gets disappointed because this important stage in determining the future of students has become a stage for individual and collective cheating in full view of the concerned authorities in the north and south of the country. The exam environment has turned into a systematic and organized process of cheating in which all concerned authorities, including the ministry, examination centers, school administrators, teachers, students, parents, and security committees, have been involved, until some have reached the conviction that cheating is a legitimate behavior and the right of the student, especially in the 9th grade and high school.



A RESEARCH STUDY ON THE PHENOMENON OF EXAMS CHEATING

- The ACJ researchers conducted a study on the causes of the phenomenon of cheating in schools through field visits and a number of sessions with educators, students and parents to find out the causes and develop solutions to that phenomenon. We interviewed with Abu Bakr, a high school student, at Ash-Shaab School in Sana'a. Abu Bakr was considered one of the first hard-working students in the Capital. He mentioned to us that he

is forced to share the answers with his colleagues in the examination halls. He said that cheating has frustrated him because there were students who attended exams despite their absence throughout the year, where some of them are preoccupied with the fronts and some with other work and are expected to achieve higher grades as a result of cheating. He also accused the Houthi gunmen of facilitating cheating for some students on the pretext that they are

mujahideen. Indeed, last year witnessed the awarding of degrees to special students by the concerned authorities by virtue of their affiliation with that group. As for Abdullah, a student at Al-Mukhtar School, he told us that students are allowed to cheat in return for payment of sums up to 10 dollars per day that go to exams observers, directors of centers and security committees. The cheating process varies between collective answers by students, the exchange of information inside the halls, the impersonation of students, answer books written by teachers, and gathering outside the examination hall. As for parents, we met Mr. Mohammed Al-Jaafari, who seemed disturbed by the phenomenon of cheating and its spread in recent years in a very large scope. Mr. Mohammed told us that the impact of

cheating on the future of Yemen is more dangerous than the current war. While Mr. Ahmed Al-Samawi believes that cheating in schools is a natural result due to the lack of quality education, the severe shortage of textbooks, and the absence of teachers from schools due to the interruption of their salaries for nearly five years.

- Educational sources in Amanat Al-Asemah believe that the Houthi group has contributed to the spread and escalation of the phenomenon of cheating as part of its policy of ignorance to attract students and youth to the fronts. A school principal in his speech to the Center described the educational process as a farce and chaos, stressing that all parties in Yemen bear responsibility for what the educational process has ended in Yemen.

THE EFFECT OF CHEATING ON THE FUTURE OF GENERATIONS

Over the past three years, about 70% of high school students have achieved high rates that are not commensurate with their abilities and academic efforts, and the main reason for this is the spread of cheating on an official level. This has caused an increase in the percentage of those who are unwilling to enter universities after graduating from high school due to their inability to pass university entrance exams. Dr. Al-Alimi, who works at the Faculty of Education at the University of Ibb, complained to us that the new students were unable to read and write in a proper manner due to the phenomenon of cheating in schools. Likewise, the process of cheating on its individual and collective levels will be the straw that breaks the remaining glimmer of hope in writing a good future for Yemenis who suffer from the scourge of conflict, wars, ignorance, poverty and epidemics.



War Impact on the Spread of Cheating and the Best Solution to Eliminate Cheating

The phenomenon of cheating is widespread in Yemen since the last decade before the war, albeit at a much smaller rate than it is today. There is no doubt that the war in the country for nearly six years has had a devastating impact. The first reason is the absence of a central state that works on the quality of education, provides all its requirements, and activates the role of oversight and accountability. Since the state collapsed and was replaced by armed groups and entities in North and South Yemen, the educational system has collapsed too. The other reason is the interruption of teachers' salaries and the absence of the school curriculum. Schools are without school curricula

and teachers without salaries. Students in public schools now receive only two lessons per day, in the best case. All these reasons have contributed to the spread of the phenomenon of cheating in primary and secondary schools in the country and indeed in universities and vocational institutes as well. The best solution to fighting this phenomenon is the return of the central state and the fulfillment of its tasks in restoring and repairing infrastructure destroyed by the war, disbursing teachers' salaries, and providing textbooks and all the needs for quality education, under serious and real support from the international community to achieve this.

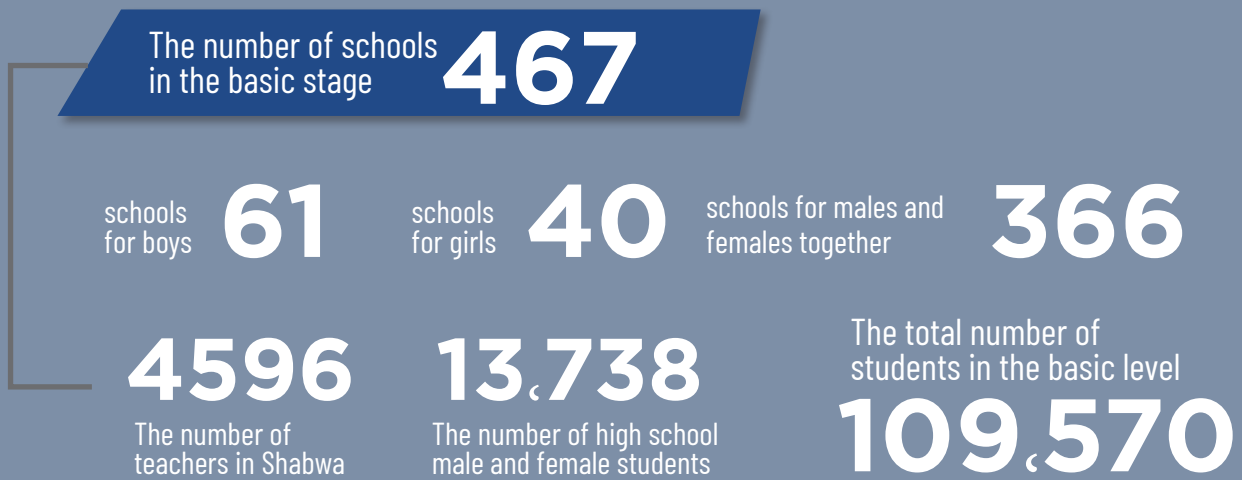
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CHAPTER III: THE REALITY OF EDUCATION IN AREAS CONTROLLED BY THE LEGITIMATE GOVERNMENT

In this chapter, we will talk about the reality of education in governorates under government control, and we will give an example of some of them (Shabwa - Aden - Taiz - the West Coast)

SHABWA GOVERNORATE

Shabwa is located to the east of the Yemeni capital, Sana'a. The number of schools in Shabwa is (467) for the basic stage, of which there are (61) schools for males, (40) schools for girls, and (366) schools for males and females together. While the total schools devoted to basic and secondary education in the governorate are (94). Whereas the schools devoted to secondary education only, there are (27) schools, of which (18) are designated for males, and only two schools are designated for females and (7) schools are mixed for females and males. While the total number of students in the basic stage is (109,570) males and females, and the number of male and female students in



The number of teachers in Shabwa reached (4,596) male teachers and (1,713) female teachers, with a total number of (6,030) male and female teachers according to the education statistics for the year 2013.⁽¹⁾ The conflict that is taking place in Yemen in general and in Shabwa governorate in particular has affected the education sector, and the governorate has suffered and is still suffering from the effects of the ongoing war in Yemen. In 2015, Ansar Allah [Houthis] attacked the governorate, coming from Al-Bayda governorate, then to Bayhan, and then to the city of Ataq, the capital of Shabwa. The war had a direct impact on elementary and secondary school students, as a number of students joined the recruitment and left education. The governorate also suffers from a shortage of educational supplies such as textbooks and teaching aids and a shortage in the number of teachers due to the suspension of employment since 2011. In 2015, the armed conflict launched by the Houthi group over the governorate caused direct damage to the education infrastructure, as the Houthis took a number of schools as gathering centers for fighters, these schools later have been bombed by the Arab coalition warplanes. Among these schools, for example, we cite the following:

Al-Naqoub High School in the Asilan district, which was designated for secondary education for 1,000 students. The school was subjected to a number of the Arab coalition air strikes, which led to its complete destruction. When our monitors in the governorate verified the incident, it was confirmed that the school had been turned into a gathering center for Houthi fighters. As a result, the school building with its facilities were destroyed and (1000) students were deprived of education.

Al-Awsha Elementary and Secondary School in Nassab district, which is designated for basic education for (600) male and female students, was bombed by the coalition warplanes in mid-2015 after being a gathering center for Ansar Allah [Houthis]. The bombing caused the school building and its annexes to be completely destroyed and deprived 600 students of education.

(1) Official statistics issued by the Ministry of Education during the year 2013 (two years before the war), which is the last official and true statistic issued by the educational institution.

During 2019, the governorate witnessed a new wave of conflict between the forces of the UAE-backed Transitional Council and the legitimate government. That conflict cast a perversion on the educational process in the governorate, as Al-Awael School, which is located in the governorate capital, Ataq, was used as a recruitment center for the forces of the Southern Transitional Council led by Anis Al-Subaihi. Then, after the forces of the Transitional Council left the city of Ataq, the school was taken by the legitimate army as a training camp belonging to Salem Qatan Brigade to this day. The school is newly constructed and designated for education; however, the continuation of the armed conflict has transformed it into something other than its educational purpose.

