

# Education Sector Needs Assessment Report

2026

**FOR PRIMARY AND SECONDARY SCHOOLS  
IN TAIZ GOVERNORATE AND THE WESTERN COAST**



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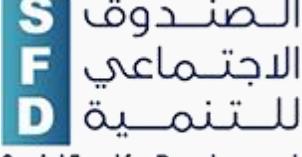
EDUCATION CLUSTER PARTNERS  
TAIZ GOVERNORATE AND THE WESTERN COAST

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## Partners of the Education Needs Assessment

		<p>كتلة التعليم اليمن</p> <p><b>Yemen Education Cluster</b></p> 
	 <p>FOR HUMAN DEVELOPMENT <b>FHD</b></p> <p>مؤسسة فوره يومن للتنمية</p>	 <p>Lotus Yemen Foundation for Development &amp; Human Rights</p>
		 <p><b>KUN</b> مؤسسة كن للتنمية Kun Development Foundation</p>
 <p><b>MAAKUM</b> مؤسسة معاكم الشموخ Maakum Developmental Foundation</p>	 <p>منظمة عبس التنموية للمرأة والطفل Abs Development Organization For Woman &amp; Child</p>	 <p><b>الوصول الإنساني</b> HUMAN ACCESS</p>
	 <p><b>MHD</b> منظمة ملاذ للتنمية الإنسانية Malaz Organization for Human Development</p>	 <p>وبيقي <b>الأثر</b> alathar</p>
		 <p><b>PURE HANDS</b> Yemen Relief</p>
 <p>منظمة يمن الطفل والشباب للتنمية TAKS Child &amp; Youth Organization for Development</p>	 <p>المركز اليمني لصعوبات التعلم YEMENI CENTAER FOR LEARNING DIFFICULTIES</p>	 <p>منظمة إعانة إنسان للتنمية HUMAN AID FOR DEVELOPMENT ORGANIZATION</p>
 <p><b>ال ألف</b> مؤسسة ألف لدعم التعليم Alif for Education Support</p>	 <p>الجمعية الخيرية لخدمة المجتمع والتنمية Social Service Foundation For Development And Training</p>	 <p><b>الصندوق الاجتماعي للتنمية</b> Social Fund for Development</p>

## 2. Executive Summary

The education needs assessment in the southern districts of Taiz Governorate and the western coast presents a complex picture of the educational process under the ongoing impacts of war, displacement, poverty, and early marriage. The survey covered 790 schools out of 980 in 16 districts, with a coverage rate of 81%, and revealed that 10% of schools are non-operational. More than 5,700 classrooms require renovation or reconstruction, in addition to widespread loss of school furniture and deprivation of 330 schools from drinking and utility water sources.

The total number of enrolled students reached 468,585, including about 76,793 vulnerable groups (IDPs, persons with disabilities, marginalized groups). However, actual attendance does not exceed 423,635 students, with high dropout rates of around 9,909 boys and girls due to economic, social, and security reasons, as well as early marriage.

The teaching workforce includes 34,763 teachers, half of whom are female, with 7,509 volunteers without salaries. Fewer than 3,000 teachers overall have received training exceeding ten days, reflecting weak capacity building and institutional support. Availability of textbooks does not exceed 47%, while only one-third of schools have a health referral system. Moreover, 11% of roads leading to schools are unsafe, exposing children to multiple risks including landmines, domestic violence, and early marriage.

Despite previous interventions—such as building renovations, provision of school and health kits, and installation of solar energy systems—significant gaps remain, highlighting the urgent need for short-, medium-, and long-term interventions to ensure continuity of the educational process and protection of children.

### Immediate Intervention Priorities

- Rehabilitation of destroyed classrooms and toilets, and provision of essential school furniture.
- Reintegration of out-of-school students and payment of salaries for volunteer teachers.
- Provision of safe drinking and utility water in deprived schools.
- Urgent support for volunteer teachers through salaries or financial incentives.
- Immediate provision of textbooks and teaching aids.
- Provision of school bags and school feeding programs for students.
- Expansion of psychosocial support programs for children in schools.
- Strengthening child protection measures against risks (landmines, early marriage, domestic violence, child labor).

### 3. Methodology

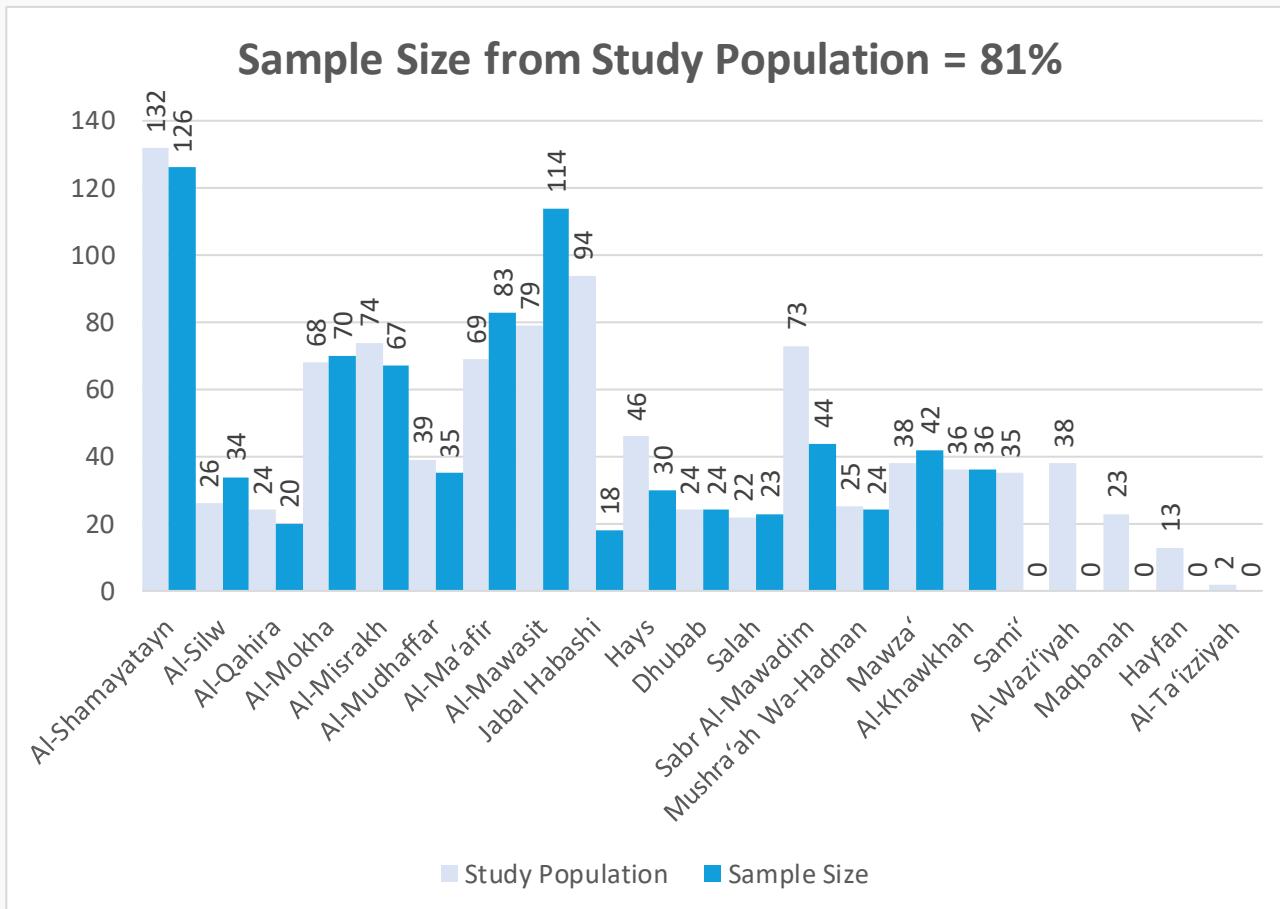
#### 3.1: Survey Tool

The assessment relied on a set of integrated tools to ensure the comprehensiveness and accuracy of data in the context of the southern districts of Taiz Governorate and the western coast, including:

- Electronic forms through the Kobo system to collect quantitative data from schools and targeted communities.
- Individual interviews with relevant stakeholders, including educational staff, parents, and local authorities.
- Focus group discussions to address qualitative issues and exchange perspectives among beneficiaries and educational actors.
- Primary sources from the Ministry of Education, including official statistics and related sectoral reports.

#### 3.2: Geographic Scope

The field survey covered 790 schools out of 980 existing schools in the targeted districts, representing a coverage rate of 81% of the total schools within the southern districts of Taiz Governorate and the western coast. These districts were selected to ensure comprehensive representation of the educational reality in high-priority and highly affected areas. Access to five districts was not possible due to security reasons that prevented partners from reaching them.



### 3.3: Timeframe

The assessment was conducted during the period from 3 November 2025 to 5 January 2026, in order to ensure comprehensive coverage of the targeted study sample in the districts located within the southern part of Taiz Governorate and the western coast. This timeframe allowed for the collection of accurate and reliable data that reflects the educational reality during this period and ensures forecasting of learning needs for the year 2026.

The assessment faced a number of constraints that affected the scope of coverage and data accuracy, which can be summarized as follows:

- **Access:** Difficulty in reaching some districts and schools due to geographical factors or weak infrastructure.
- **Security:** Security challenges in certain areas limited the ability to conduct the assessment fully and safely.
- **Data shortage:** Limited availability of official or updated data from local sources, which necessitated reliance on estimates or partial information in some cases.
- **Data validation:** Difficulty in verifying some field information due to the absence of accurate or updated school records.

## 4. General Context

### 4.1: School Infrastructure

The assessment revealed that 10% of schools are non-operational, and more than 5,700 classrooms require renovation or reconstruction. The condition of classrooms is distributed as follows: 39% functional, 50% damaged and in need of renovation, and 11% destroyed and unusable. Loss of school furniture was widespread, with 45% due to war, 20% due to looting by armed groups, and 7% due to floods and climate change. These figures highlight the fragility of the educational infrastructure and the urgent need for rehabilitation.

### 4.2: Educational Process

The total number of enrolled students reached 468,585, including 76,792 vulnerable groups (IDPs, persons with disabilities, marginalized groups). However, actual attendance does not exceed 423,625 students, reflecting a gap of approximately 45,000 students between enrollment and attendance. The dropout rate reached 6% of total students, driven by poverty, early marriage, and displacement. Availability of textbooks does not exceed 47%, which undermines the quality of education and increases repetition and dropout rates.

### 4.3: Basic Student Services

The assessment showed that 58% of schools have access to drinking and utility water, while 42% are completely deprived. Moreover, 55% of students rely on the available water for drinking, while 45% do not consume it due to poor quality or insufficiency. The average distance students travel to obtain water reached 1,163 meters in Dhubab district, while distances ranged between 76 meters in Al-Shamayatayn and 714 meters in Al-Silw. These figures reflect the fragility of the water and sanitation systems in schools.□

#### 4.4: Psychosocial Support

Signs of psychological stress were observed among children in 357 schools, as a result of war, displacement, and poverty. With the absence of psychosocial specialists in the most schools, behavioral challenges and poor academic performance are exacerbated. The limited availability of recreational and cultural activities, along with the lack of effective psychosocial referral programs, leaves children without adequate support. These figures highlight the urgent need to expand psychosocial support programs.□

#### 4.5: School Protection and Safety

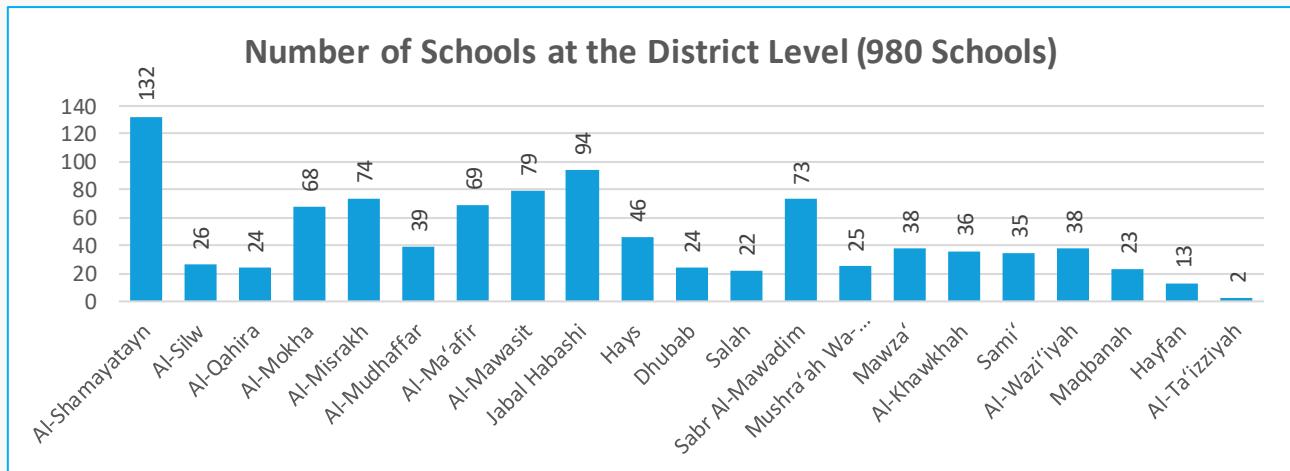
The assessment showed that the school environment in southern Taiz and the western coast remains fraught with risks, as 11% of roads leading to schools are unsafe, exposing children to landmines and community violence. Signs of psychological stress were also observed among children in 357 schools, indicating the direct impact of war and displacement on students' mental health. In addition, some schools recorded cases of parental violence against children, reflected in their classroom behavior, while a number of students were involved in school-related violence due to surrounding social and security pressures. These findings confirm that school protection is not merely a matter of road safety, but also includes protecting children from domestic violence and from engaging in violent behaviors within schools. This calls for the establishment of a comprehensive protection system that encompasses awareness-raising, psychosocial support, and activation of the role of parent councils and the community in accountability.□

#### 4.6: School Health

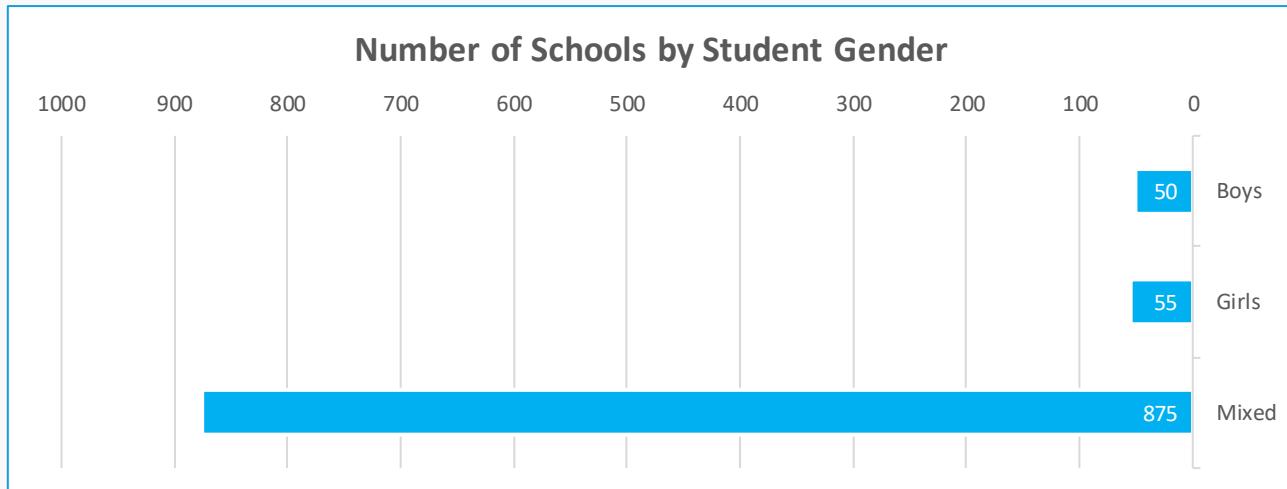
Only one-third of schools have a health referral system, while first-aid kits and health officers are absent in most of them. This situation weakens schools' ability to respond to health emergencies and exposes children to additional risks. Previous interventions were limited to the provision of health kits on a small scale, without establishing a sustainable school health system capable of protecting children and ensuring their safety.□