No.	The name of the person appointed to the job	Position	Title
1	Ibrahim Al-Zein	Director of the Education Office in the governorate	A leader in Ansar Allah
2	Sharaf Abdul Rahman Sharafuddin	Deputy Director of the Education Office in the governorate	A leader in Ansar Allah
3	Abdullah Al Qasimi	Director of the Education Office in Shibam district	A leader in Ansar Allah
4	Abdullah Mohammed Saad	Director of the Education Office in Al-Taweelah district	A leader in Ansar Allah
5	Mohammed Jabal	Director of the Education Office in Al-Rajm district	A leader in Ansar Allah
6	Abdul Karim Al-Akhram	Director of the Education Office in the city	A GPC leader loyal to the Houthi movement
7	Ali Abdo Al-Nuzili	Director of the Education Office in Jabal Mahwit	A leader in Ansar Allah
8	Ahmed Al-Zein	Director of the Education Office in Hafash District	A leader in Ansar Allah
9	Adel Al-Nashiri	Director of the Education Office in Melhan	A leader in Ansar Allah

THE REALITY OF EDUCATION IN THE INTERIM CAPITAL, ADEN

Aden is the interim capital of Yemen. Although it was better off than Sana'a, but the reality of the educational process has witnessed and is still witnessing a number of violations that have affected the educational sector in the governorate, where the number of schools in the public and private sectors for the primary

stage is 124 schools. The total number of primary and secondary schools is (35), while the number of secondary schools is only (25), (10) schools for girls and (15) for boys. The total number of teachers working in the education sector in Aden governorate is (2,056) male teachers, and (7458) female teachers, with a



number of schools in the public and private sectors for the primary stage is

124

The total number of primary and secondary schools is

35

schools for girls

10

schools for boys

15

total of male and female teachers in all of the governorate's schools

9964

the total number of male and female students reached

27,577

127,123

total number of male and female students in the basic stage



total of (9964) male and female teachers in all of the governorate's schools. While the total number of male and female students in the basic stage was (127,123) and in the secondary stage, the total number of male and female students reached (27,577).⁽¹⁾ In early 2015, and after President Hadi fled the capital, Sana'a to Aden, following sharp differences with Ansar Allah [Houthis], who took control of the capital at the end of September 2014, Hadi issued a decision to consider Aden as an interim capital for the country as an alternative to Sana'a. The city witnessed bloody events after the Houthi forces took control of large parts of it, then followed by the last conflict in 2019 between the legitimate government forces and the UAE-backed Transitional Council forces, which ended with the latter taking control of the city. These events had a direct impact on the educational process, which was suspended for several periods, not to mention the killings, enforced disappearances and arrests of the school-based staff in Aden, which was previously mentioned in the first chapter of this report. We held a meeting with Professor Huda Al-Sarari, a lawyer, human rights activist and head of the Human Rights Defense Foundation in Aden, who conveyed to us a picture of the current education situation in Aden. Ms. Al-Sarari said, "With the beginning of every academic year, calls escalate to disrupt education in the governorate of Aden by the Southern Teachers Syndicate, which was recently established under the pretext of demanding to raise teachers' wages. This syndicate is not affiliated with the main Yemeni Teachers' Syndicate. The Southern Teachers Syndicate has carried out a number

of strikes during the past school years, threatened school principals and teachers of cutting their salaries if they lifted the open disobedience and returned to school, and threatened students of dropping exams if they attended the schools. Parents became upset because of the disruption of education and the ignorance of students in public schools in Aden in favor of private schools that charge exorbitant sums as tuition fees that parents are unable to register their children in. In addition, the repeated calls for strike make the future of the sons of Aden unknown and expose them to danger by becoming an easy pick for terrorism and hell for the battlefronts." Ms. Al-Sarari added, "That the legitimate government should assume its full responsibility towards teachers and raise their salaries urgently, as the current salary does not cover the basic needs of life, especially in light of the deterioration of the Yemeni currency and its devaluation". Regarding the violations that affected the educational process in the governorate, Ms. Al-Sarari said that dozens of teachers in Aden have been killed through assassinations, and a number of teachers are still languishing in secret prisons run by the UAE in Aden. She concluded her speech by urging all segments of society to support teachers and restore their full confidence to work on extricating society from the tragic situation that it had reached due to the war and the absence of the state.

(1) The statistic is issued by the education sector for the year 2013, and it is the last official statistic before the war up to now.



THE REALITY OF EDUCATION IN THE DISTRICTS OF THE WEST COAST

Before talking about education, we will provide a simple overview of the current situation in the West Coast districts and the forces that control these districts.

- Al-Makha district: It is under the influence of the joint forces led by Tariq Saleh. These forces consist of two components, the first being the Republic Guard, which are the remnants of the former Republican Guard and the National Resistance, which are forces formed from the people of the West Coast.
- Al-Khokha district: It is subject to the First Brigade, Tuhami, led by Ahmed Al-Kawkabani.
- Hayes district: It is subject to the Giants Forces of the Salafists, specifically Brigade (7) and Brigade (11).
- Tuhayat district: It is under the influence of Salafist southern military brigades.
- Al-Durayhimi district: It is subject to the Third Giants Brigade of the Salafists, and the Support Brigade from the people of the southern governorates.

- The western coast districts of Taiz and Al Hudaydah governorates are among the regions with the lowest per capita income, as most of them depend on the profession of hunting first, then agriculture in the second place. The West Coast districts, parts of which belong to Taiz governorate and others to Hodeidah governorate, have witnessed an armed conflict between the Houthi forces on the one hand, and other forces and entities affiliated by name to the legitimacy but actually they were established by the UAE who trained, armed, and pays salaries in order to achieve political goals away from the goal for which the coalition was established in Yemen.⁽¹⁾ The coastal districts also witness the highest rate of recruitment among children who dropped out their schools and joined the battlefronts for both parties in order to obtain a sum of money at the end of each month due to the poor living condition they suffer.
- Educational institutions were not immune to the conflict, as the war caused the disruption and destruction of dozens of schools in those districts. We will shed more light on the district of Hayes and review the violations that affected the educational process in the district as a mere sample of the rest of the West Coast districts.

(1) In an investigation by Al-Jazeera channel published at the end of December 2020 bearing the name of “The Investigator”. The investigation revealed the actions of the United Arab Emirates in Yemen to establish armed entities outside the country in the south and the western coast and to train them in Eritrea and return them to Yemen. The goal is to control Yemeni ports and islands, as is the case today on the island of Socotra.

HAYES DISTRICT (A SAMPLE)

The ACJ monitors were able to visit Hayes district and observe the reality of education there, despite the difficulty and seriousness of the mission. The area of the district is (262) km and the number of its population is (45463), and the number of schools there is 45. As for the current situation in the district, it is divided into two parts:

THE FIRST PART:

It is the center of the district which is controlled by the joint forces. The number of schools that have stopped teaching in the district center is (5), which are:

1. Khawla Girls School for Basic Education has been converted into a military barracks for the Giants Joint Forces.
2. Al-Qaqaa Boys School for Basic Education has been converted into a military barracks belonging to the joint forces.
3. Al-Qudes School and the 7th of July School are closed due to their location in the line of fire.
4. Al-Qasim School, a weapons store belonging to the 7th Brigade, Giants.

THE SECOND PART:

It is the rural part of the district and it includes the largest area and is controlled by Ansar Allah [Houthis]. The number of schools that were suspended and turned into weapons stores, military barracks and a fire line is 5: (Al-Wahda School, An-Najah School, 17th of July School, Hayel School, and Hafsa School). The tragic result is paid by over 5000 students who are deprived of education due to the ongoing war until this writing.

LAND MINES AND THEIR ROLE IN PREVENTING TEACHERS AND STUDENTS FROM ACCESSING SCHOOLS

Teachers and school students in the West Coast suffer from the difficult access of schools due to the mines planted by the Houthis, which caused the death and disability of dozens of the children of these districts, including students who were killed and injured while going to or returning from schools. As the Houthi militia resort to intensively planting mines in valleys and roads as defense lines, and when they withdraw from these areas, their residents continue to pay the price on an almost daily basis.

The ACJ monitors were able to monitor 21 cases during the past year in the governorates of Taiz, Al-Bayda, Al-Jawf and Al-Hudaydah. For example, we mention in our report two cases:

CASE ONE: the landmine explosion in Al-Duraihimi District, Al Hudaydah Governorate

On February 4, 2019, during the return of students from their school, the child Hussein Saleh Malah, who is 15 years old, the child Ibrahim Abdul Latif, 11 years old, and Musa

Adam, 13, were on board a motorcycle in the village of Qadbat Al-Duraihimi in Al-Hudaydah governorate when a landmine exploded on their bike, killing all of them.

CASE TWO: An Anti-personnel mine explosion in Al-Khawkha District, Al Hudaydah Governorate

On November 1, 2017, a landmine exploded on the 12-year-old child, Abdullah Ahmed, while he was going to his primary school, causing him a severe injury that led to his death on the spot.