### 5. Current Status of Education in Taiz Governorate

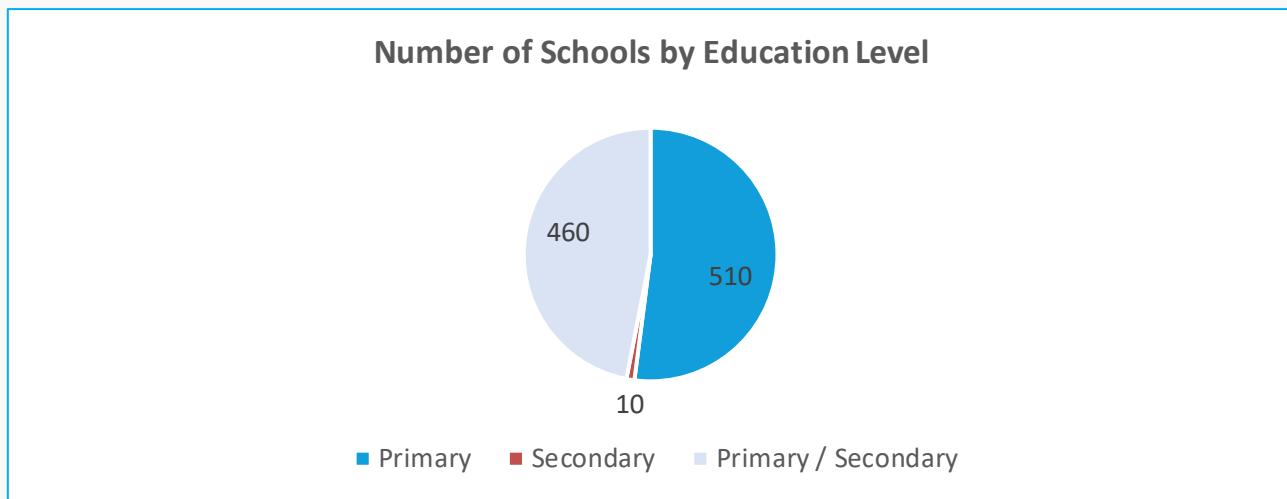
#### 5.1: Number of Schools



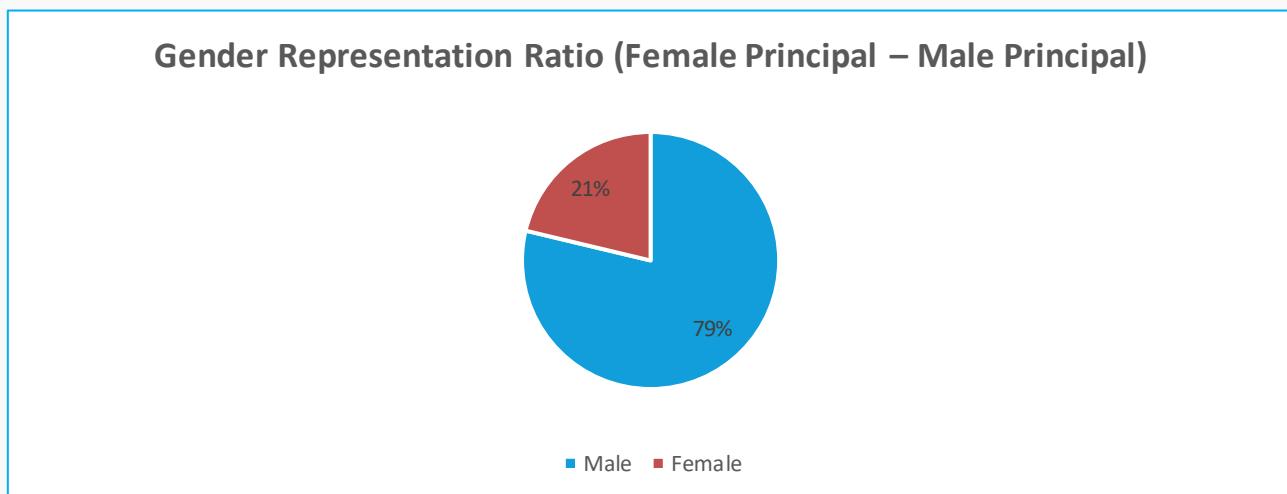
## 5.2: Schools by Student Gender



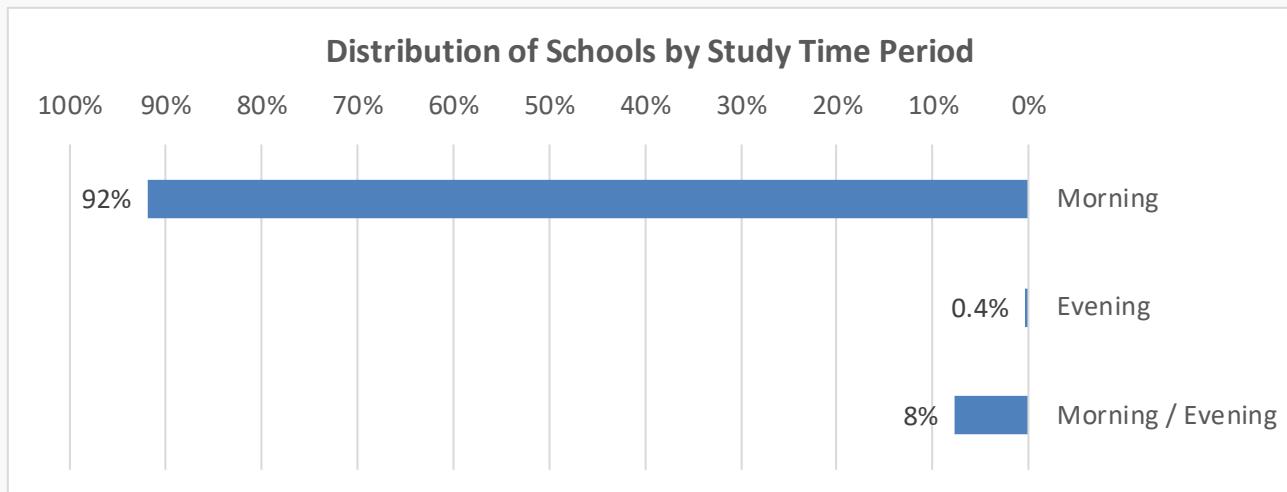
## 5.3: Schools by Educational Levels



## 5.4: Gender Representation in School Leadership

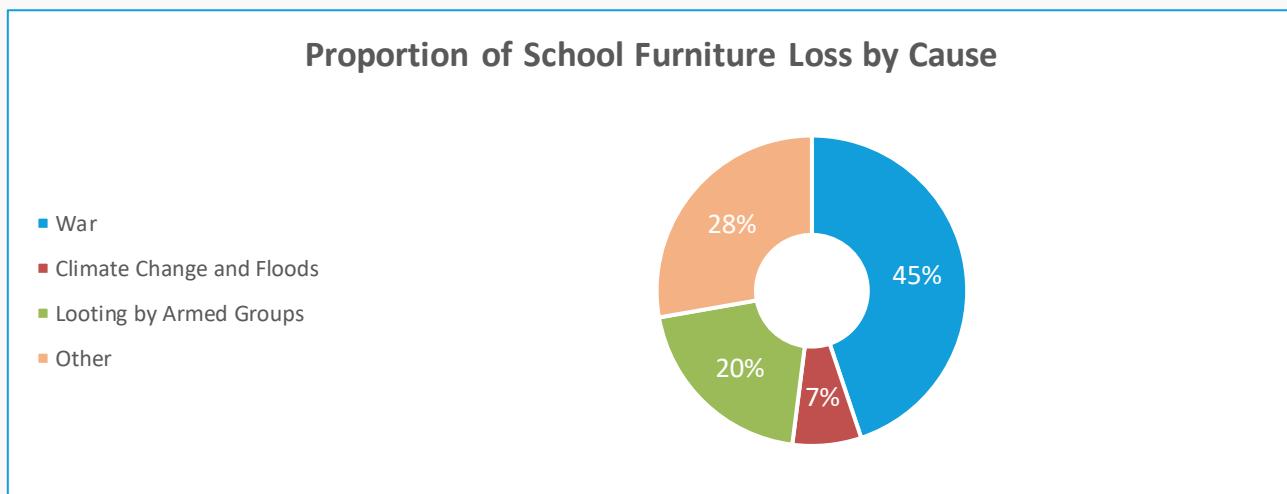


## 5.5: Schools by Study Period

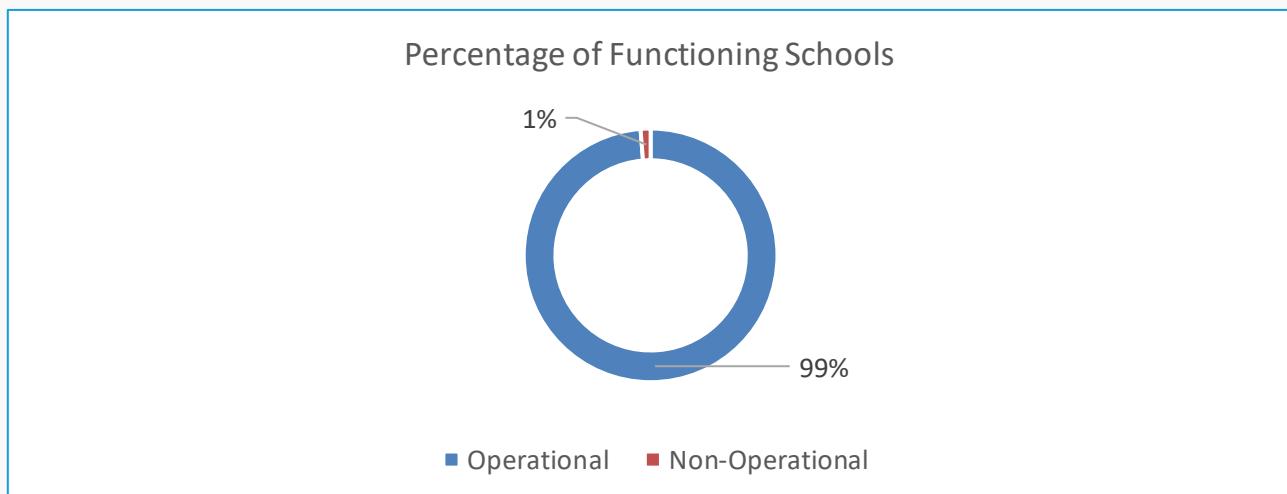


## 5.6: School Infrastructure

- **Causes of Loss of School Furniture**

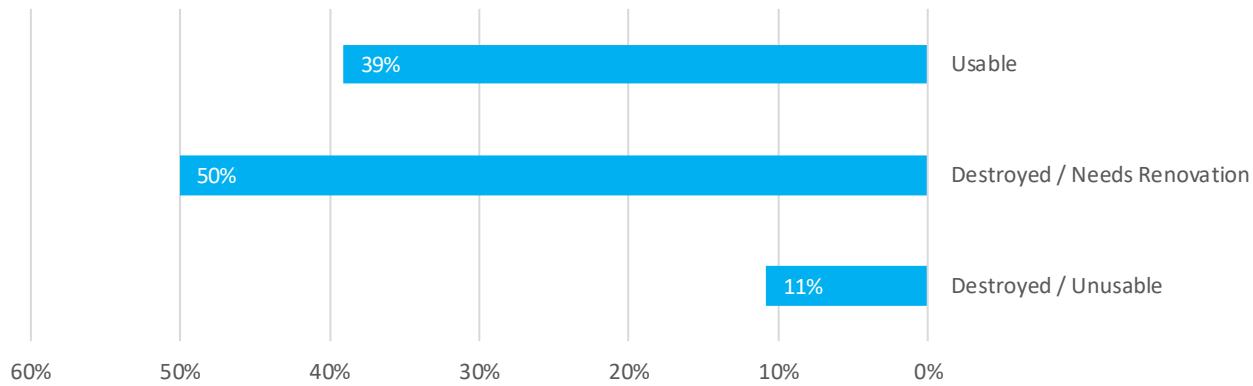


- **Number of Operational and Non-Operational Schools**



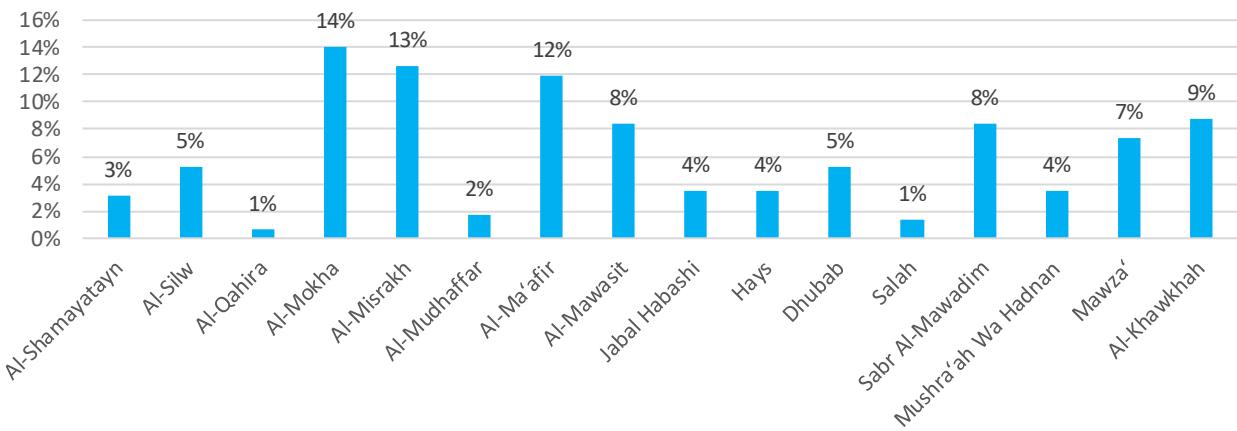
- Condition of Classrooms

Proportion of Classroom Infrastructure Status



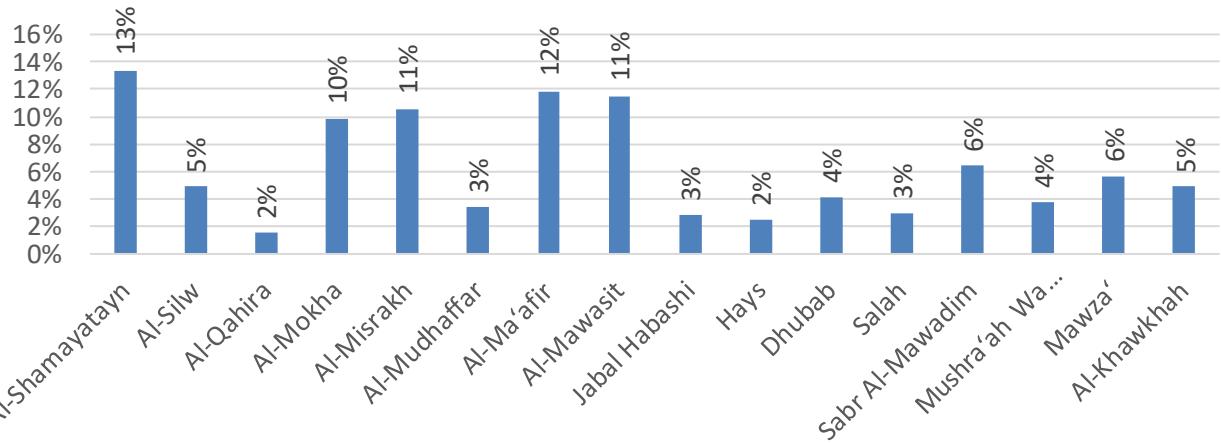
- School Toilets

Percentage of Schools Without Toilets

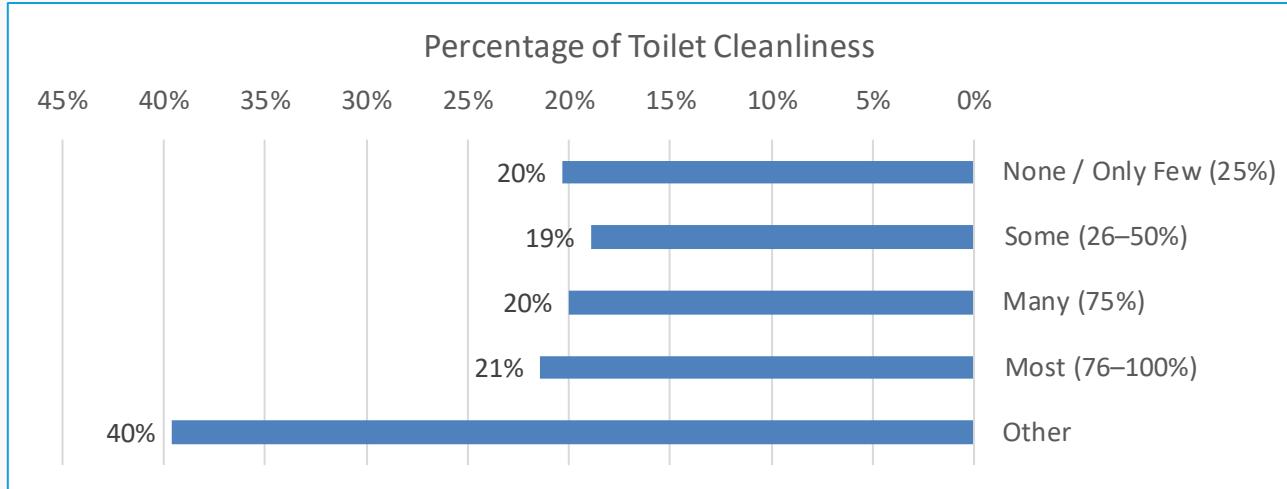


- Handwashing Facilities

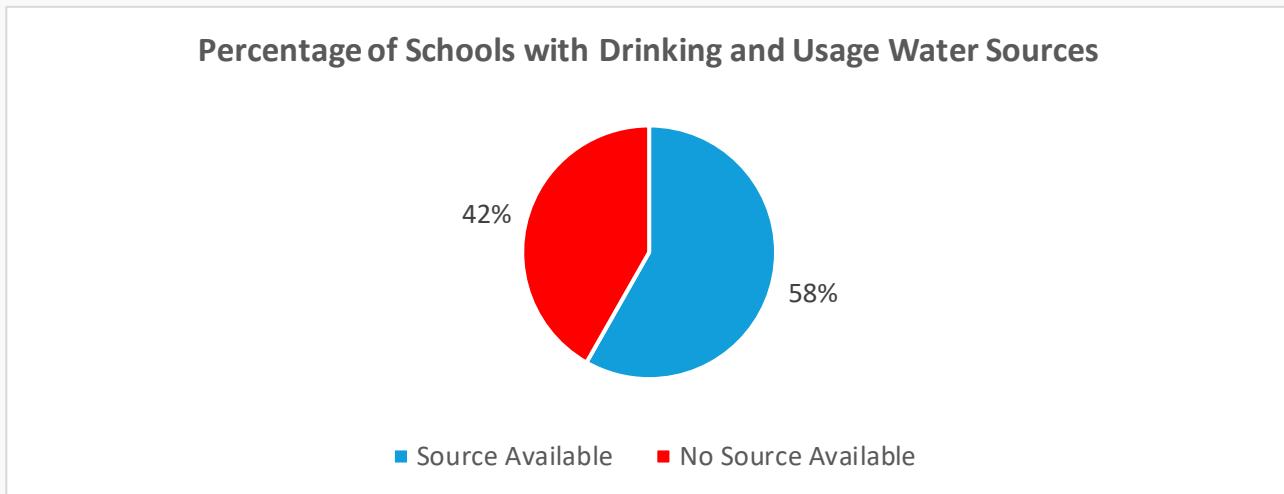
Percentage of Schools Lacking Handwashing Facilities



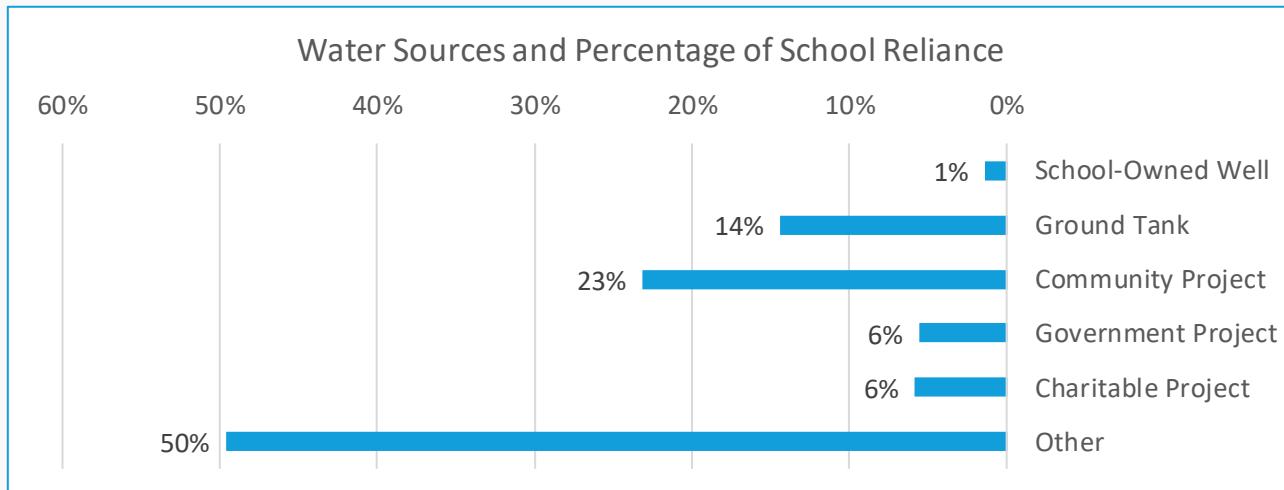
- **Cleanliness of Toilets**



- **Drinking and Utility Water in Schools**

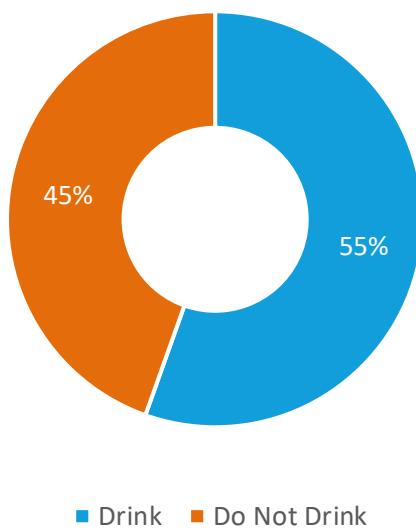


- **Sources of Drinking and Utility Water**



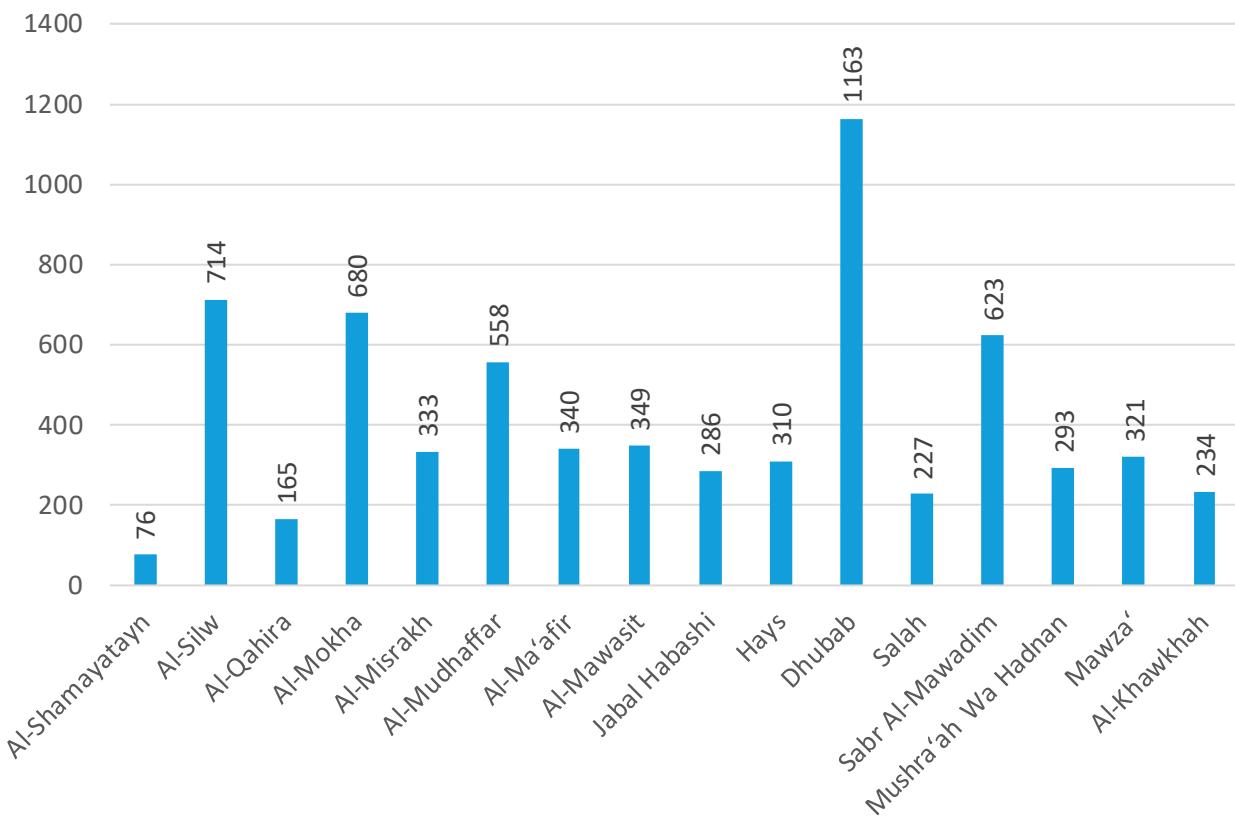
- **School Students' Reliance on Available Drinking Water**

Percentage of Schools' Reliance on Available Drinking Water



- **Average Distance Students Travel to Access Water (in meters)**

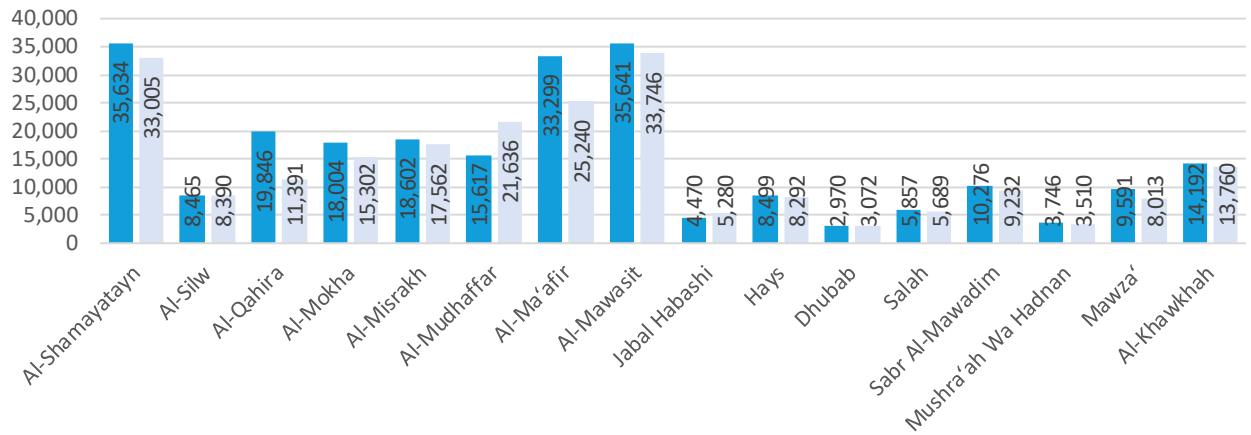
Mean Distance Covered by Students to Obtain Drinking Water



## 5.7: Students

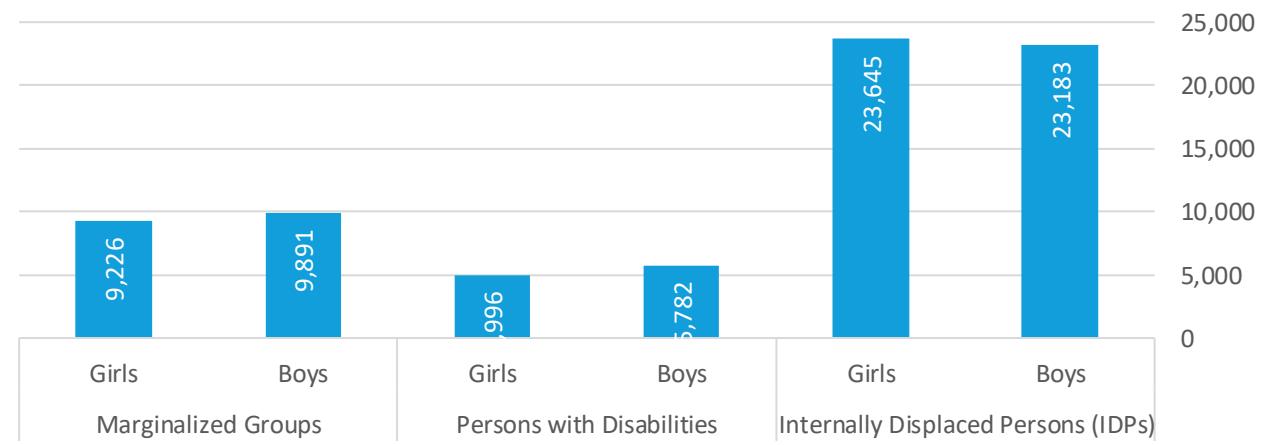
- Total Number of Students Enrolled in Schools**

**Number of Students in Schools (467,829 Male and Female Students)**

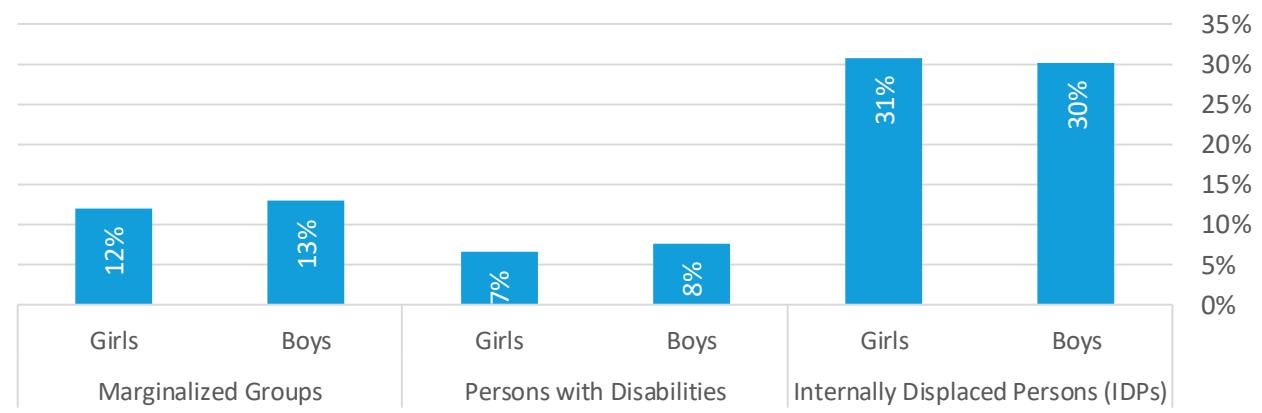


- Vulnerable Groups of Students: (IDPs – Persons with Disabilities – Marginalized Groups)**

**Number of Students from Vulnerable Groups (76,723 Boys and Girls)**

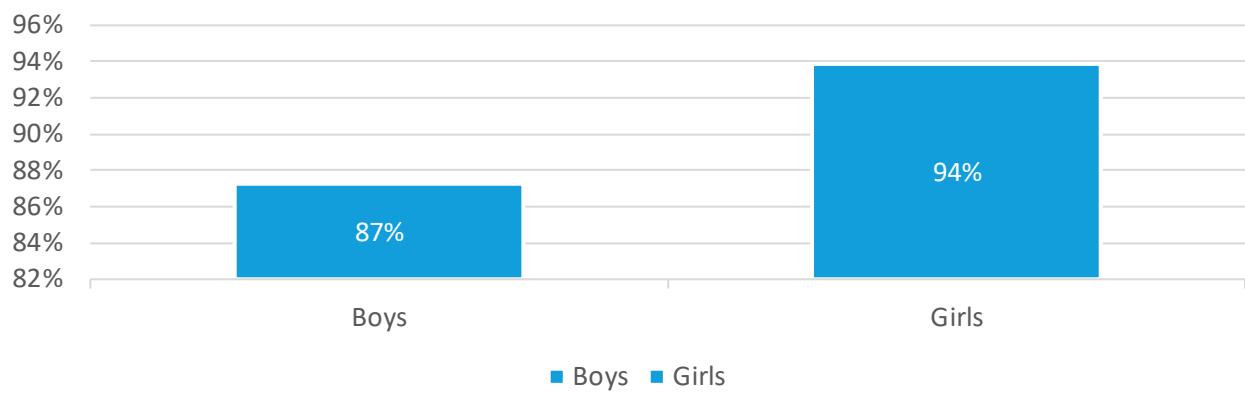


**Percentage Distribution of Students from Vulnerable Groups by Gender**



- Attendance and Absenteeism Rates

Comparison of Students' Attendance Commitment by Gender

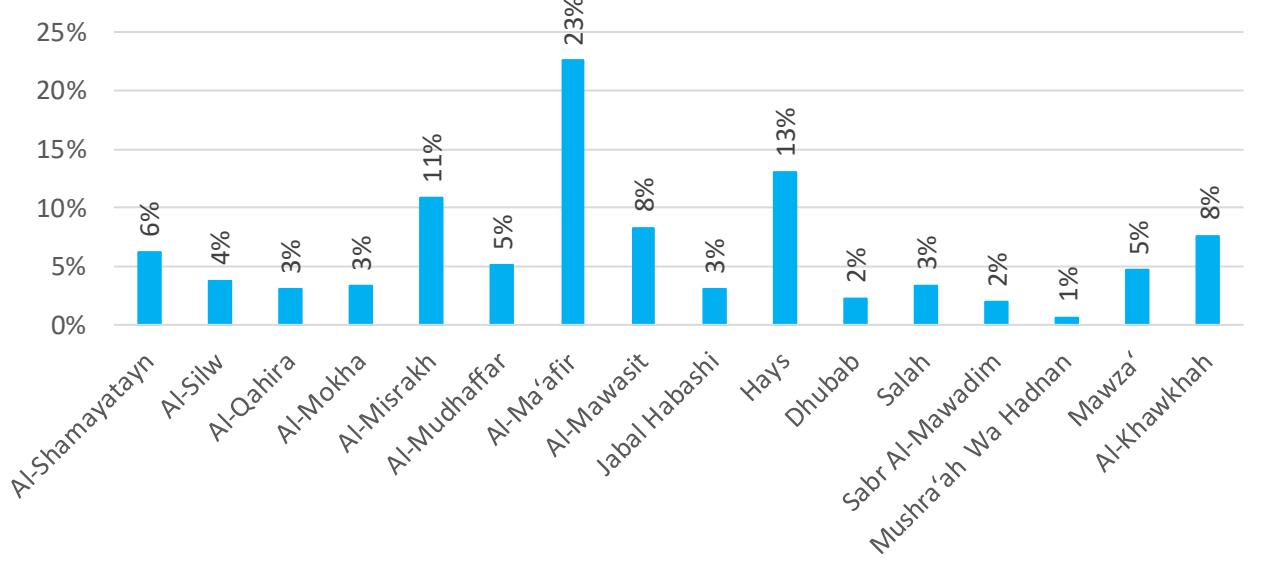


- Causes of Dropout: (Economic – Social – Security-related)

**There are several reasons that have led to the dropout of male and female students from schools, most notably :**

- Poverty and economic hardship:** The primary reason, as families are unable to bear the costs of education.
- Early marriage of girls:** The second most significant reason, depriving girls of continuing their studies.
- War and displacement:** Leading to the destruction of schools or their conversion into military barracks, forcing families to leave their areas.
- Family and social problems:** Such as parental neglect, divorce, or illness.
- Weakness of the educational system and infrastructure:** Including repeated failure, shortage of staff, overcrowded classrooms, remoteness of schools, and lack of transportation.