The planting of anti- personnel mines is one of the criminal violations in international humanitarian law and the associated covenants, including the Ottawa Convention banning the use, production and transfer of anti-personnel mines, which were ratified by the Republic of Yemen in 1998. Through our investigation of the facts of mine planting during the war in Yemen, we can assert

that Ansar Allah [Houthis] was unique in committing this kind of violation from other parties in the Yemeni arena. Since the group uses anti-personnel and anti-vehicles mines as a defense weapon in the fire line zones, and after its withdrawal from the areas it controlled, mines remain planted in place and threaten the lives of all civilians in the short and long term. The Yemenis pay a heavy price almost daily as a result of the explosion of these mines, known as the invisible killer.

THE STATUS OF EDUCATION IN TAIZ CITY OVER THE SIX YEARS OF WAR

Note: Our report will include a detailed discussion of Taiz governorate in different aspects, given the complex and difficult situation that the governorate has suffered during six years of war.

THE SIEGE OF TAIZ AND THE CONDITIONS OF THE WAR AND ITS IMPACT ON EDUCATION

It used to take merely ten minutes to move between Al-Hawban area and the city center, but due to the war, dividing the city into two parts and imposing the siege by the Houthis group and preventing the use of the streets, citizens had to cut it within 6 hours via rugged and dangerous mountainous roads to reach from Al-Hawban to the middle of the city at an arduous cost of one hundred times than it used to be before the war. The ACJ team, which visited Taiz governorate during the reporting period, took these rugged mountain roads that pass through the eastern port, which is closed by the Houthis group, which is considered a contact point, and passage through it would result in certain death by the group's snipers. So the team chose the psychologically exhausting safe road, which starts with an asphalt road in a short part of it to the Damnah area. Then to the right, there are rugged and arduous mountainous roads which cannot be accessed except by some cars and skilled drivers who can cross such difficult mountain slopes. The risks are not limited to the ruggedness of the road and the length of its distance only, but the Houthis militant checkpoints and other checkpoints of the army and resistance groups spread along the road. Between each 4 kilometers, you find a checkpoint through which your personal ID is checked and you are questioned for the reason of entering the city and your destination. Some passengers will be taken out on suspicion when examining lists of names distributed among the checkpoints. These points also charge drivers daily fees,



including what they call road insurance and repair, even though there is no repair of the road or security. Rather, the traveler to Taiz through these winding roads, which is called "Ras Al-Raja Al-Saleh road", remains in fear, anxiety, tension, and psychological turmoil, and is hardly certain of his safety of reaching the city, which lasts between six to eight hours because of the narrow roads, as it is the only way to enter the densely populated city, through which some medium and large trucks also pass causing severe traffic jam in those narrow lanes that have never been thought to be the only passage inside the city. Many of the people of Taiz believe that the closure of the eastern road to the city by the Houthis and forcing them to pass

through Ras Al-Raja Al-Saleh road is a matter of collective punishment and humiliation of the people of the governorate who have resisted the group's expansion and deployment since March 2015. Upon our arrival in Taiz, we met the director of the Education Office and the leaders of the educational process and asked them about the status of the educational process and they gave us an adequate explanation and numbers about the statistics of the violations that affected the educational process which we will mention in some details in the following paragraphs of this chapter. The ACJ team has also been able to visit a number of public schools in Taiz, which complain of the overcrowding and the lack of school-based staff and textbooks. Many parents also complain about the high tuition fees in private schools.

INTRODUCTION TO THE REALITY OF THE SITUATION IN TAIZ CITY

The governorate of Taiz has suffered from the woes of the war and the siege which is still in place even during the publication of this report. Taiz is located (256) kilometers to the south of the capital Sana'a. It is the first governorate in terms of population in the republic, as its population constitutes (12.2%) of the population of the republic, and the number of its districts is 23. Its geographical location is of strategic importance because it overlooks the Red Sea coast and extends from central Yemen to its west and southwest to include the city and port of Al-Makha and the strategic Bab Al-Mandab strait.

Most of the districts of Taiz governorate have witnessed violent battles during the years of war, and their residents have been subjected to war crimes and gross violations of human rights. The lines of confrontation extend between the armed Houthi group and the internationally recognized Yemeni government forces, and lead to the sharing of control between the two parties, with the emergence of conflicts within government areas that increase the complexity of the situation in the government and the suffering of its residents multiplied.

The Houthi group imposed a suffocating siege on the city of Taiz since 2015, by closing the main ports from the eastern side (Al-Hawban), the northern side (Asifra) and western side, to prevent the entry of goods. Therefore, residents of Taiz were forced to take bumpy, narrow and dangerous secondary roads, and were subjected to kidnapping and arrest at Houthi checkpoints.

Besides, committing war crimes by bombing residential communities, hunting civilians, planting mines, destroying private and public property, forcing displacement, and committing reprisals occurred in most areas causing heavy losses in lives, property, and infrastructure and greatly affected educational institutions and caused the educational process to be halted and severely damaged.

The figures reveal the amount of severe damage that has targeted the city, which is described as the cultural capital of Yemen, due to its residents' interest to receive higher education and participate in political life. Official statistics indicate (1,578) primary and secondary schools in Taiz governorate, containing (17,003) classrooms, making it the largest in the number of schools in the republic. The number of students in public



primary and secondary schools in Taiz governorate

1,578

containing

17,003

classrooms, making it the largest in the number of schools in the republic



The number of students in public and private schools reached

798,915



Taiz governorate indicates that the number of teachers in the education sector in the governorate reached about

43,638

Teacher

and private schools reached (798,915) in basic and secondary education, making it the governorate with the highest number of students inside the republic. It contains an educational cadre whose number reached (33,005), which is the largest number in the education cadre among the governorates of Yemen, according to the 2013 census.⁽¹⁾ While the Yemeni Teachers Syndicate in Taiz governorate indicates that the number of teachers in the education sector in the governorate reached about 43,638.⁽²⁾ However, the war caused a direct impact on the educational process and produced many damages from various aspects, including the bombing of educational facilities ranging between total and partial destruction. Some educational facilities were transformed into military headquarters and others into training

camp, detention camps, or shelters for the displaced people, whereas the rest of them were subjected to looting and sabotage. In addition, educational personnel were subjected to types of abuse and indignity, such as the destruction of their homes, their forced displacement, the suspension of their salaries, and a number of them were arrested, kidnapped, tortured and killed, school dropout by attracting a large number of students from schools and recruiting them on different battle fronts. Moreover, some of the school-based staff were forced to flee and others were unable to continue their studies due to the difficult living conditions that affected the city because of the war and the siege imposed on the city by the Houthi group for nearly six years.

(1) The yearbook of statistics issued by the Central Bureau of Statistics in 2014 and devoted a file on education indicators in Yemen for the academic year 2012/2013.

(2) A report issued by the Yemeni Teachers Syndicate - Taiz Governorate on violations affecting the education process for the period 2015-2020 entitled: "The Impact of War and Siege on the Education Process in Taiz" was not published and delivered in an official capacity to the American Center for Justice (ACJ).

educational institutions in Taiz governorate to be out of service

468

The governorate center districts witnessed several violations

20

schools of which were in Al-Mudhaffar district

22

Salh district

Cases the responsibility falls on legitimate government

08 schools

Houthi group destroyed

53 schools

Killings and assassinations of teachers



280

The arrests of teachers and enforced disappearances



180

FIRST: VIOLATIONS AGAINST SCHOOLS AND EDUCATIONAL FACILITIES:

Destruction of Educational Facilities

The war caused (468) educational institutions in Taiz governorate to be out of service as a result of either their total and partial destruction, their location in areas of conflict, being used as shelters for the displaced, or being under the control of armed men. The Houthi group committed most of the cases of school destruction in Taiz governorate between total and partial destruction. The governorate center districts (Salh, Al Qahirah, and Al-Mudhaffar) witnessed several violations, as the Houthi group destroyed (53) schools, including total and partial destruction, (22) schools of which were in Al-Mudhaffar district and (20) in Salh district.

The images above also show that the coalition forces bombed Al-Wahda School in the Milat area, Jabal Habashi district, during the Houthi militia's control over the area, and turned it into a military barracks in 2016. Despite the school destruction, 400 students returned to study on its ruins after the Houthi group withdrew from the area.