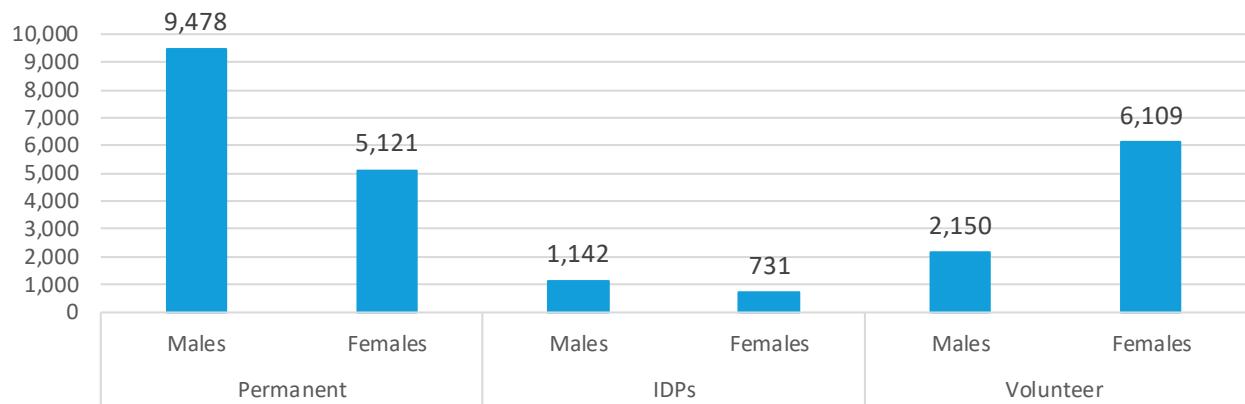
School Dropout Rate



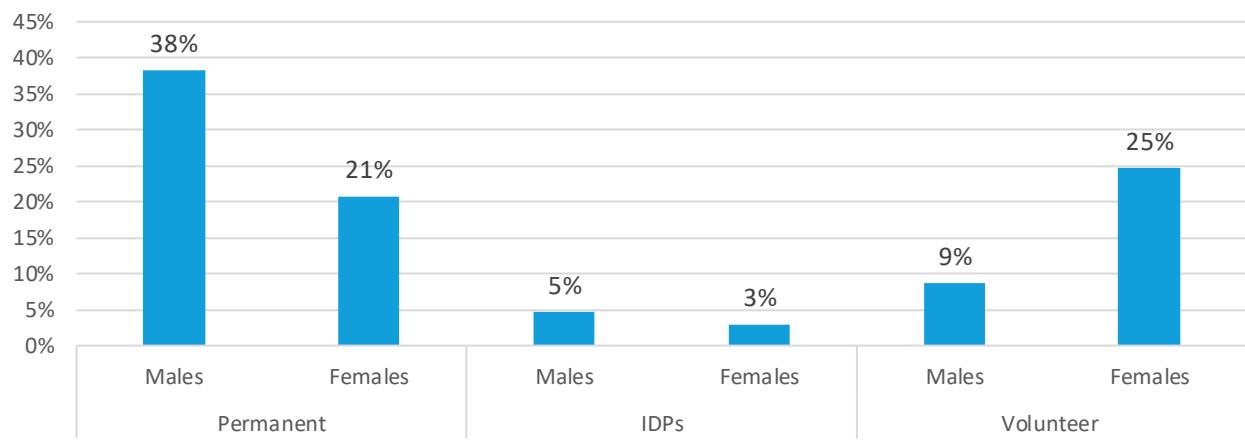
## 5.8: Teachers and Staff

- **Number of Male and Female Teachers**

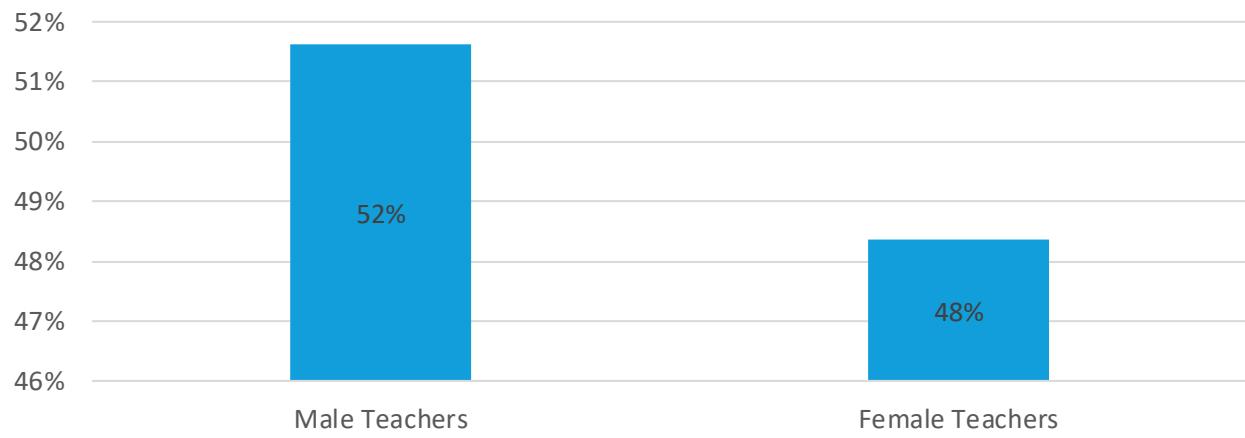
**Number of Teachers by Category (Permanent – Internally Displaced – Volunteer)**



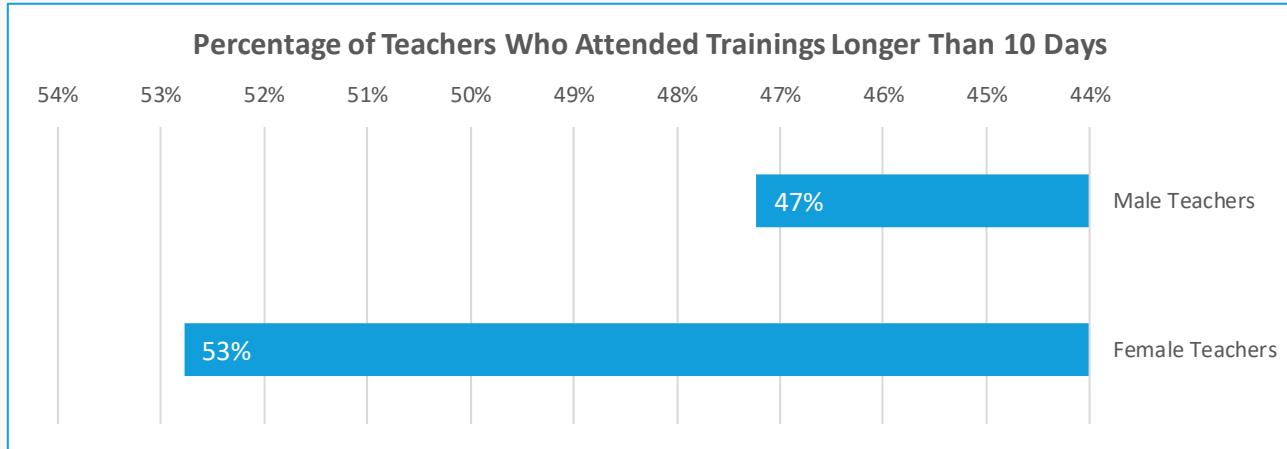
**Relative Distribution of Teachers by Gender and Category**



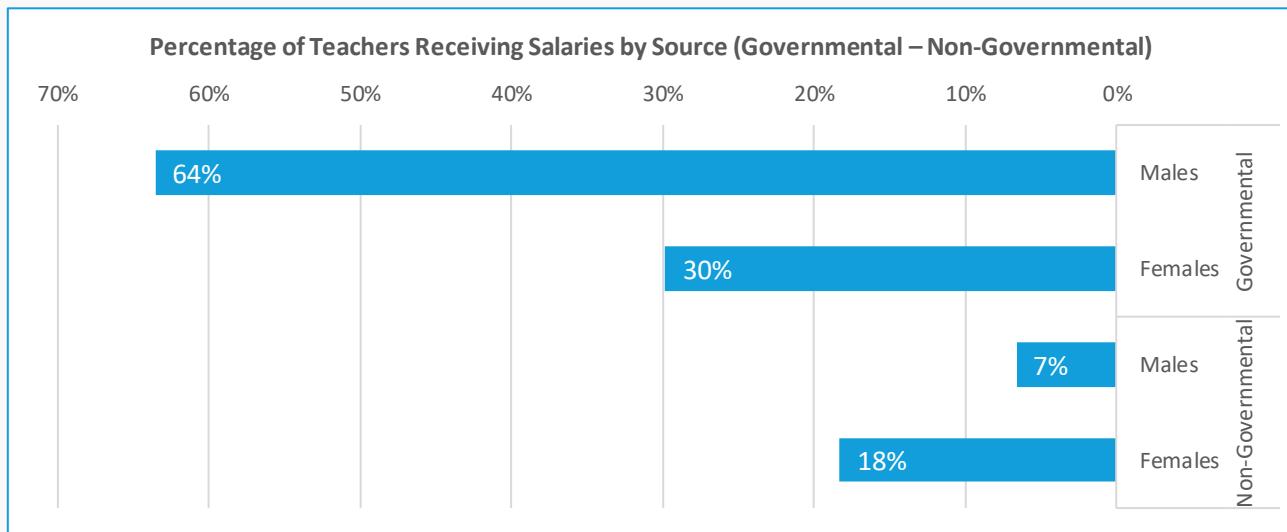
**Percentage Distribution of Teachers by Gender**



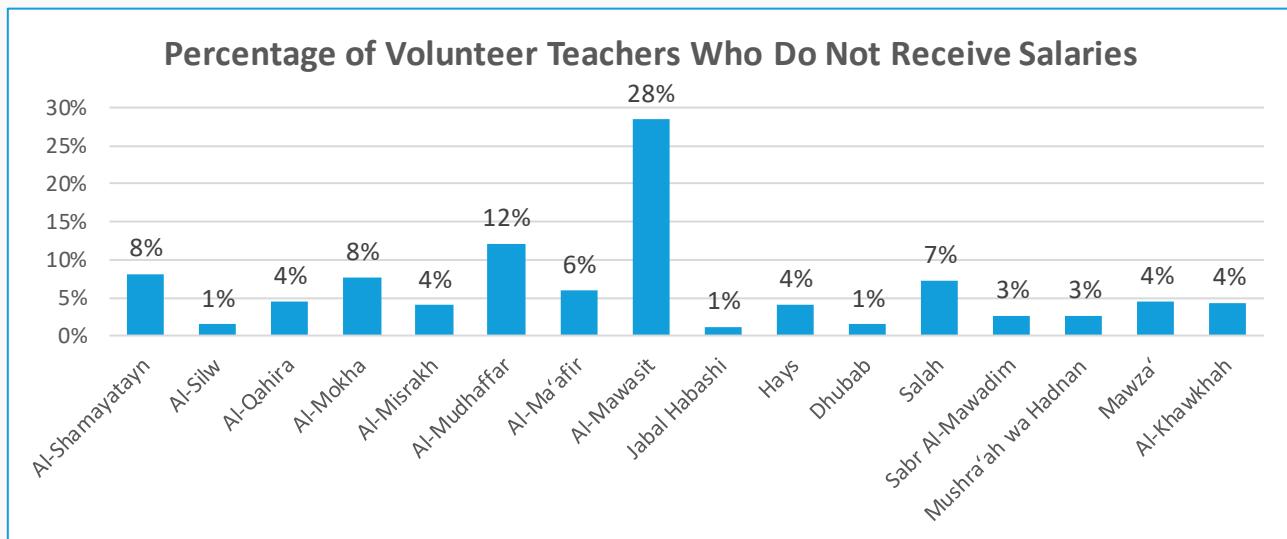
- **Teachers Who Attended Trainings Exceeding 10 Months**



- **Sources of Salaries (Governmental / Non-Governmental)**



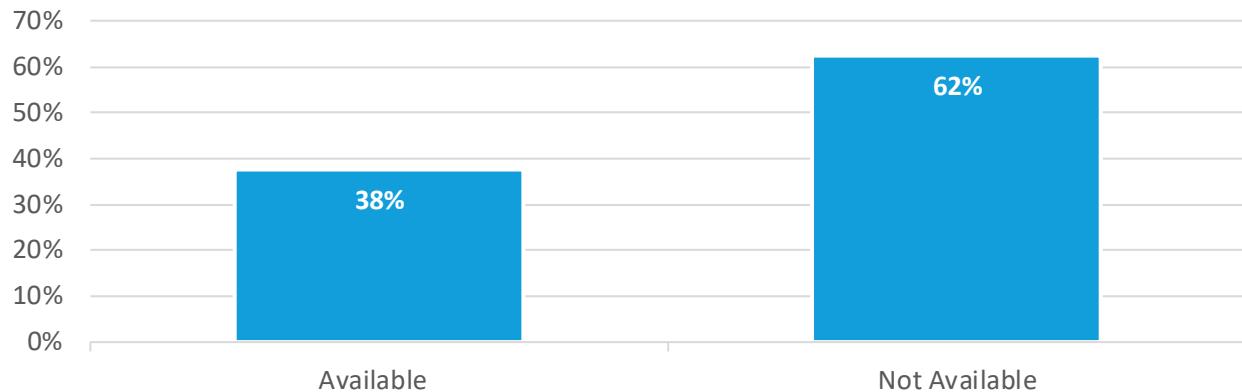
- **Volunteer Teachers Without Salaries**



## 5.9 Rules of Conduct

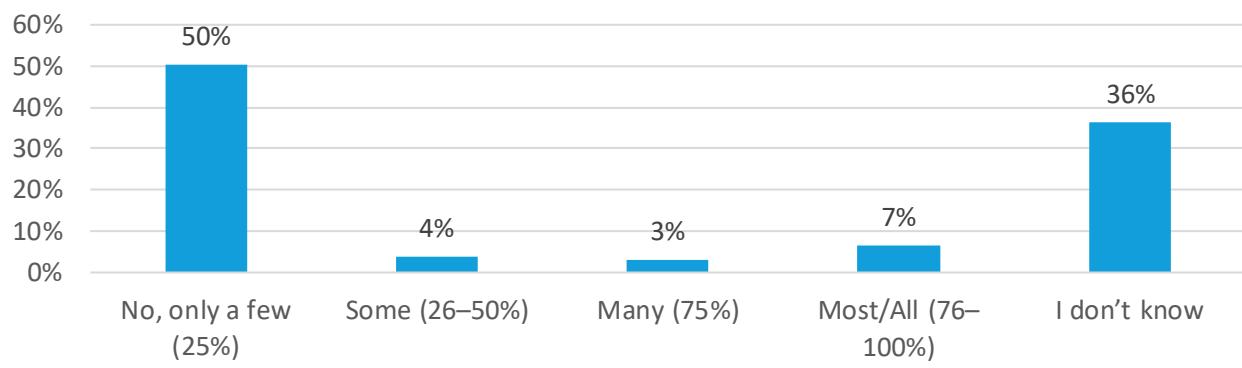
- **Code of Conduct**

Percentage of Schools with a Code of Conduct



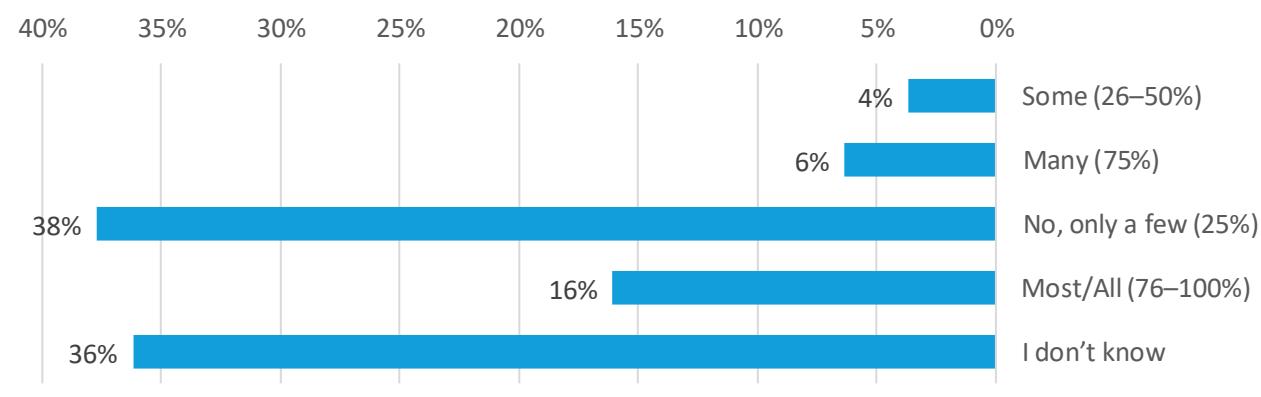
- **Schools Trained on the Code of Conduct**

Percentage of Teachers Trained on the Code of Conduct



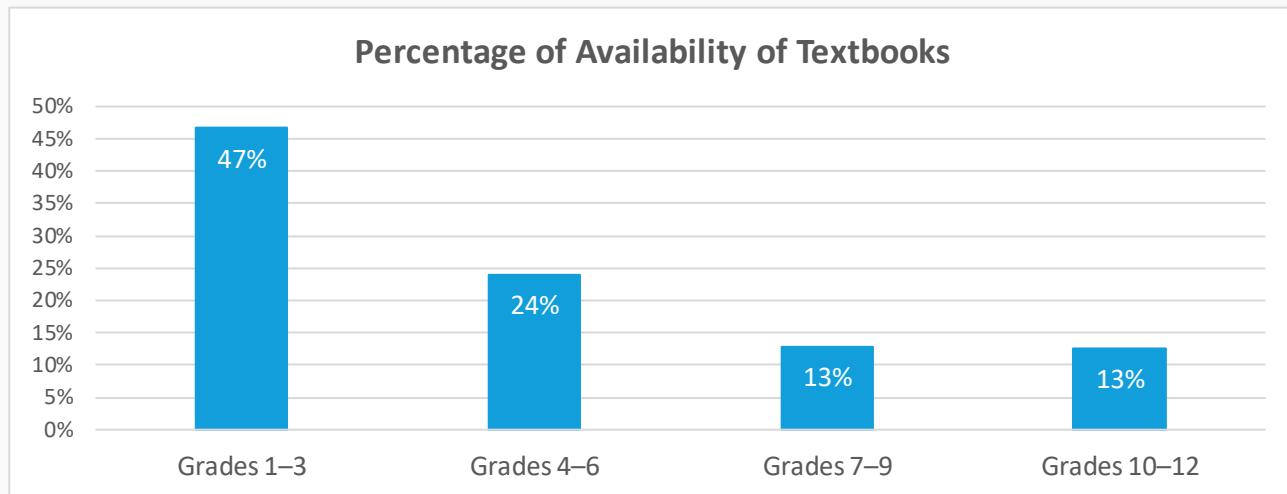
- **Schools Whose Teachers and Staff Signed the Code of Conduct**