The Yemeni Teachers Syndicate monitored the Houthi group using (90) schools as detention The Use of Schools as Detention Centers and Military Headquarters: facilities, most of them in Taiz and Dhamar governorate. On the other side of Taiz, which is

subject to the legitimate government, the resistance factions loyal to the legitimate government have used 8 schools and educational facilities as detention centers, military headquarters and training centers since 2015. The students have returned to study in some of those schools, while some are still used as headquarters and military barracks. We will address the names of these schools and the status of education in them as shown in the following table:(1)

No.	The school	The District	The Current Situation	The status of school students and their access to education
1	Saba	Al-Mudhaffar	Stationed by the National Army is (Al-Mehwar Command)	High school students receive education in a rental building next to the school, and elementary students at Naama Rassam School have an evening shift.
2	Uqba bin Nafi	Salh	There are a number of members of the army	The school is destroyed, and education can only be continued after it is renovated.
3	Ba Katheer	Al-Qaherah	There is a battalion from the National Army	School students receive their education at Al-Siddiq School
4	Al-Wehdah	Al-Qaherah	Three of the building's rooms are used as food stores for the National Army	Education runs naturally
5	Naser	Al-Qaherah	There are a number of members of the army	Education runs naturally
6	Ash-Shaab	Jabal Habashi	The National Army is stationed in most of the building	Education is stalled in alternative buildings.
7	Al-Hayah	Al-Mudhaffar	There are a number of army personnel in the demolished part of the school.	Education runs naturally
8	The Teachers Institute	Al-Qaherah	A number of army personnel are present in some rooms of the building and its facilities.	Education runs naturally

SECOND: VIOLATIONS AFFECTING SCHOOL-BASED STAFF

Killings and Assassinations:

Since 2015, more (280) male and female teachers have been killed in Taiz governorate, most of them holders of university degrees and higher studies, most of whom died as a result of sniping and indiscriminate shelling by the Houthi group on various areas of the city of Taiz and its districts. Elements of extremist groups inside the city also assassinated seven teaching staff, and they are:

(1) The information in the table is issued by the Education Office in Taiz governorate in a letter responding to the inquiry letter of the leadership of the axis regarding the information included in the report of the UN Experts' Panel for 2019 on penalties. The two letters were addressed in the Experts' report issued in mid-January 2021.

No.	Name	Position
1	Rafiq Al Akhali	Administrative officer in the Education Office
2	Omar Dokum	Educational instructor
3	Ahmed Saleh Al-Sharmani	Sheba Boys School teacher
4	Abdul Hamid Al-Turki	Educational employee

The assassinations took place in conjunction with the assassinations of dozens of educational personnel in Aden Governorate.(1)

ARREST AND TORTURE:

Since 2015, nearly 80 teachers have been arrested in Taiz governorate, most of them were kidnapped at checkpoints belonging to the Houthi group. A number of them were tortured and the others died during arrest and torture. We cite the following cases as examples:

Case One: Teacher Sadiq Qaid Ali Farhan Al-Odaini, who was kidnapped twice by the Houthi group while moving between his residence in Al-Hawban, which is under the control of the Houthi group, and his workplace in the besieged city of Taiz. Mr. Al-Odaini worked as a teacher at Asyuran School in Salh district. He was arrested for the second time and remained in detention for three years during which he was tortured and died in the community college detention camp in Dhamar governorate when he was subjected to airstrikes by the coalition aircraft on August 31, 2019.

Case Two: In Mawza district, the Houthi gunmen shot and wounded the head of the Teachers Syndicate in the district, teacher Abdo Ghaleb Al-Buhairi at Al-Mokha Junction, west of the governorate. Mr. Al-Buhairi was

taken to Al-Saleh detention camp(2) where he was tortured, banned from obtaining medical care until his injury had rotted and his condition deteriorated before his transfer to Al-Thawra General Hospital in Ibb governorate. No news was heard about him since then. His daughter, who suffers from Hemolytic, said that they do not know his fate, and they have included his name in the prisoner and detainee exchange deals, while the Houthi group refuses to disclose his fate.

Case Three: In the Al-Janad district, armed elements of Ansar Allah [Houthis] stormed the house of teacher Abdulhamid Jaafar and shot him in the foot in front of his family and children. Abdulhamid was arrested for four years, during which he was subjected to various forms of torture, including solitary confinement in a dark room without airing and without a bathroom for more than two years. For over a year, he was denied contact with his family, who did not know his fate, alive or dead. He was tortured with electricity during the investigation by placing iron pliers on the metal fixing the bones in his broken foot and connecting the pliers with electricity.

(1) The source is the official Teachers Syndicate, Taiz governorate branch.

(2) An unofficial detention facility was established by the Houthi group at the beginning of 2015 in which hundreds of civilians remain for years without fair trials, for political accusations or because of their violation of the approach and doctrine of the Houthi group. In this detention facility, the detainees are subjected to severe forms of torture, while many of them have died during detention or days after their release.



15,000

MALE AND FEMALE TEACHERS HAVE BEEN FORCED TO FLEE TO AND FROM SOME DISTRICTS AND REGIONS OF THE GOVERNORATE

1,650

TEACHERS ARRIVED IN TAIZ GOVERNORATE, TRANSFERRED OR DISPLACED FROM THE GOVERNORATES CONTROLLED BY THE HOUTHI GROUP,



(2015-2016) REACHED

2,000

OFFICIAL TEACHERS OUT OF THE ORIGINAL NUMBER

8,872



FORCED MIGRATION & DISPLACEMENT OF TEACHERS IN TAIZ

Due to the war launched by the Houthi movement against the city in early 2015, about (15,000) male and female teachers have been forced to flee to and from some districts and regions of the governorate and some other governorates seeking safety. For example, the number of teachers in Salh district in January 2015, i.e. before the war, reached (2,546), while after years of war their number became (916) teachers in the district of Salh which was severely affected. In the governorate center (the districts of Salh, Al-Qaherah and Al- Mudhaffar), the number of workers in the educational field in January 2015, that is, before the war, reached (8,872) teachers and within one year of the war, the total number of workers for the academic year

(2015-2016) reached 2,000 official teachers out of the original number (8,872). The deficit was covered by volunteer teachers who numbered 3,000 volunteers in (68) educational initiatives in Taiz governorate. The deficit was covered by male and female volunteer teachers who numbered 3,000 volunteers in 68 educational initiatives in Taiz governorate.(1)

On the other hand, about (1,650) teachers arrived in Taiz governorate, transferred or displaced from the governorates controlled by the Houthi group, and part of them engaged in educational work in Taiz, and the rest were reluctant to teach because they have not yet been paid their salaries since the start of the war.

(1) The previously mentioned statistics in the file of Taiz is official statistics that we received from the Teachers Syndicate, Taiz branch, during our visit in the besieged city of Taiz.



DISRUPTION OF SALARIES AND DETERIORATING LIVING CONDITIONS:

Education staff have been subjected to salary cuts during the years of war, and most of them have suffered material and psychological suffering due to the war, the interruption of their only source of livelihood, displacement and the loss of their relatives. Many of them were forced to engage in other work to support their families, such as carrying goods, selling food, building work, etc. These conditions weakened the desire to work in the education sector.

The Teachers Syndicate, Taiz Branch, indicates that about 43,638 teachers in Taiz governorate were deprived of receiving their salaries for a period of eight and a half months. The interruption in the delivery of salaries continued from the start of the war until the beginning of paying salaries regularly at the beginning of 2018.



SUMMER CENTERS

Summer centers are known as centers established and functioned during the study leave period for basic and secondary education. Summer centers are implemented in schools in the form of lectures, activities and events. During 2019, Ansar Allah [Houthis] launched the opening of summer centers in all governorates under their control. The number of centers reached (2,600), while the number

of school students enrolled in these centers reached (12,500) from all levels of education. Last year, 2020, the opening of the summer centers was inaugurated in mid-July, in the presence of the Prime Minister of the Houthi government.(1) The Prime Minister indicated that the year's summer centers programs would be presented through the radio due to the spread of the Coronavirus.

THE ROLE OF SUMMER CENTERS AND THEIR RELATIONSHIP TO EDUCATION

To know more about summer centers, we listened to the testimonies of a number of educators in Amran governorate, north of Sana'a,(2) who stated that the intellectual rehabilitation programs that students receive in summer centers include sectarian intellectual orientations that are summaries of what is known as the Malazem "booklets" of the founder of the Houthi group.(3) The educational witnesses added that during the morning, students receive sectarian lessons

that encourage fighting and glorify the dead. Then, students are taken to visit the graves of the dead Houthis, while the supervisors work to mobilize students, most of them from the second to the seventh grades, with myths about the miracles of these dead and that they are now living in palaces within Heaven. The sources also added that the lessons include offers of combat training for the purpose of supporting the fronts with fighters and the religious lessons were merely a cover.

(1) Abdulaziz bin Habtoor, under the slogan of "Learning and jihad", as well as the Minister of Information, Dhaif Allah Al-Shami, and the Minister of Culture Abdullah Al-Kobsi and Khaled Al-Madani.

(2) The center refuses to mention their names in order to protect their lives.

(3) The founder of the Houthi movement, who was killed in armed confrontations with government forces in Sa'ada governorate in 2004, named Hussein Badr Al-Din Al-Houthi. His followers consider him a symbol in his struggle and thus his booklets are taught in summer centers.