Percentage of Teachers Who Signed the Code of Conduct

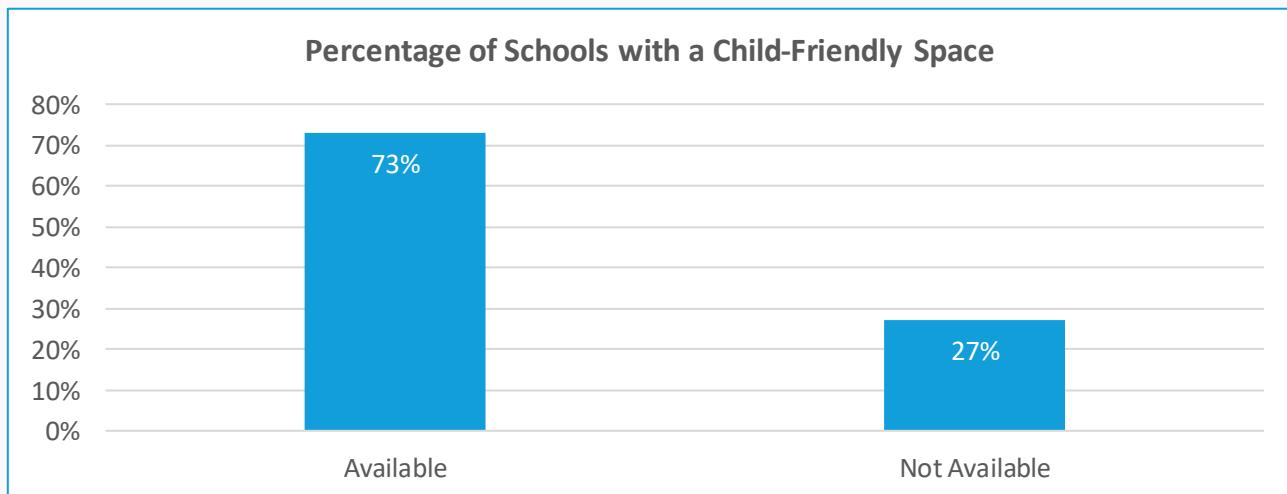


## 5.10: Educational Services

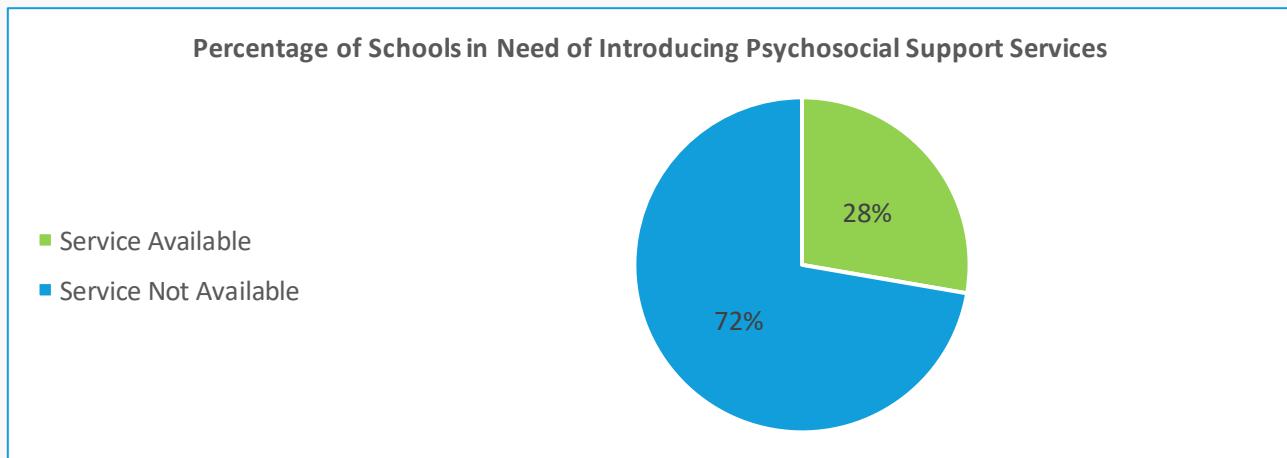
- **Availability of Textbooks and Teaching Materials**



- **Recreational and Cultural Activities**

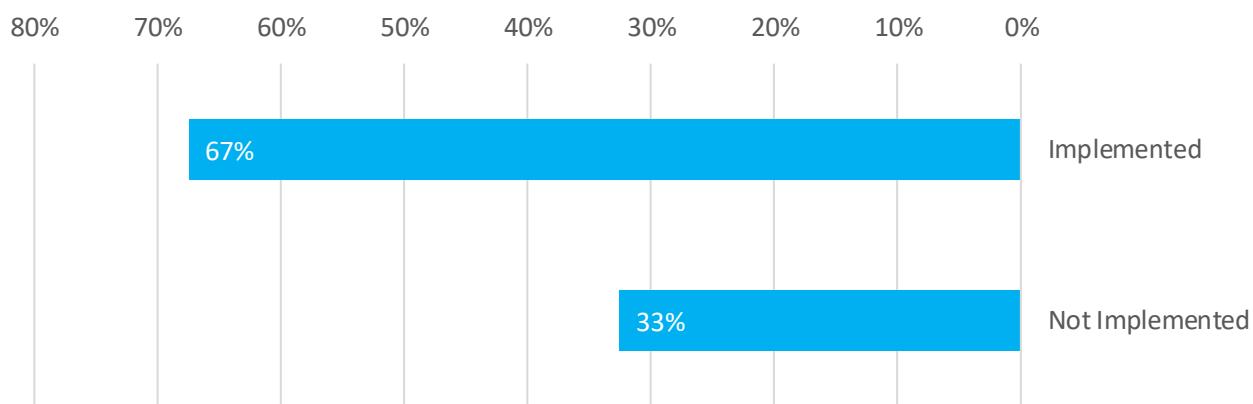


- **Psychosocial Support Programs**



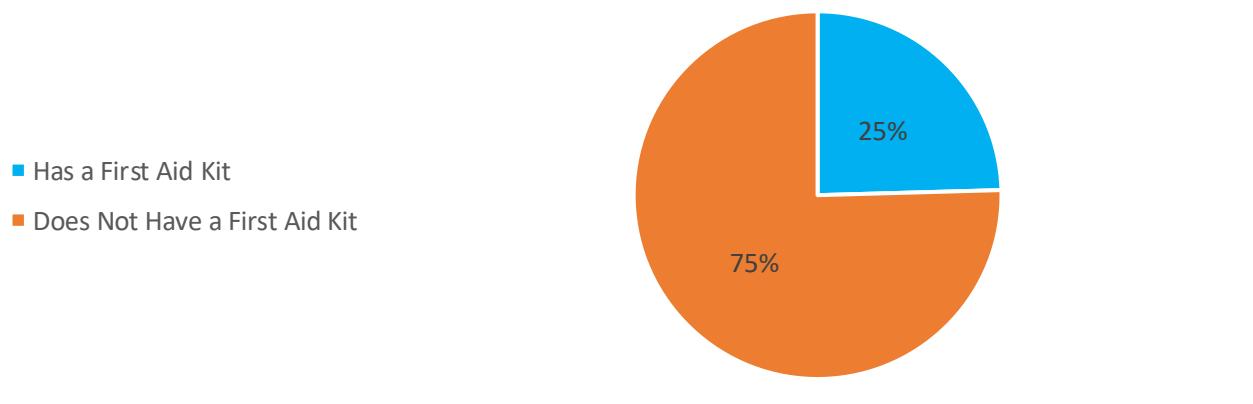
- **Health Referral System**

Percentage of Schools Implementing the Health Referral System



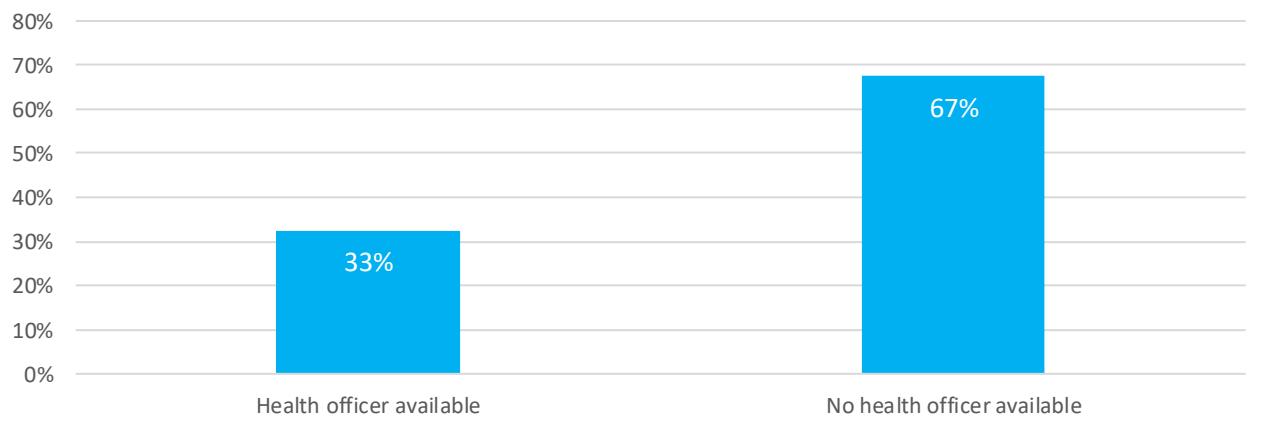
- **First Aid Kits**

Percentage of Schools Without First Aid Kits



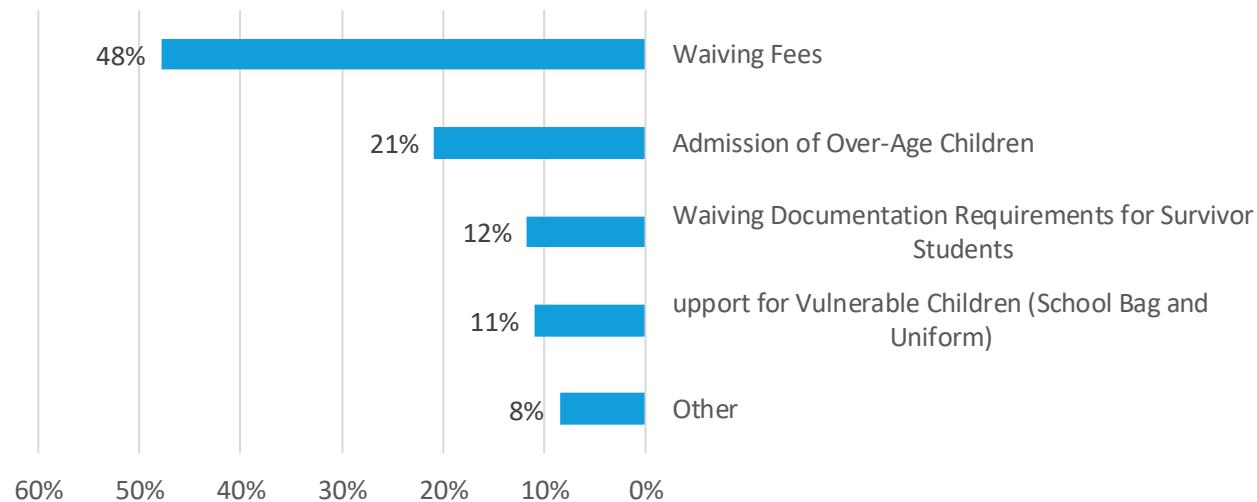
- **Health Officer in Schools**

Percentage of schools with a health officer



- Flexibility of School Policies

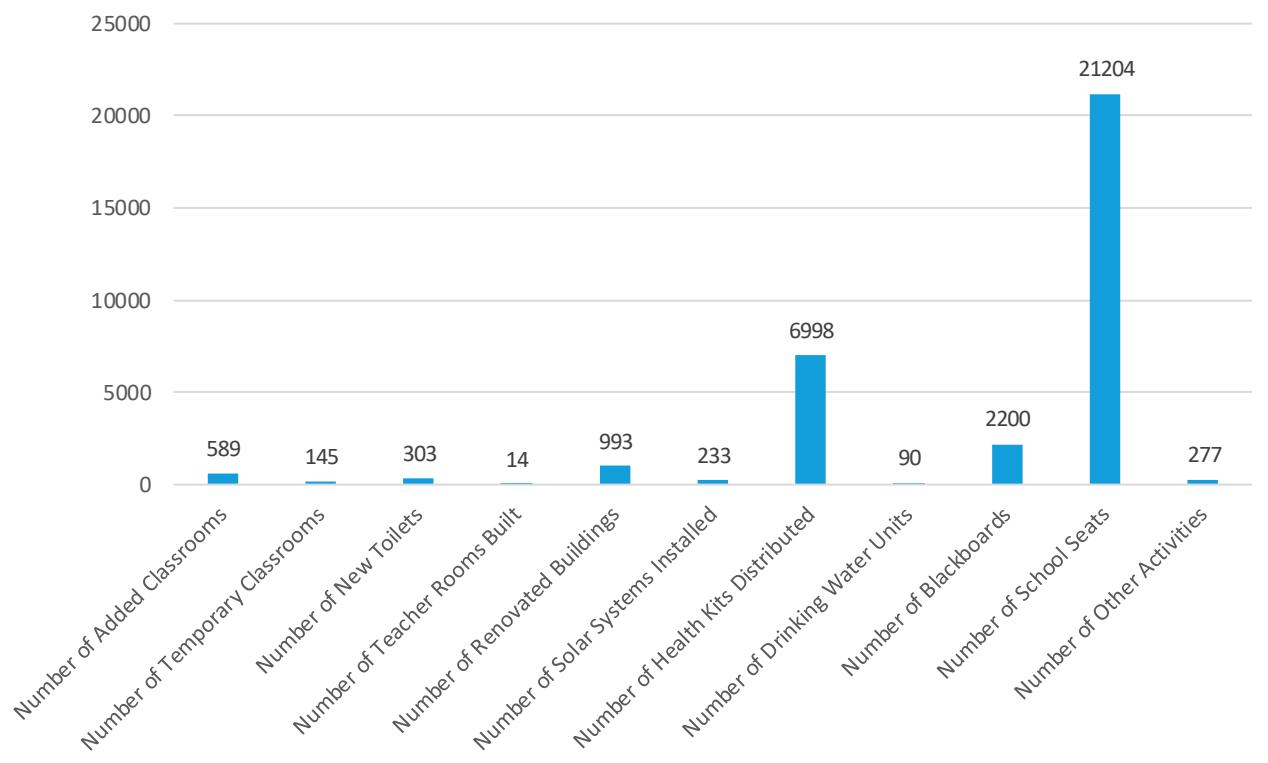
Percentage of Schools' Response to Conflict-Affected Children



## 6. Support Efforts and Previous Interventions

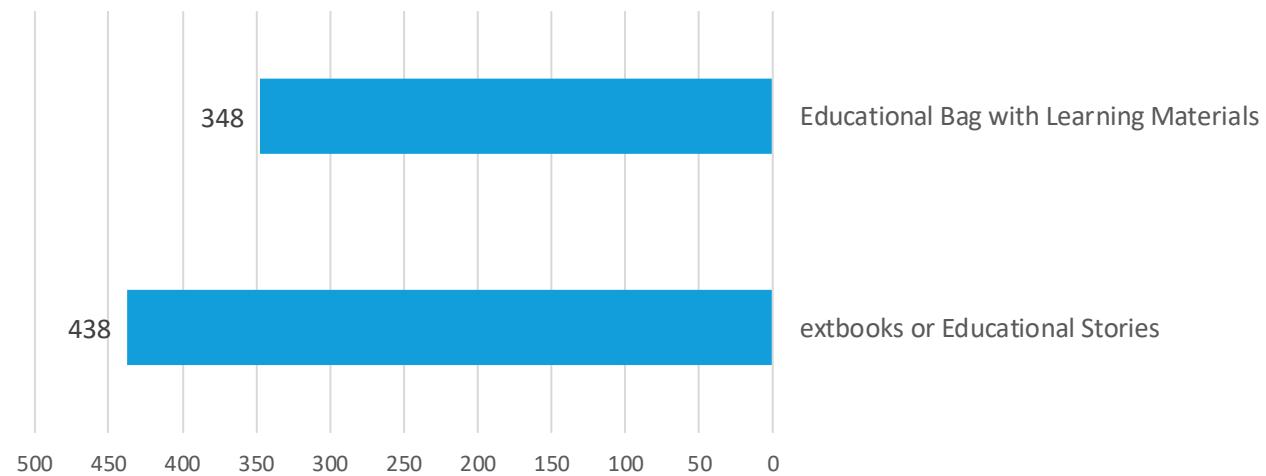
- Key Supporting Entities: (See the table attached to this report)
- Previous Interventions in Schools

Quantity and Type of Previous Interventions in Schools



- Quantity of Assistance Provided to Students

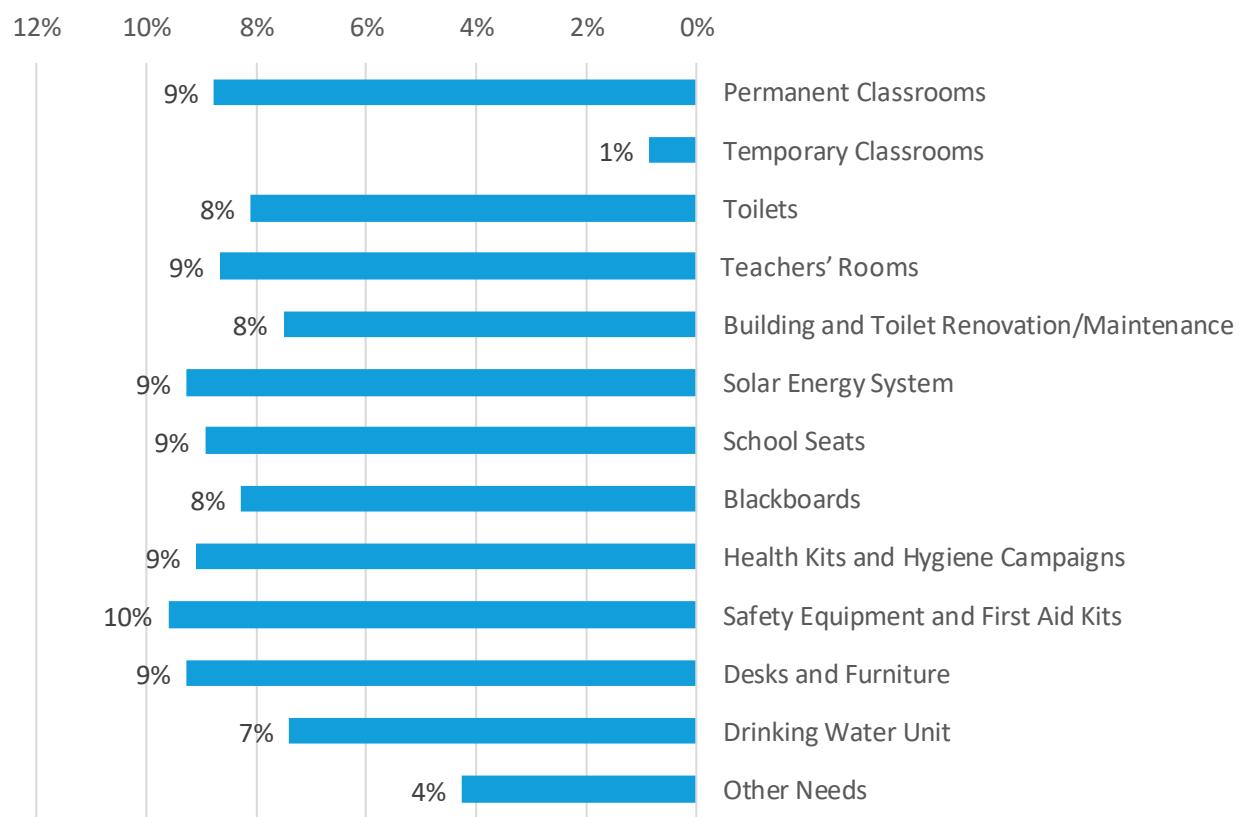
### Percentage and Type of Assistance Provided to Students