THE POSITION OF THE LEGITIMATE GOVERNMENT ON THE SUMMER CENTERS

The legitimate Yemeni government has warned of the danger of the ideas that the Houthi group teaches children in what it calls summer centers. Information Minister Muammar Al-Iryani said in a press statement⁽⁴⁾ that the Houthi group is taking advantage of the summer centers to mobilize children by terrorist ideas that are intrusive to the society and the values of Yemenis and imported from Iran, in preparation for putting them on the battlefronts and turning them into tools for killing and spreading terror, chaos and violence without regard for their childhood. The Minister of Information appealed to

ACJ SURVEY ON SUMMER CENTERS

To find out more about summer centers, the ACJ researchers visited one of the summer centers in Bani Hushaish district, north of Sana'a governorate. The center contains (50) male students of different age groups, including children of eight years old. The children are divided into three groups, the first for children from the age of 6 to 10, the second group from the age of 11 to 15, and the third group from the age of 16 and above. We met with the center's supervisor, teacher (A. H.), who gave us an explanation about the importance of summer centers and their role in building a generation equipped with science and knowledge, noting that the educational curricula in schools are deficient and are concerned with worship only. While the summer courses curricula are distinguished by important issues such as pulling back to God and His Messenger and the Holy Qur'an, and talking about the enemy and the religious stance towards it. He added that the center organizes trips on Fridays every week and

fathers and mothers in the Houthi-controlled areas not to allow their children to be thrown into the crematoriums of death in the service of what he called the Iranian expansion project in Yemen and in the region at a time when their leadership and their children were blessed with the palaces and villas of Sana'a, as he described. The media official of the Teachers Syndicate also warned of the danger of the summer courses and considered what the Houthis are doing as infecting the minds of generations and spreading the Iranian revolution to Yemen.⁽⁵⁾

has carried out visits to the Great Mosque in Sana'a, the tomb of Baathan and Al-Qalis, and a visit to the cemeteries of the martyrs. On the outcomes of the summer courses, the director of the center told us that many of those who joined the courses have set off and later participated in the fronts as cultural officials whose mission is to provide moral guidance to fighters and raise morale, and some of them participate in military operations. At the end of the meeting, we asked the director of the center to give us a copy of the curriculum that is being taught, but he apologized deeply and said that we could not take a copy of it outside the center, and these were the leadership's directives that cannot be bypassed. Through the field study of the ACJ researchers, we can assert that Ansar Allah [Houthis] will exploit these centers by spreading the idea and belief that it carries, and in return inculcate hostile ideas to the other. The group also benefits from summer courses to provide fighting fronts with young recruits.

(4) Posted on the Gulf Net site.

(5) In an interview with the media official on Al Arabiya channel at the end of last December.

PRIVATE EDUCATION IN YEMEN

According to statistics issued by the Ministry of Education in 2013, the number of private schools in Yemen has reached over 750, 430 of which is in the capital, Sana'a. However, the number of private schools at the present time in Yemen in general and Sana'a in particular has witnessed an increase of up to three times the number it used to be. With the continuation of the war in Yemen for six years now, casting all its negative consequences on various segments of society and sectors, especially education, and in light of the significant deterioration in the public

education sector in the country, the private education market flourished, given the fact that it have comprehended a large number of university graduates, especially women. Teachers in public schools have tended to work in private schools after their government salaries have been cut off, though private schools pay insignificant salaries to teachers compared to school fees they received from students. The salary of private schools ranges between 50 USD to one 100 USD a month and varies from one school to another.

THE REALITY OF PRIVATE EDUCATION IN ADEN

The status of private education in Aden is no different from other governorates under the control of the legitimate government. Private schools attract a large number of students. This is attributed to the low level of education in public schools, many teachers join private schools because the government salary is not sufficient to meet the basic needs of their families, and other reasons that education suffer in the government sector and have previously mentioned in this report. We have also noticed an alarming increase in the number of private schools year after year. As if education is heading towards privatization. In view of the standards that private schools are supposed to adhere to and are determined by the Ministry of Education, there are many

private schools that have not adhered to these criteria. Among those criteria which are not applied by the majority of the private schools is the number of students per semester exceeds (35) students, which makes the outputs of these schools weak and incompetent like their counterparts from government schools. Despite the excessive tuition fees paid by parents, the quality of education in most private schools is not achieved. Indeed, many of those who invested in the educational sector were not specialized in this field, which was negatively reflected in the provision of qualitative and feasible education for students in a way that promotes the upbringing of a generation equipped with knowledge.

PRIVATE SCHOOLS UNDER THE SANA'A AUTHORITIES

With the beginning of the new school year, the Ministry of Education of the Houthis in Sana'a issued a decision requiring private schools within its control to grant teachers with eight-month work contracts with a minimum salary of no less than thirty thousand riyals, equivalent to an amount of 50 USD, and obligating private schools to determine tuition fees in the licenses granted by the Ministry to them. In this context, educational sources in Sana'a told ACJ monitors that the Houthi group imposed restrictions on private schools in Sana'a according to a document issued by the Education Undersecretary Abdullah Al-Nuaimi. Mr. Al-Nuaimi issued an order to change the names of some private schools bearing the names of countries that support the legitimate government, such as French, British, American, Chinese, German, Gulf schools, modern international schools and other schools, and forcing their owners to change their current names to alternative names. It also obligated private schools

ACJ SURVEY ON PRIVATE EDUCATION

As a result of the great deterioration in public education for many of the reasons covered in this report, many parents are forced to educate their children in private schools. However, parents suffer from an exorbitant increase in private education fees, which this year increased by 30%. In light of the continuing war, economic decline, and the disruption of public servants salaries, the matter becomes difficult for many parents. We interviewed Mr. Abdul-Ghani Al-Hamiri, who is a public servant and has three children, two in high school

to carry out activities against the coalition countries and the legitimate government in school broadcasts, wall magazines and posters. The directive included banning school trips or parties outside the school campus. In addition, educational sources explained to us that private schools in Sana'a and other Yemeni cities under the control of the Houthis since the beginning of the current school year have received directives from the Ministry of Education in different matters, most notably the exploitation of special occasions for the interest of the group and holding occasions determined by the group in all private and government schools, whether through school broadcasts or through holding activities and events. Among the most prominent of these activities are what the group calls the Wilaya Day, the birth of the Prophet, the birth of Fatima Al-Zahra, the birth of Imam Zaid, the memory of the killing of Hussein on the Day of Ashura, the so-called martyr's week and many other activities.

and one in elementary school. Mr. Al-Hamiri registered his three sons this year in a private school in the Capital Secretariat. He needs an amount of 900 thousand riyals, equivalent to 1300 USD, for the tuition fees for this year, which is a huge amount for an employee compared to his modest monthly income. Mr. Al-Hamiri is unable to enroll his children in private school this year due to the high fees in light of the deteriorating situation in which citizens generally live in Yemen. Therefore, he will return to teach them in public schools,

even though he is aware of the poor education in public schools and that the result will be negative for his children. After conducting this interview in ACJ Center office, we moved to Model Al-Ahliyah school in Sana'a and met the school deputy principal and asked him the reasons for the high fees for this year. He replied that the high fees are a natural condition because of the high rent of real estate for schools by their owners, as well as because of the taxes imposed on them by the Ministry of Education of the Houthi government which have been doubled under several names. The deputy principal expressed his regret for this matter and that he feels the suffering of the parents, but they have no other choice. Economic researcher Mr. Abdullah Al-Saeedi⁽¹⁾ believes that the war has opened the doors widely for this type of investment as a war trade, but rather it falls within the money laundering networks that exploited the current situation of the country, and disrupted the general administrative, financial and legal work system to pump huge sums of money into the private education sector, which is no different from the suspicious money that is pumped into multiple sectors such as real estate, land, currency, fuel, companies, and money

investment. In his speech, Mr. Al-Saeedi believes that the large sums of money absorbed by the private education sector belong to investors linked in one way or another to the war trade that has formed, as he notes, a wealthy consumer class whose extravagance contributed to raising the costs and fees of private schools creating a wide class gap, given that many families are unable to teach their children. Regarding the reasons for the high costs of private education, we investigated the reasons, and for that, we met with (3) directors of private schools in Sana'a, two of them apologized for not talking to us or officially giving their statements, while one of them spoke to us by saying that the Ministry of Education imposes on them fees and taxes during the past three years that they had not previously paid during (15) years of their work in private education. Mr. Al-Saeedi added that, "The recent instructions are true and we are obligated to implement them forcibly, otherwise we will lose our sources of income, in addition to the poor quality of public education, which has put pressure and created public acceptance of private education, and this has contributed to raising the costs and fees of private schools."

(1) In an article published on the Al-Araby Al-Jadeed website on October 3, 2020.