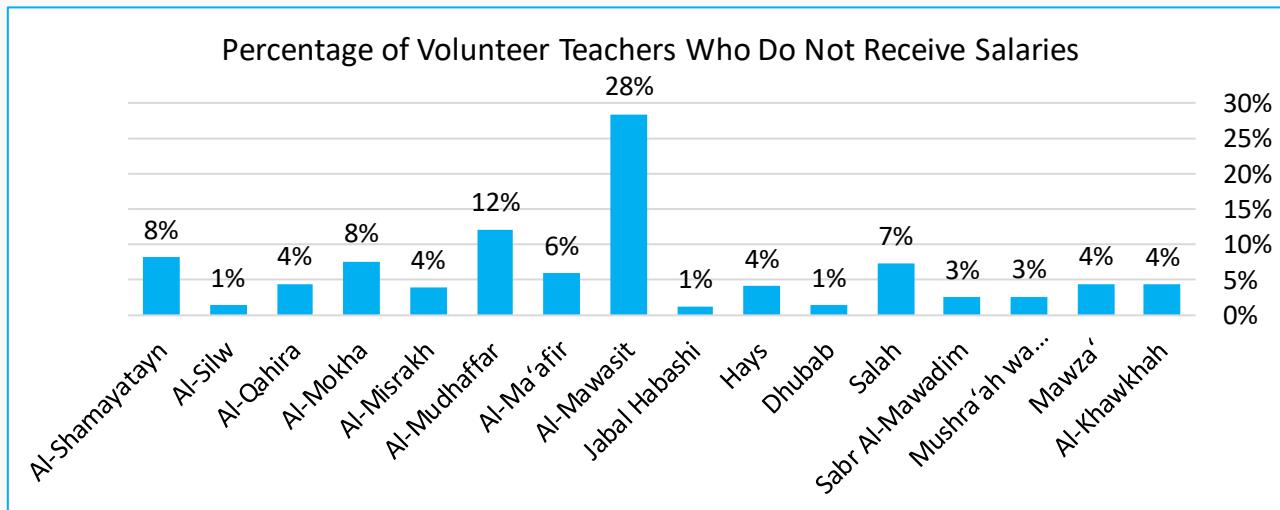
## 7. Current Needs

### 7.1: Infrastructure

#### Educational Infrastructure Priorities According to Level of Need

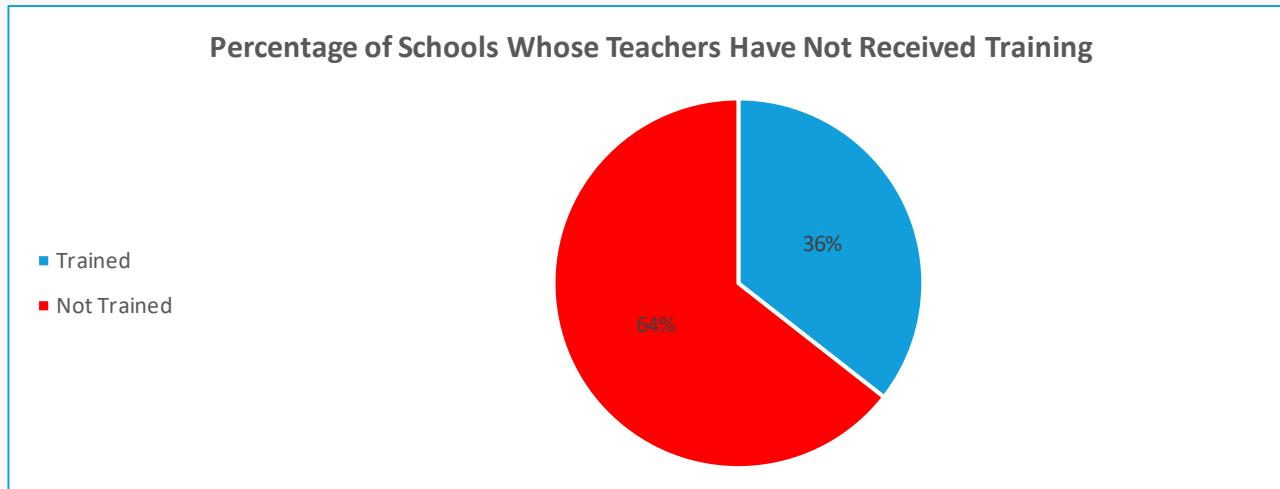


## 7.2: Volunteer Teachers Who Need Salaries

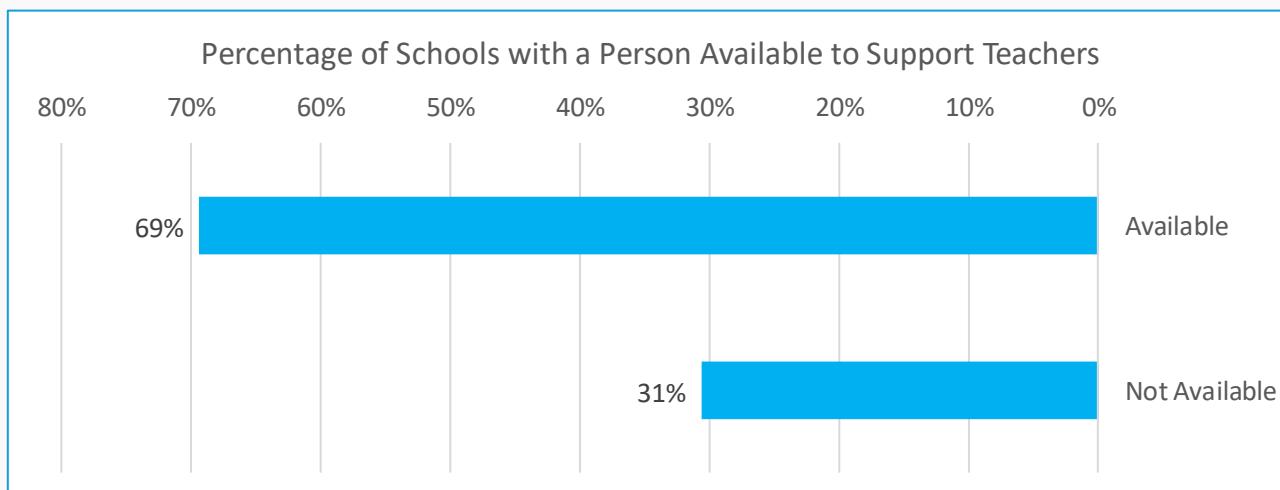


## 7.3: Teachers:

- Schools Whose Teachers Have Not Received Training

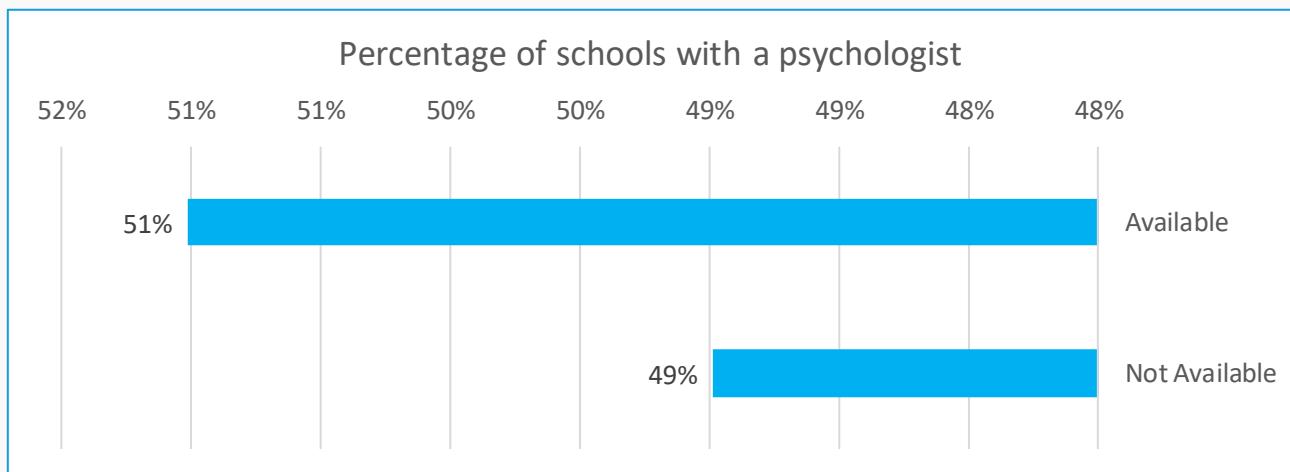


- Schools That Need a Person to Provide Support to Teachers

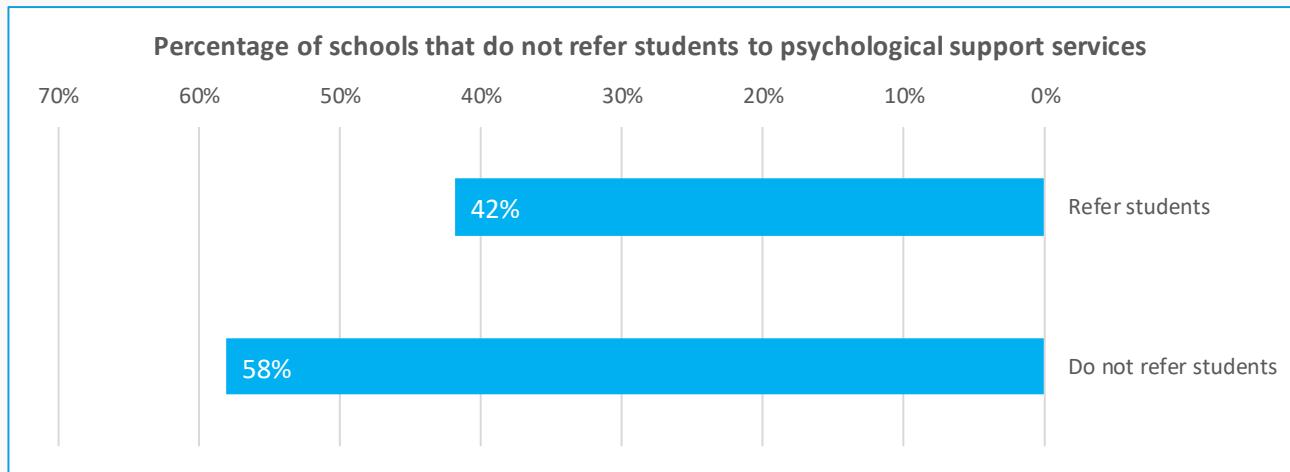


## 7.4: Psychological Support

- Schools with a Psychologist

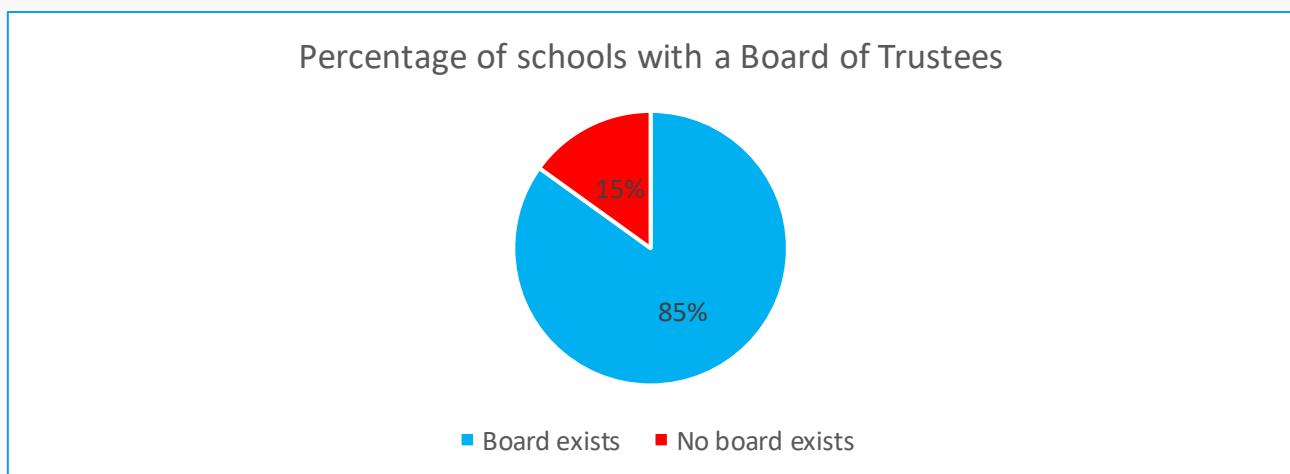


- Psychological Referral System

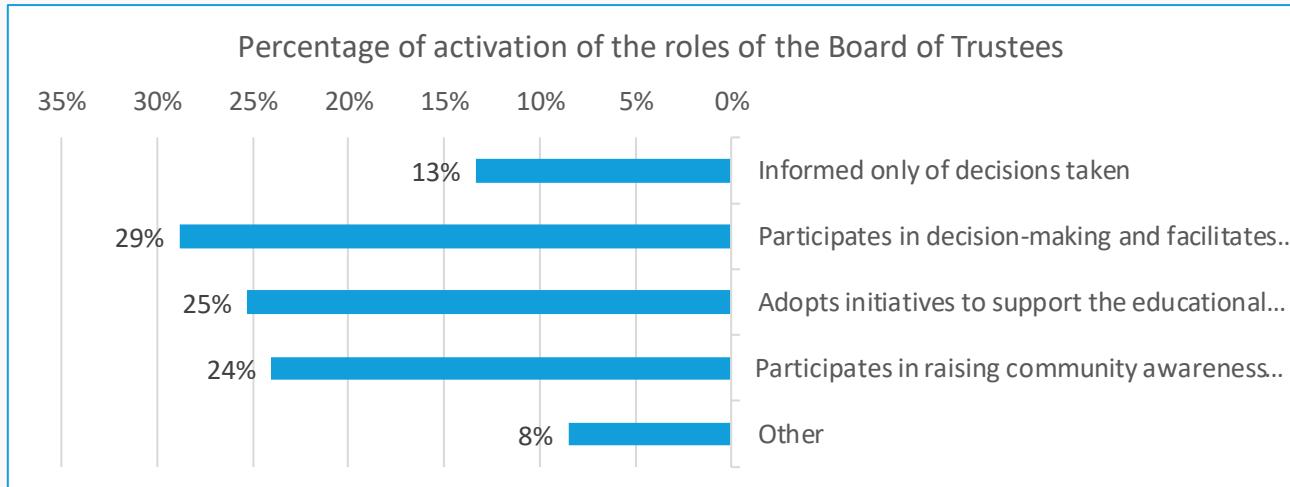


## 7.5: Parents' Councils and Their Roles

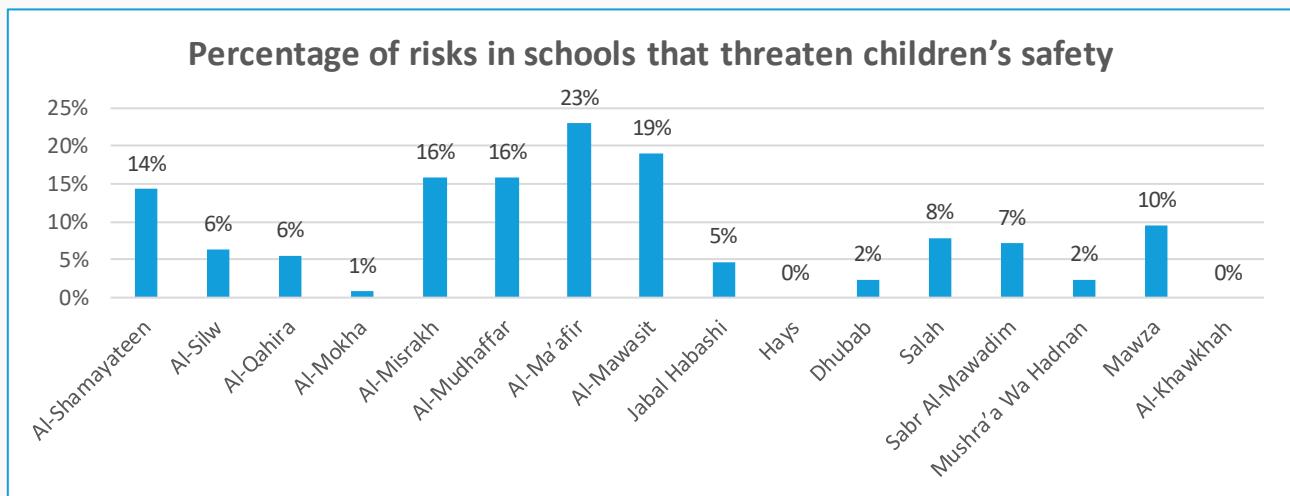
- Schools with Parents' Councils



- Roles of Parents' Councils

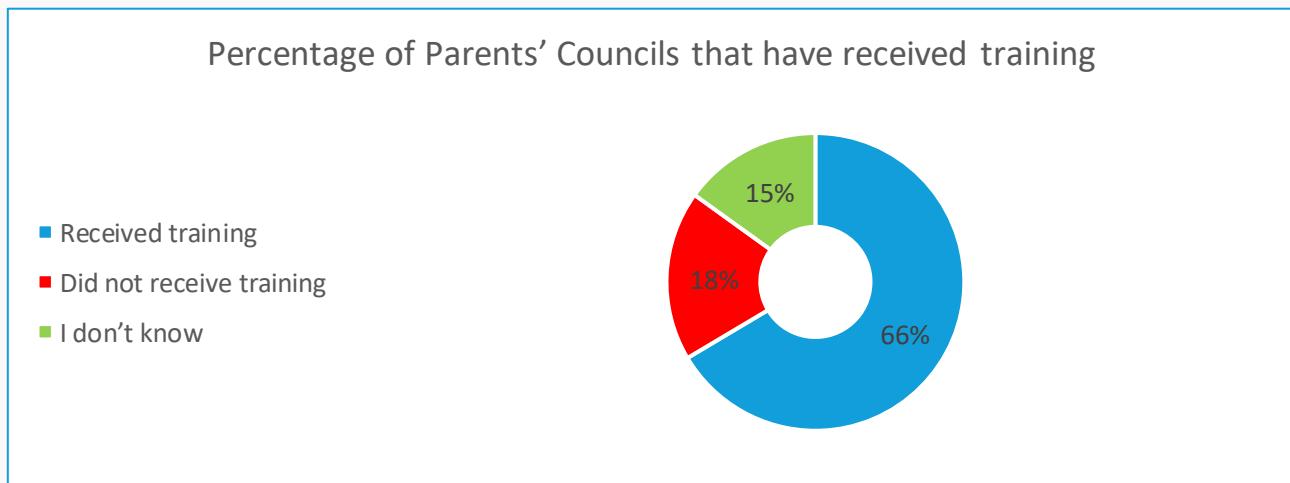


- Training of Parents' Councils



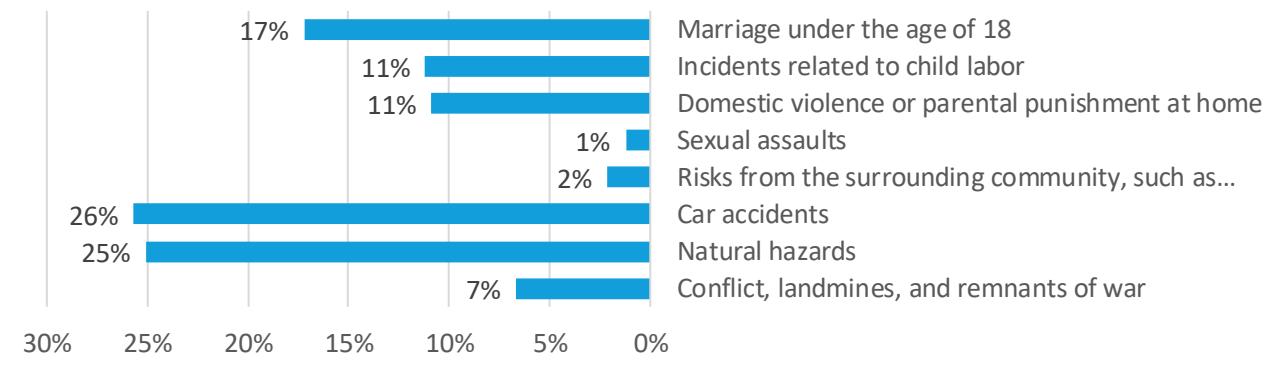
## 8. Risks and Challenges

### 8.1: Hazards in Schools



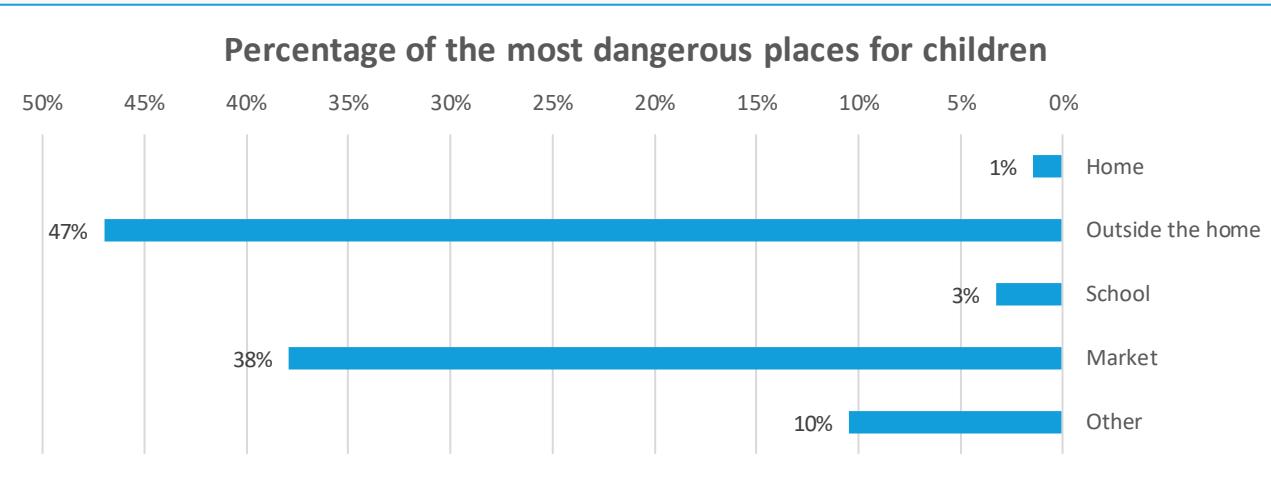
## 8.2: Types of Risks in Schools

Types and percentages of Risks that threaten children's safety