CORONA AND ITS IMPACT ON EDUCATION IN YEMEN

Yemen was not immune to the spread of the Coronavirus (COVID 19), as the virus has caused hundreds of deaths and thousands of injuries. Given the poor conditions of Yemen as a result of the absence of the state, the multiplicity of entities within the same country and the lack of health care in the conflict-afflicted country, the number of deaths increased. The Yemeni government has suspended education in all educational institutions due to the spread of the virus. There was a statistic that was announced every day. The educational process continued to be suspended during the past year 2019-2020, since the spread of the virus until the end of the school year, the final exams were canceled and the results of the mid-term of the students were approved for the final term. As for the third grades of the elementary and secondary education, success was depended on the percentage of the past two years. As for Ansar Allah [Houthis], they

suspended the educational process until the end of the year, including the exams of all grades up to eighth grade. As for the ninth to the twelfth grades, final tests were conducted. The Houthi authorities dealt with the Corona virus in a kind of extreme blackout and prevented the production of any reports or data on the number of deaths because they believed that the publication would have a negative impact on the morale of the population and the death rate would increase at a time when the health system suffers from a complete collapse. The Houthis dealt with the matter as a case of national security and prevented the publication of any information about the victims of the virus. Thus, a policy of silence was taken with warnings of the epidemic through the media. This was not sufficient to reduce the death rate, as the deaths and injuries that resulted in those areas were large. Despite the spread of the

Corona pandemic in Yemen during the past year and the several warning calls warning against crowds and holding public events or activities, but we at ACJ have detected 3 events of summer centers established at the height of the virus's spread. Among these cases, for example, is the summer center that was established in Al-Nubala Basic School in the city center of the densely populated Al-Mahwit governorate, and the number of its students is (400) students, according to the statistics of the education office in the governorate. On Saturday, June 6, 2020, during the peak period of the Coronavirus, the government education office officials launched a summer center in Al-Nubala School whose name was recently transferred to the Martyr Al-Sammad School.(1) The opening ceremony began with the distribution of gifts to students with the aim of inviting as many as possible of students. The ceremony was held in classes overcrowded with children, without taking any precautionary measures in spite of the very dangerous situation. As for the education in the center, it used to start with the morning assembly for a full hour, including the school

broadcasting, which is one day glorifying the Houthi leadership and insulting Muawiyah(2) (despite the young age of children who do not know anything about history). After that, children are instructed to chant the Houthis' slogan, known as the sarkha, or scream (a political slogan for the Houthi group).(3) Then, it comes the role of the school principal, who gives a speech on the virtues of the Al-Masirah Al-Quraniah(4) and the duty of jihad for the sake of the Al-Masirah. Then, the students enter the classroom so that the teacher teach them the leader's booklets,(5) the virtues of jihad and Zawamil lessons.(6) The school microphone continues to broadcast Zawamil calling for war and every half an hour a child, after being scheduled for chanting the Sarkha, goes to the administration to chant the Sarkha in the microphone so that they are encouraged to chant it in public and instill in their minds.

(1) Al-Sammad, one of the leaders of the Houthi group, who was heading the Supreme Political Council, was killed in raids by the coalition war-planes in the Hodeida governorate in early 2018.

(2) Muawiyah, one of the leaders of the Umayyad state, died 400 years ago. The group believes that insulting him is permissible in their doctrine, due to a disagreement that occurred at that time between him and those who regard him as a religious reference in their doctrine, such as the Twelver Imams, headed by Imam Ali and his son Hussein, may God be pleased with them.

(3) A political slogan chanted by the group by saying, "“God Is Great, Death to America, Death to Israel, Curse on the Jews, Victory to Islam”.

(4) The military movement that the group's leader undertook from Saada 2004 to Sana'a 2014, which enabled him to seize power and overthrow the state.

(5) The leader's Malazem are paper publications written and attributed to the leader of the Houthi group calling for jihad against the enemies, liberation, etc.

(6) Poetic words dominated by the character of enthusiasm and a call to fight, war and the glorification of the Houthi leadership. They were not known in this way in Yemen except from the time the Houthi group took control of the reins of power at the end of September 2014 after the coup against the government of President Abd Rabbu Mansour Hadi.



THE CONCLUSION

True Stories Tell the Tragedy of
Teachers and the Reality of Education
in Yemen

THE FIRST STORY: Teacher Mohammed Mohammed Ali Al-Mashkhari - 47 years old - Hodeida Governorate

He works as a teacher in Al-Qanawas district in Hodeida governorate. He was arrested by Ansar Allah [Houthis] on October 14, 2018, and forcibly disappeared in secret prisons in Sana'a for six months during which he was subjected to physical and psychological torture. Due to the severe torture he received, he said in one of the interrogation sessions that if he was asked to admit the killing of the Messenger of God, he would admit that. He was deprived of sleep for a period of up to eight days, during which interrogators would take shifts. The torture included hanging hands, raising one of the legs, beating the feet with a large wire, spraying cold water on him, and tying him to a ladder for long hours. His wife, children and relatives did not know anything about him and whether he was alive or dead except when his picture appeared on the Houthi-affiliated Al-Masirah channel on April 17, 2019 at the trial held before the Criminal Court in Sana'a. The Specialized Criminal Prosecution in Hodeida charged him with participating in a criminal agreement with other (62) people, including US President Donald Trump, the leaders of the coalition countries and the Yemeni government that targeted the President of the Supreme Political Council, Saleh Al-Sammad, by blowing up his convoy with bombs by an aircraft. The Criminal Court proceeded in the trial of teacher Al-Mashkhari with strict security measures. During trials, he was banned from meeting with or talking to his lawyer. Later, he was sentenced in a non-public trial that lacked the lowest standards for fair trials to death along with others, including teacher Jamal Al-Mashari, who works as the director of the Education Office in Al-Mina district in Hodeida governorate and a member of the permanent committee of the General People's Congress. The latter was released in the prisoner exchange deal that took place in mid-October 2020 between the legitimate government and the Houthi group under the auspices of the United Nations.(1)

THE SECOND STORY: Teacher Khaled Hassan Jaber Al-Qadimi(2)

Mr. Khaled Al-Qadimi is a 45-year-old from Bajil district in Hodeida governorate. Mr. Al-Qadimi lives in Shamlan neighborhood, north of Sana'a. On July 30, 2016, Mr. Al-Qadimi was arrested at 2:30 p.m. while he was in his car to the hospital to treat his mother-in-law who would undergo a thigh joint surgery. So, he carried with him an amount 1,549,000 YER that was sent to him from his cousins to cover the cost of the surgery. After his arrest, he was sent to the Security and Intelligence Prison, and the money and his car, a Yaris Model 2009, were confiscated. On October 15, 2019, he was referred to the Criminal Prosecution on the charge of financing the aggression, where he receives money from abroad and hands it over to people who work in the interest

(1) The source is lawyer, Abdul Majeed Sabra, the detainee's lawyer.

(2) The detainee obtained a release decision for the non-perpetration of the crime issued by the Criminal Prosecution of the Houthi group without any bail. However, the Security and Intelligence Service headed by Abdul Hakim Al-Khawani, whose name is Abu Al-Karrar (Supervisor of the Ministry of Interior) refused to release him.

of the aggression. He denied that accusation, and no evidence were provided against him, so the Houthi prosecution decided to release him with a commercial guarantee on October 15, 2019. A year after the release decision, Mr. Al-Qadimi did not find any guarantee for his release. The prosecution issued a decision on August 19, 2020 to release him for the lack of solid grounds and no crime and immediately release him with the return of the seized items owned by him.(3) However, at the time of writing this report, the Security and Intelligence Service has refrained from releasing him. Is it fair to imprison him initially and continue to imprison him for more than four years though he was proven innocent by the prosecution of the Houthi group? As for his aunt, who was seeking to have a surgery, she became disabled and was in a wheelchair due to the delay in her surgery. As for his wife and children who were deprived of their breadwinner the whole time, that is another sad story of the injustice they suffered.(4)

THE THIRD STORY: Abdul-Rahman Ahmad Nasser Al-Uqbi, Hafash District, Al-Mahwit Governorate

Mr. Abdul-Rahman Al-Uqbi is the head of the Yemeni Teachers' Syndicate in the district of Hafash, a member of the syndicate's authority in the governorate, and a teacher at Al-Fouz Secondary School in Al-Sfakin, the district center. We met him in Marib governorate after he was detained in Houthi prisons for nearly a year. We will let him tell us about his tragedy and the story of his arrest by himself. Mr. Al-Uqbi said, "On Sunday morning, January 28, 2017, three armed men, including the security supervisor, knocked on my house, and I was pulled out by force, while some of them were beating me with rifle butts until they put me on the police vehicle and drove off at a crazy speed. I was transferred in a cold weather, rough road and high slopes to the tops of the mountains at crazy speed until we arrived at the governorate administration at 12:00 am. I was taken to the Al-Mahwit Criminal Investigation Prison for 18 days during which I was interrogated about the nature of my work, my political affiliation, and my position on the aggression. After that, I was transferred to Al-Mahwit Central Prison where a separate prison was designated for detainees and kidnappers, and we were banned from visitations or communication with our family for five months. After nine months, my family were very intolerable and came to the gate of the prison. My children insisted for a visit and said that they would not leave until they see their father. After the noon prayer, I was surprised when the cell door was opened, and the warden was calling out to me for a visit, so I went out and saw my children, my wife and some of my relatives. The supervisor said that we were allowed only for 15 minutes. So I sat with my children and my wife. After 10 minutes, one of the wardens hit his rifle at the door of the room and shouted, "The visit is over. Get out, otherwise I will fire". We were threatened with weapons, and my wife and children came out of the room at gunpoint while

(3) At the center, we obtained copies of the decisions to release the victim from the Houthi Criminal Prosecution Office, but the intelligence service refused to release him.