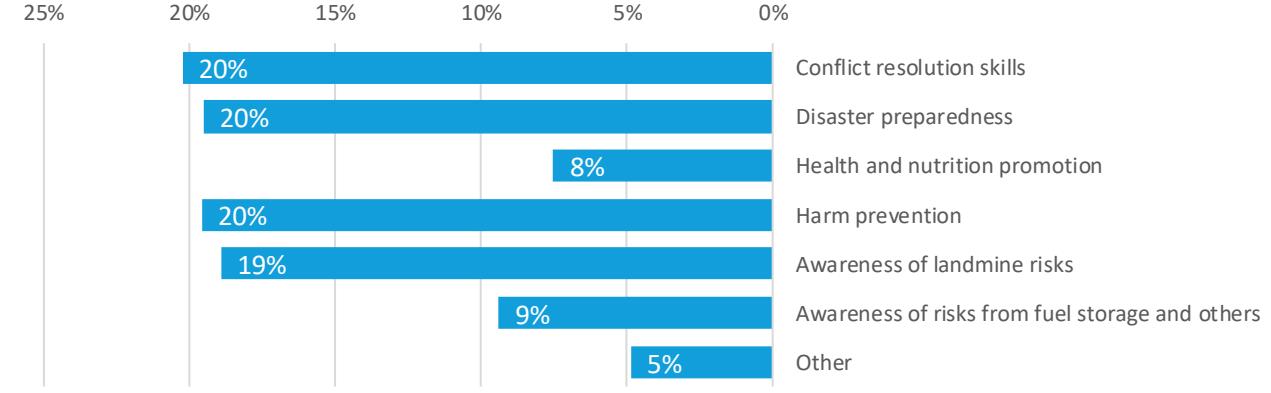
## 8.3: Places Most Dangerous for Children

Percentage of the most dangerous places for children



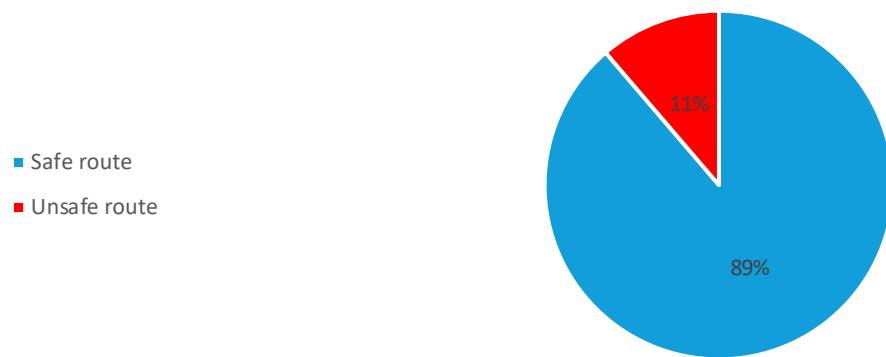
## 8.4: Emergency Response

Percentage of implementation of risk-related topics by type



## 8.5: Safety of the Road to and from School

Percentage of safe routes to and from school



## 8.6: Violence Among Students

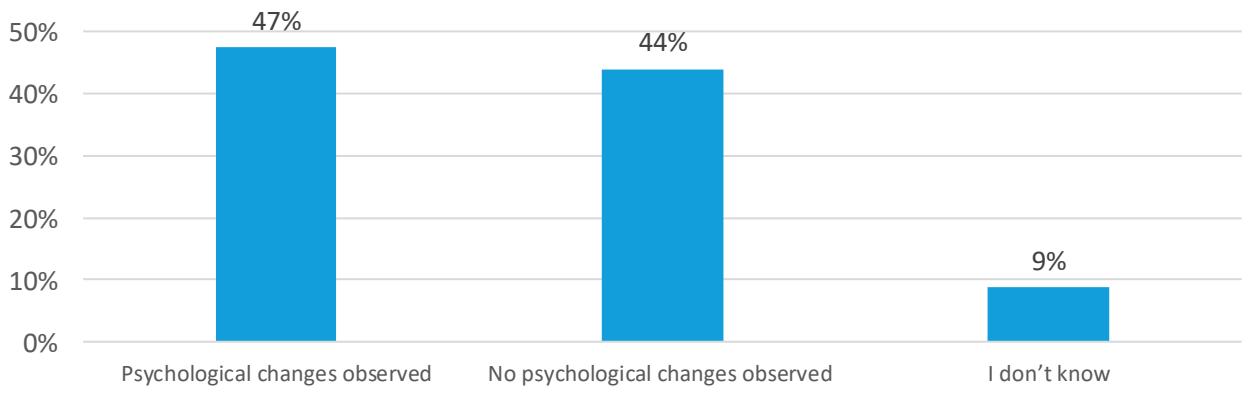
Percentage of children involved in acts of violence



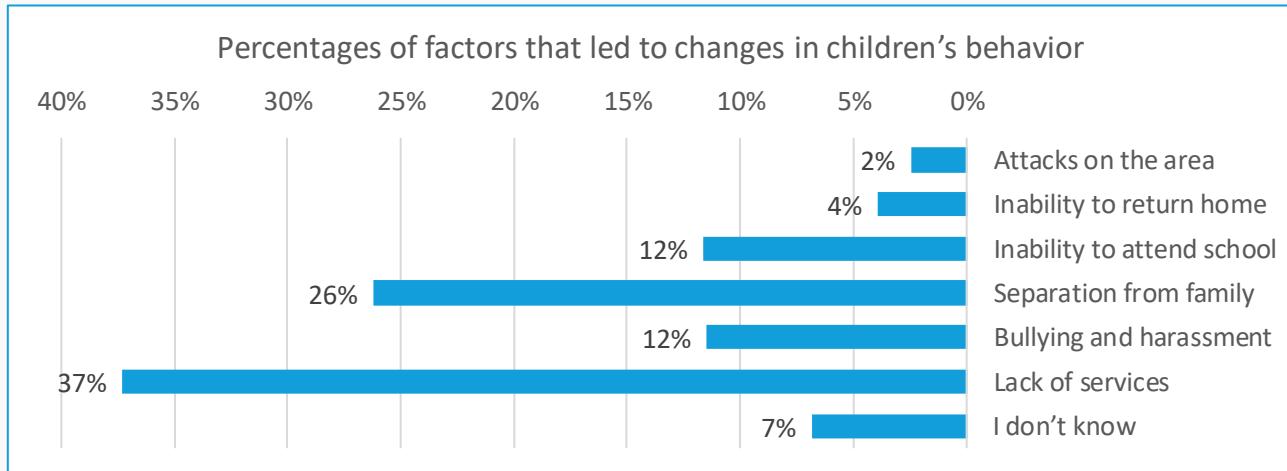
# 9. Psychological Status of Pupils

## 9.1: Children Who Showed Signs of Psychological Stress

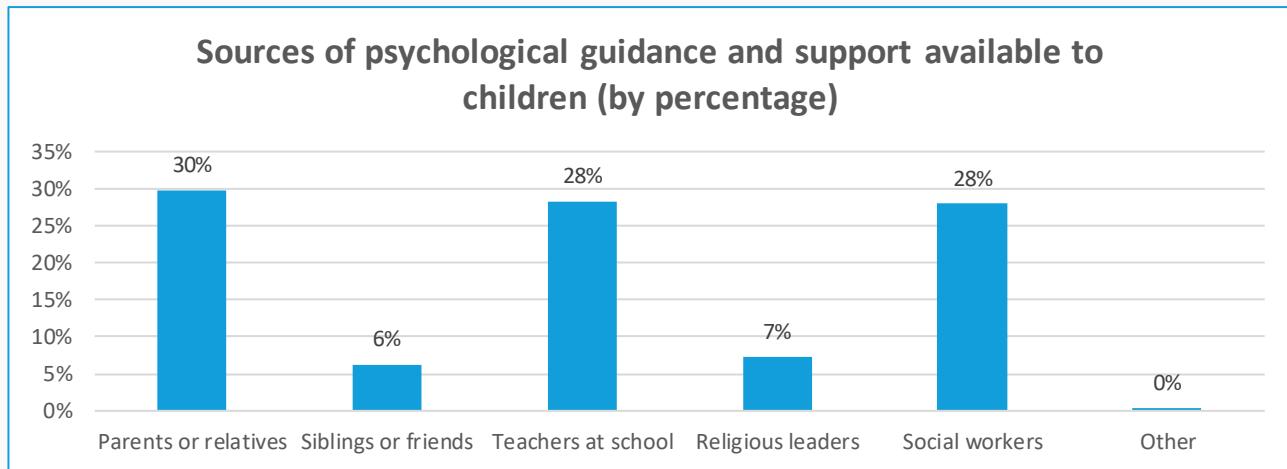
Percentage of children who showed signs of distress, anxiety, or psychological stress



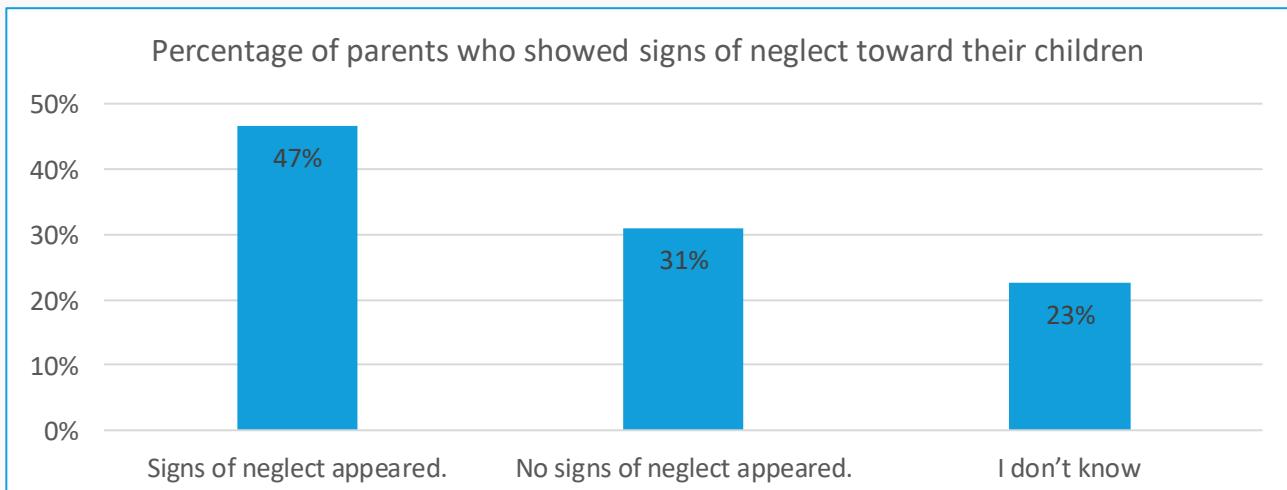
## 9.2: Factors That Led to Changes in Children's Behavior



## 9.3: Those Who Can Provide Psychological Support Services to Children

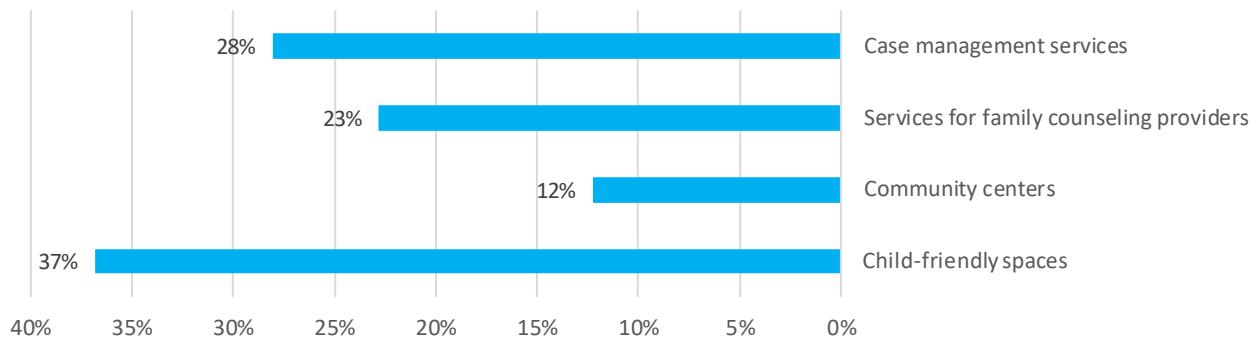


## 9.4: Parents Who Showed Signs of Neglect Toward Their Children



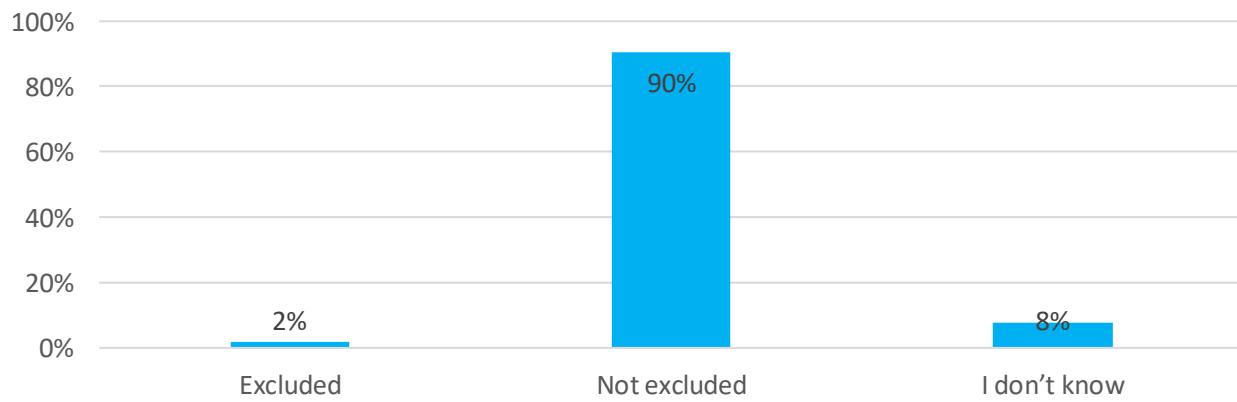
## 9.5: Services Provided by External Entities for Child Protection