(4) The source is lawyer, Abdul Majeed Sabra, the detainee's lawyer.

they were crying. I could not hold myself together and burst into tears. It was a painful situation that could not be forgotten. On Saturday, December 3, 2017, we were surprised at 9:00 pm that the gate of the cell was opened by the Central Security Forces and they said, 'Congratulations to us, guys, now the government has received a new state and the era of the Houthis has ended (this was during the uprising of President Saleh in Sana'a against the Houthis, which ended with his death) so we were happy with the release on Sunday, December 4, 2017. After we heard the Houthi group's return to control the governorate again, we fled in disguise with a friend of mine to Sana'a. Then, we continued to travel for a week towards Marib until we arrived on December 12, 2017.

THE FOURTH STORY: Childhood Innocence(5)

In one of the public schools in Amanat Al-Asemah, Kahlan was sitting on his school bench eagerly listening to the explanation of the Arabic language teacher. As a seven-year-old child who had just joined the school, he saw a picture of the leader of the Houthi group, Abdul Malik Badr al-Din al-Houthi, affixed to the classroom wall. He looked at the picture and remembered that he knew the person of that picture. He innocently pointed to the picture and said, "May Allah curse him". Silence fell over the class and everyone looked at the child in amazement, "What did you say?" Then the child repeated his words again, and a sudden slap hit him by the teacher who is appointed by the Houthi group. Kahlan turned to the teacher, and the teacher asked him, "Why do you insult the master?" The child unknowingly replied, "Whenever my father watches the person in this picture on television, he says so," And that day was the last day the father slept in his house.(6)

FIFTH STORY: The Poor Mother (Child Recruitment)(7)

"My son is not at the front. He swore to me by the Qur'an that he was going to Sana'a because he found a job in a sweets factory, and I love and believe him." None of the people of the village of Al-Majir in Saafan district, west of Sana'a, dares to tell the poor mother that her young son Raouf does not work in a factory at all and he is on the battlefronts with dozens of his peers. Raouf is a thirteen-year-old who lives with his mother and two sisters after the death of their father four years ago. His older brother Sadiq, who lives with his family in Sana'a, will tell us that the Houthi supervisor in the district, nicknamed Abu Thaer, brainwashed his younger brother behind his family's back. Mr. Sadiq will also tell us that Raouf told his mother one night that he got a job in Sana'a with his friend who sells sweets. However, the mother was scared and insecure so she refused by saying, "You are going to fight with the Houthi group in Marib just as your miscreant cousins have gone. I will never let you go, son, because you are the last one I have left in this

(5) The story tells the reality of glorification and holiness to the person of the leader of the Houthi group and instilled that in the hearts of students.

(6) The story is true for the journalist Amal Ahmed.

(7) The story tells the reality of the mobilization and recruitment of children by the Houthi group in Sana'a and the governorates under their control in northern Yemen.

life.” Raouf smiled and took the Qur’an and swore to her that he would never go to Marib as his cousins did; and he was honest and did not go to the Marib front, but went to the Hodeida front.(8)

THE SIXTH STORY: Caliph Al-Samad (False Mobilization of Schoolchildren)(9)

Four-year-old girl, Ghufraan, used to hear a bedtime story from her mother, despite the noise of her nine-year-old brother Zuhair, who is studying in the third grade of elementary school at Al-Yarmouk Governmental School, and the endless chatter of his engineer father on the phone. One night, Ghufraan heard the famous story of Al-Farouq Omar bin Al-Khattab with the poor old woman and how Omar saw the woman turning water in the pot to silence her hungry children, so he cried and carried a bag of flour on his back and prepared food for the children himself. The young daughter loved the story so much, until suddenly her brother’s annoying voice rose as he asked his mother with amazement, “Who is Omar?” The mother answered, “Our master Omar Ibn Al-Khattab, may God be pleased with him.” Then, the boy interrupted his mother crying, “No. Do not believe it Mama, this man was very unjust and a thief.” The mother looked at him in amazement, and the phone fell from his father’s hand, and the father said to him, his eyes were red with anger, “Who taught you these words, boy? Zuhair replied, feeling that he had made a mistake, “Ms. Ummat Al-Hakim said that, and she also said he had beaten the Prophet’s daughter and broke her back.” Then, a flow of lectures hit the child’s head and the father told his wife that he was intent on filing a complaint at the school, so his wife mocked and told him, “Don’t you know who the Minister of Education is? It is better for us to correct the concepts for our children by ourselves as much as possible until the end of the year, after which we will send him to a private school.” The father appreciated the idea and explained to his son about the virtues of Caliph Omar Ibn Al-Khattab, may God be pleased with him. The father told his son that Omar Ibn Al-Khattab never hit the Prophet’s daughter, but rather he was a proverbial figure in justice, asceticism, mercy and honesty. Suddenly the boy said, “Please don’t confuse me. Everyone gives me a name. Mr. Abdullah at school told us that these are Saleh Al-Samad’s characteristics.(10)

(8) The story is true about child recruitment from the same previous source

(9) The story is true about changing ideologies of students and children in public schools, by the journalist Amal Ahmed.

(10) Saleh Al-Sammad is one of the leaders of the Houthi group and he was the head of the political council. He was killed in a coalition air raid in early April, 2018.

OUR FINDINGS

First: Through our report, it is obvious that the educational process in Yemen, since the armed group of Ansar Allah [Houthis] took control of state institutions at the end of September 2014, has been subjected to a demolition process and has been more dangerous for the country at present and in the future. The future of intergenerational coexistence at the national cultural level is very much threatened given the polarization of students mobilized by the parties to the conflict. It requires a timely treatment to limit the danger and rebuild bridges of trust and coexistence between generations.

Second: The war in Yemen has caused education to be excluded from the global assessment of the quality of education according to the Education Quality Index issued by the World Economic Forum in Davos in its last report issued in mid-October 2020.

Third: the reluctance of many teachers and educators to carry out the educational process due to several reasons, including:

1. The interruption of the monthly salaries for more than four years due to the war, in particular in the governorates that have fallen under the control of the Houthi group.
2. 1579 teachers and educators were killed, 22 of whom died under torture, and 2,642 teachers were injured during the war.
3. Hundreds of teachers and educators were arrested, forcibly disappeared and subjected to torture in the prisons of armed groups (the Houthis - the Transitional Council). According to the statistics issued by the Teachers Syndicate, 621 teachers were arrested and 36 teachers forcibly disappeared, and 142 teachers were displaced from their villages and schools and replaced by substitutes from the Houthi fellows who are not qualified as teachers, the only criteria for their selection for their employment in the education sector is their loyalty to the group.
4. Forced migration and displacement of 20,142 teachers and their families, especially in the areas of clashes.
5. Many school teachers and staff resort to practicing other jobs for subsistence after their monthly salaries are disrupted. Some of them work as porters or in daily wages jobs, and some work in selling fish or juices, driving motorcycles, or doing crafts and other professions and heavy work.

Fourth: The war has caused great harm to students, summarized as follows:

1. Thousands of students were killed and injured in many governorates of Yemen. Some students were permanently disabled, especially because they were hit by mines while going to or from school, or because of direct bombardment, as it is the case now in the city of Taiz during our writing of this report.
2. Depriving over two million children from education, especially in areas that are still witnessing armed clashes between the two parties to the conflict in Yemen, such as Taiz, Al-Jawf, Marib, Hajjah, Al-Bayda and Al-Dhale governorates.
3. Thousands of students were recruited by armed entities, especially with Ansar Allah [Houthis].
4. Many students dropped out and lost their schools, some of them joined gangs and armed organizations outside the framework of the law.
5. Forced labor of some male and female students (some of them in early childhood years) due to the poor living conditions of their families or because of the loss of the family breadwinner as a result of the war.
6. Dozens of male and female students are busy meeting the family's needs of water, relief and gas, and purchasing the necessary needs under the extremely difficult circumstances, such as standing in long queues while being exposed to dangers.
7. The psychological disability that many male and female students suffer from as a result of the loss of their relatives or peers, and the effect of this on their studies and educational attainment.
8. Students lose their possessions, their families, and their documents, including their school certificates, which caused problems in their enrollment in other schools, especially when students were displaced to other places because of the war.
9. The absence of the school books in government schools and its availability in markets and sidewalks.
10. Tens of thousands of students are still deprived of their schools, which were destroyed by bombing or turning them into military barracks or prisons for armed groups.
11. Public schools witness severe overcrowded classrooms, as the number of students per class reaches 150.

Fifth: Ansar Allah [Houthis] exploits the educational process as a means through which its ideological ideas are broadcast and its goals are achieved in a systematic manner through school broadcasts, holidays and religious occasions for the group, in a school sector that suffers from a severe shortage of basic services such as water, electricity and toilets, especially schools in the villages and countryside.

Sixth: Ansar Allah [Houthis] introduces amendments to the school curriculum with a sectarian and ideological overtones, with the aim of spreading its ideology and belief within the educational curricula for students in a way that instills hatred and negatively affects the spirit of brotherly coexistence that Yemenis have known for centuries

Seventh: Education in public schools suffers from paralysis in performance and outputs for the aforementioned reasons. Moreover, there are shortage in the school books and the necessary furniture such as school chairs and blackboards, educational means, devices and laboratories in most schools in the country. Furthermore, education continue to take place in the traditional way for decades without the introduction of modern methods in education, which negatively affects the output of public schools.

Eighth: Reducing the time of the educational process in public schools through the small number of classes, which hardly reach three classes at best out of six scheduled classes per day, especially in rural areas. Moreover, parents are obligated to pay compulsory monthly sums allocated to teachers as an alternative for their salaries in schools under the control of Ansar Allah [Houthis].

Ninth: The poor function of the Supervision and Inspection Department, with the exacerbation of cheating during school tests, especially the interim exams, ignored by the authorities in the country in general.

Tenth: The educational infrastructure, represented by schools, was damaged by being bombed by Ansar Allah [Houthis], the Arab coalition air forces and other parties to the conflict, or being transferred into military barracks, weapons stores and private prisons.

Eleven: The low monetary reward (salary) specified for the teacher in the wages and salaries scale of state employees, which hardly covers only the goods necessary for living, assuming salaries are still paid under these harsh conditions in Yemen.

Twelfth: The deterioration of the educational system is high within the control of Ansar Allah [Houthis], and an average within the control of the legitimate government, accompanied by a large growth of the private education sector with high wages in all governorates of Yemen.

The continuation of the war and the targeting of the educational process by all parties to the conflict in Yemen, and the failure to stop the Houthi group from the curriculum amendments of an ideological and sectarian nature will lead to the ignorance of an entire generation, expose the social peace to serious threats, and deepen the division in Yemeni society.

RECOMMENDATIONS

FIRST: OUR RECOMMENDATIONS TO THE LEGITIMATE GOVERNMENT:

1. Neutralize education in armed conflict and oblige all conflict parties that control school buildings to evacuate and restore them to ensure the resumption of the educational process for generations, in compliance with the principles of the rules of international humanitarian law and international human rights law.
2. Urgently pay the salaries of all teachers in all governorates of the Republic of Yemen without exception and according to the payroll for 2014 and urgently to ensure the continuation of the educational process, with the need to raise their salaries in proportion to the living situation in the country.
3. Provide care to the families of teachers who perished in the war, and provide the necessary health care for the wounded.
4. Contribute to the release of the detained and forcibly disappeared teachers in prisons under their control, compensating them for the damage they suffered, rehabilitate them, and hold the violators accountable in accordance with national law.
5. Provide the necessary aid to the injured and disabled students, who have been psychologically affected by the war, and provide all means to ensure their return to education.
6. Rehabilitate the infrastructure of the educational sector that was damaged by the war, and build the destroyed schools and providing them with all means necessary for students to return to study.
7. Provide school books, educational aids, and the necessary equipment, including the necessary water and lighting.
8. Activate the role of educational guidance, supervision and inspection, and seriously fight the phenomenon of cheating in schools.
9. Hold rehabilitation courses in the field of psychological support for teachers and students who have been psychologically affected by the war, and establish friendly spaces for the most affected people.
10. Rehabilitate and train male and female teachers by modern means, in a way that is beneficial to students, with the need to develop a plan to move education from traditional stages to modern technologies that keep pace with this era.
11. Reconsider the educational curricula in line with the educational goals and in a manner that preserves the national identity that is inclusive of the people of the country and achieves the

process of sustainable development.

12. Work hard to lift the siege on the city of Taiz because of its severe impact on the educational process and all those affiliated with education.
13. Organize the function of private schools and impose control over the tuition fees they charge in proportion to the quality of the education they provide.

SECOND: OUR RECOMMENDATIONS TO ANSAR ALLAH [HOUTHIS]:

1. Neutralize education from the existing conflict by ensuring the cessation of targeting educational facilities and the evacuation and rehabilitation of all schools that are used by the group as military barracks or prisons to ensure that education returns naturally and in adherence to the principles of the rules of international humanitarian law and international human rights law.
2. Immediately stop the existing policies in changing school curricula and spare school students the existing conflict through provocative, sectarian and hate speeches practiced through school broadcasts, and replace all of that with expressions of peace, harmony, love, rejecting violence and instilling that in students' hearts to preserve the remaining bonds of peace and coexistence and security for all Segments of society at present and in the future.
3. Reduce hate speech, especially in the curricula of summer centers for young people, and return to the method of moderation, in which the Yemenis have coexisted for centuries in peace, brotherhood and harmony.
4. Immediately release all detained teachers, educators and students, and reveal the fate of the forcibly disappeared people.
5. Stop recruiting children under the age of 18 years and demobilize young recruits after undergoing rehabilitation and psychological support courses to ensure that they return to education naturally.
6. Supply all government revenues to the central bank in Aden so that the legitimate government can hand over the salaries of all state employees, including teachers and staff, and pay teachers' salaries in the governorates under their control for the past years.
7. Ensure that all forcibly displaced teachers and educators return to their schools and jobs to perform their sacred duty in education, stop pursuing them and ensure their safety.
8. Stop the monthly levies imposed on public school students, given that free education is guaranteed to all, without exception or discrimination.

9. Immediately stop planting mines and give maps to remove the planted mines because of their severe damage to the lives of civilians, including teachers and students.
10. Open the siege on Taiz governorate and alleviate the tragedy of nearly thousands of teachers and students from the people of the city.

THIRD: OUR RECOMMENDATIONS TO THE INTERNATIONAL COMMUNITY

1. Oblige the parties to the conflict in Yemen to implement the principles of international humanitarian law and international human rights law relating to the people, places and objects protected during military operations, and in particular the educational facilities.
2. Exert more efforts with the parties to the conflict to resume the peace process, stop the devastating war, and ensure that the state extends its control over the entire territory of the Republic of Yemen and ends the policy of impunity.
3. Assist the Yemeni government in activating the state's economic, service, and security institutions, in particular (the educational sector) in order to ensure the provision of decent living for Yemenis and the stability and development of Yemen.
4. Contribute to rehabilitating and raising the capacities of the public education and providing it with the necessary capabilities to ensure the improvement of its capabilities to advance the educational process in the country, and rebuild the infrastructure of the education sector that was destroyed during the war.

FOURTH: RECOMMENDATIONS FOR THE ARAB COALITION:

1. Conduct a comprehensive review of the rules of engagement, means of targeting to ensure compliance with international humanitarian law and distinction between civilian and military targets.
2. Spare civilian objects, and in particular educational facilities, from any targeting, even if military necessity requires, because the damage resulting from targeting them is greater than the interest to be achieved.
3. Act urgently, and through the Yemeni government, to rebuild all educational facilities that were destroyed due to the bombing, regardless of the reasons, with fair compensation for the victims who were targeted in the bombing in all Yemeni governorates.
4. Release all detainees, in particular teachers, educators, and other prisoners operating outside the jurisdiction of the legitimate government in Aden and the West Coast, and fairly compensate them for the material and moral damages caused to them during the detention period.

Fifth: Final Recommendation:

We recommend the National Commission to Investigate Alleged Violations to Human Rights in Yemen and the UN Panel of Experts to pay greater attention to the violations that affected the education process and everything related to education, bring the violators to accountability and justice, and ensure the zero application of impunity.

THE FORGOTTEN CRIME



A REPORT MONITORING THE EFFECTS OF THE WAR ON
EDUCATION SECTOR IN YEMEN

Published by the American Center for Justice (ACJ)

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WHY?

While violations of international human rights and humanitarian law are widespread, and at a time when extremist groups, armed violence groups and Government authorities continue to commit violations and war in more than one country, the suffering of civilians has increased, the most heinous crimes against humanity have been committed and numerous disasters have led to a rise in the prevalence of crime and the absence of the rule of law, accountability and punishment. The American Center for Justice (ACJ) has therefore come to defend human rights, stand by the victims without discrimination, champion their causes, reduce further violations, promote the values of democracy and freedom, and consolidate the norms of peace.

The war in Yemen and the humanitarian catastrophe that has claimed the lives of tens of thousands, most of them women and children, is among the reasons for establishing ACJ to be among the most important institutions that adopt the protection and defense of human rights in this country that has been intensified by wars for several years.

WHERE?

The United States of America is considered the most influential actor in global decision-making, as well as the most important offices of the United Nations services, bodies and programs, together with international organizations and all human rights institutions with great reach and influence are based in the country and from which ACJ also chooses to be the base of its activities.

HOW ?

The American Center for Justice (ACJ) monitors, investigates and documents human rights violations, issues reports and provides legal support to victims to ensure that perpetrators do not enjoy impunity.

Moving rights issues in international forums and seeking decisions and positions that support and champion the victims of human rights violations in the international community and United Nations decision-makers will be a strong foundation and the basis for addressing all violations and breaches of domestic laws, international conventions and treaties.

The Center will also work on numerous programmes and offer a range of activities, including conferences and symposiums, as well as producing human rights reports that reflect and coordinate the real picture of human right Then work on it in coordination with the centers, organizations and personalities that influence international decision-making.

WHO?

American Center for Justice (ACJ) Team is a group of experts, specialists and prominent human rights advocates and victims of violations. The team has many capacities and relationships that enable it to perform its functions appropriately in accordance with international standards. The Center has a number of consultants, researchers and field investigators in its target areas and within its scope of work.



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