Percentage of services provided by external entities for child protection, by type



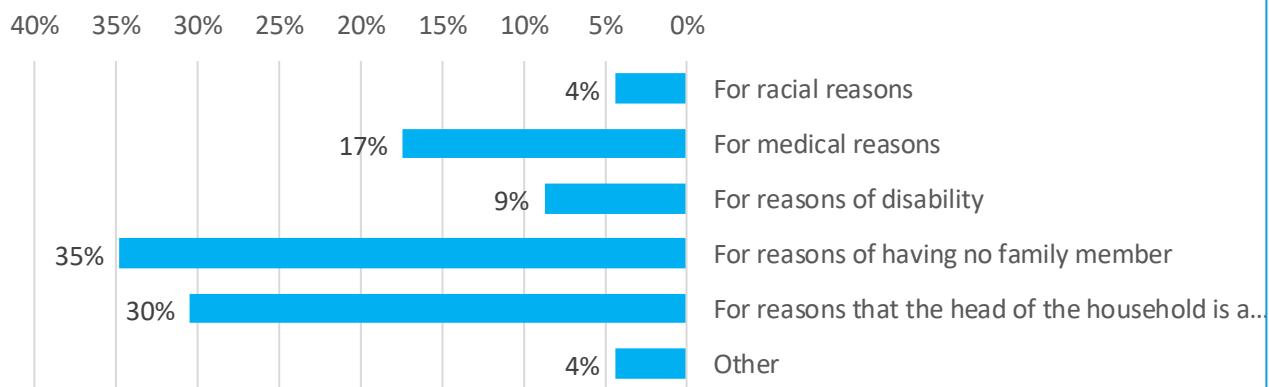
## 9.6: Children Excluded from Protection Services

Percentage of children excluded from protection services



## 9.7: Reasons for Excluding Children from Protection Services

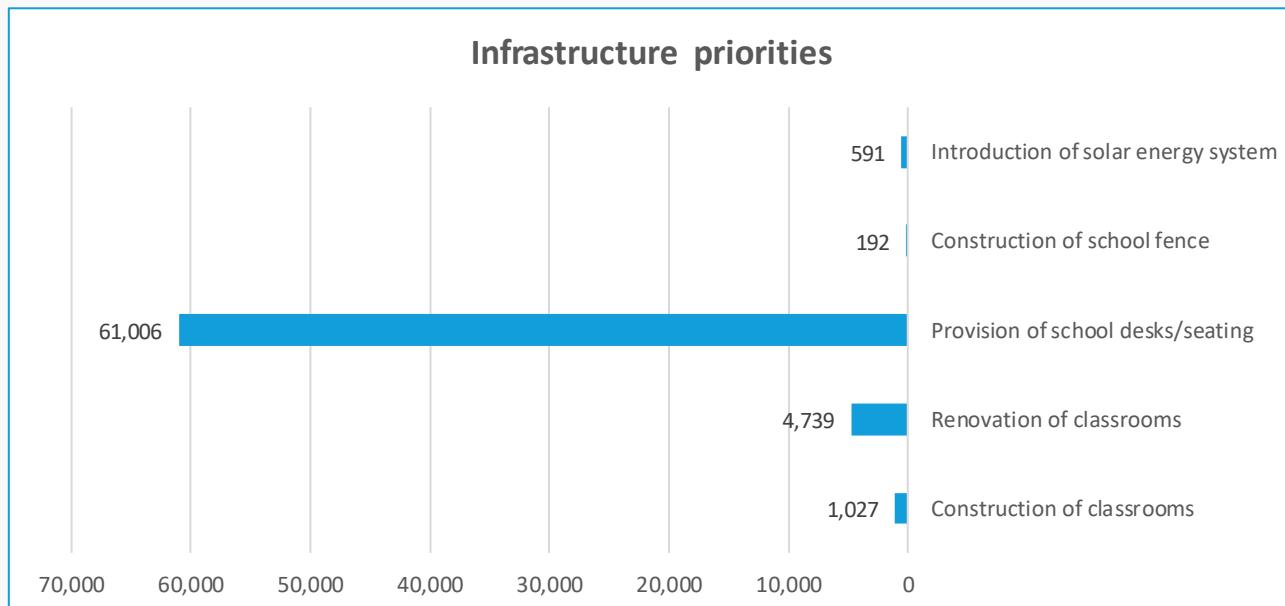
Reasons for excluding children from protection services



## 10. Intervention Priorities

### 10.1: Infrastructure Priorities

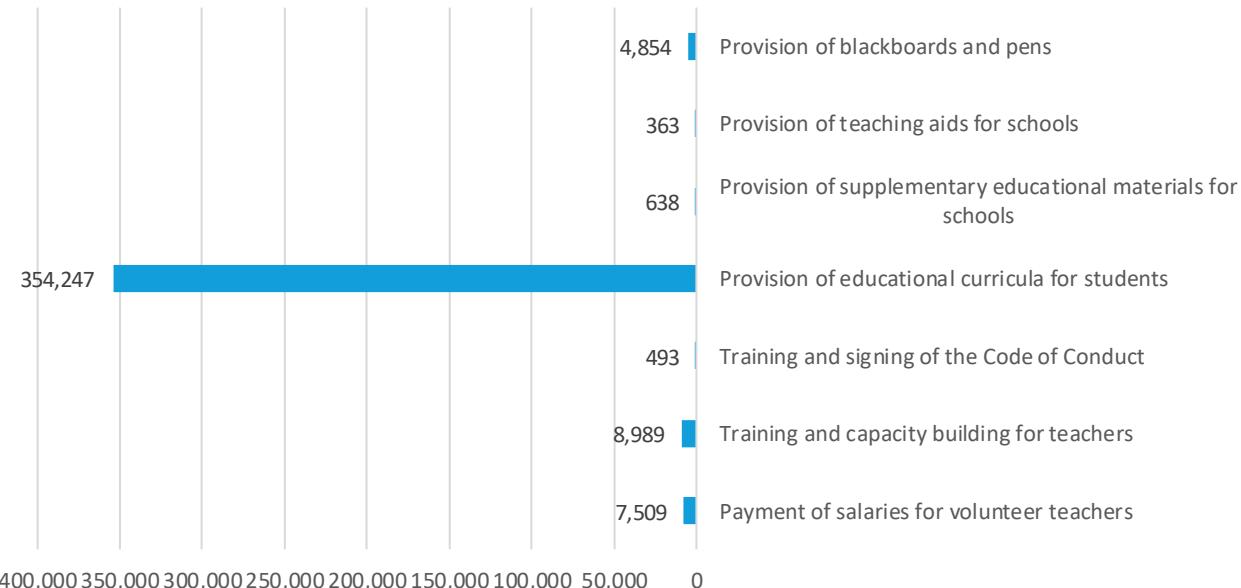
NO.	District	Construction of classrooms	Renovation of classrooms	Provision of school desks/seating	Construction of school fence	Introduction of solar energy system
1	Al-Shamayatayn	156	581	5,833	18	79
2	Al-Silw	143	224	4,319	14	34
3	Al-Qahira	18	236	1,410	3	17
4	Al-Mokha	51	253	3,473	23	47
5	Al-Misrakh	64	470	5,159	21	48
6	Al-Mudhaffar	68	311	6,457	7	24
7	Al-Ma'afir	126	666	9,785	18	58
8	Al-Mawasit	84	604	10,353	21	100
9	Jabal Habashi	31	114	1,990	4	17
10	Hays	44	112	2,738	4	21
11	Dhubab	11	133	1,486	4	21
12	Salah	59	177	1,390	9	12
13	Sabr Al-Mawadim	50	297	2,880	22	38
14	Mushra'ah Wa Hudnan	15	191	425	6	18
15	Mawza'	37	143	3,295	5	30
16	Al-Khawkhah	70	227	13	13	27
<b>Total</b>		<b>1,027</b>	<b>4,739</b>	<b>61,006</b>	<b>192</b>	<b>591</b>



## 10.2: Educational Process Priorities

NO.	District	1 Payment of salaries for volunteer teachers	2 Training and capacity building for teachers	3 Training and signing of the Code of Conduct	4 Provision of educational curricula for students	5 Provision of supplementary educational materials for schools	6 Provision of teaching aids for schools	7 Provision of blackboards and pens
1	Al-Shamayatayn	612	1,237	23	50,964	81	40	502
2	Al-Silw	107	389	27	10,745	28	14	305
3	Al-Qahira	335	534	15	21,710	12	5	250
4	Al-Mokha	575	448	65	29,726	69	54	274
5	Al-Misrakh	299	559	29	31,372	46	41	395
6	Al-Mudhaffar	908	955	28	24,028	24	10	458
7	Al-Ma'afir	447	684	54	49,465	77	46	580
8	Al-Mawasit	2,133	1,393	26	50,306	98	27	538
9	Jabal Habashi	89	197	15	7,556	15	8	178
10	Hays	305	213	30	12,509	30	22	412
11	Dhubab	108	102	22	5,438	22	11	216
12	Salah	545	376	20	8,457	16	5	146
13	Sabr Al-Mawadim	192	274	42	15,655	29	17	271
14	Mushra'ah Wa Hudnan	200	182	22	5,660	22	22	105
15	Mawza'	332	362	40	13,115	34	20	199
16	Al-Khawkhah	322	1,084	35	17,540	35	21	25
<b>Total</b>		<b>7,509</b>	<b>8,989</b>	<b>493</b>	<b>354,247</b>	<b>638</b>	<b>363</b>	<b>4,854</b>

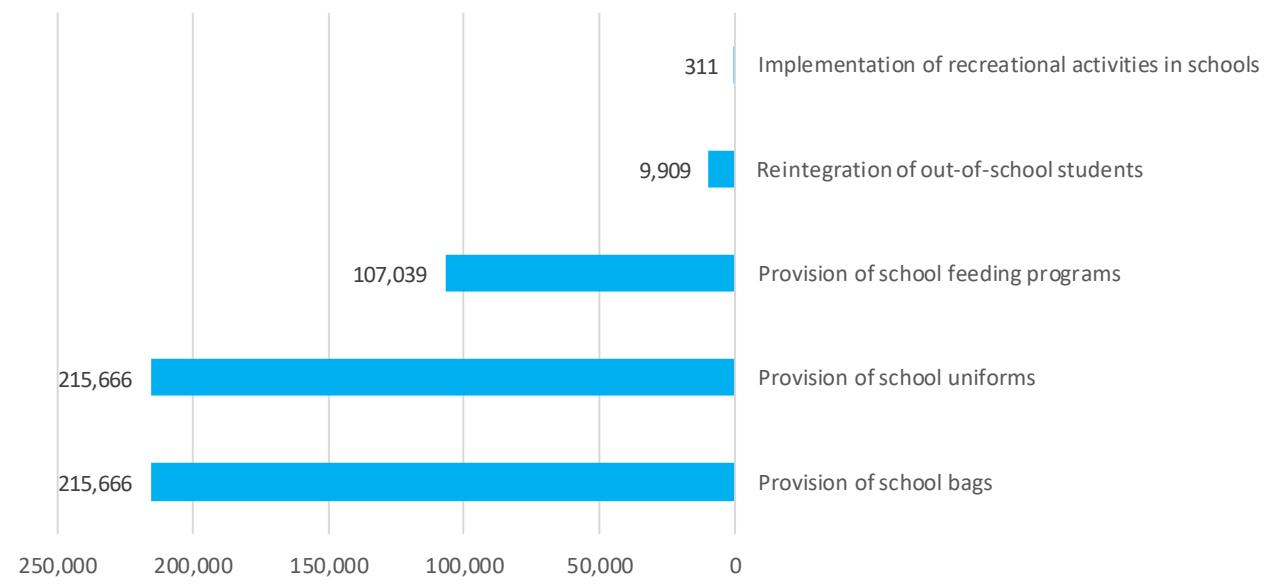
### Priorities of the educational process



### 10.3: Basic Student Services Priorities

NO.	District	1 Provision of school bags	2 Provision of school uniforms	3 Provision of school feeding programs	4 Reintegration of out-of-school students	5 Implementation of recreational activities in schools
1	Al-Shamayatayn	35,476	35476	8847	768	43
2	Al-Silw	9,452	9452	9452	298	14
3	Al-Qahira	8,304	8304	6351	338	3
4	Al-Mokha	8,291	8291	1319	278	43
5	Al-Misrakh	20,907	20907	20907	935	19
6	Al-Mudhaffar	17,763	17763	6934	688	10
7	Al-Ma‘afir	22,664	22664	24595	2181	38
8	Al-Mawasit	50,033	50033	3962	725	22
9	Jabal Habashi	8,107	8107	8924	255	5
10	Hays	5,017	5017	1674	1354	13
11	Dhubab	1,869	1869	1869	247	10
12	Salah	5,690	5690		349	3
13	Sabr Al-Mawadim	10,049	10049	10156	220	23
14	Mushra‘ah Wa Hudnan	76	76	76	67	13
15	Mawza‘	10,225	10225	230	422	19
16	Al-Khawkhah	1,743	1743	1743	784	33
<b>Total</b>		<b>215,666</b>	<b>215,666</b>	<b>107,039</b>	<b>9,909</b>	<b>311</b>

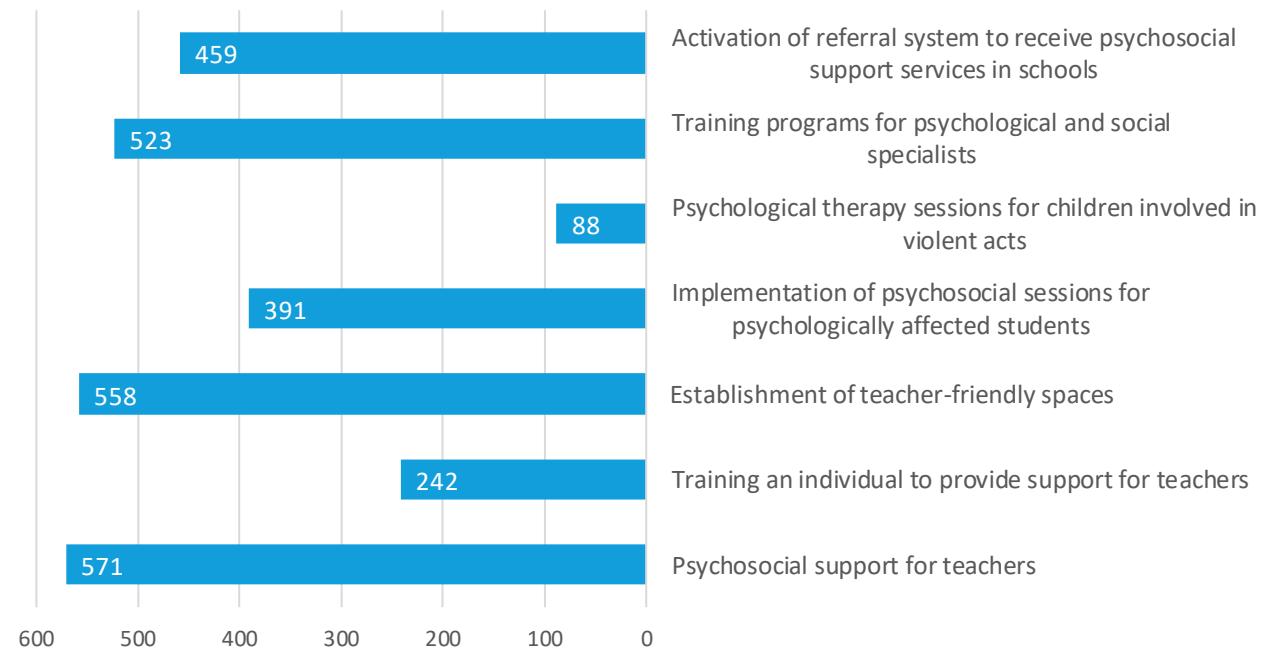
#### Priorities of basic services for students



## 10.4: Psychosocial Support Priorities

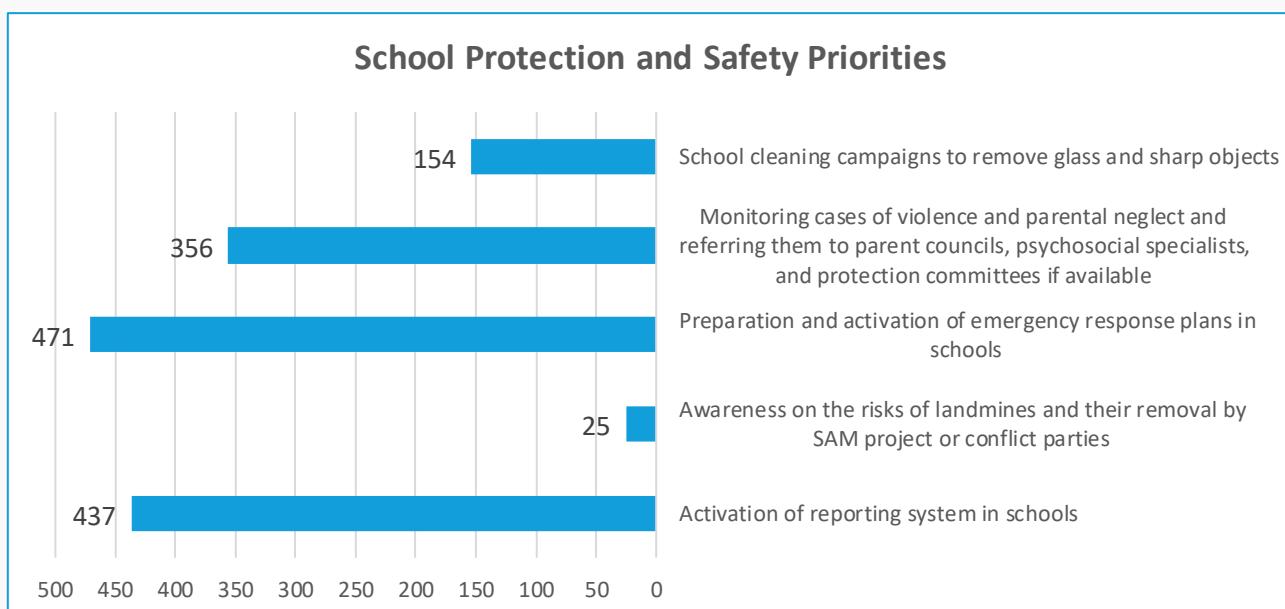
NO.	District	1 Psychosocial support for teachers	2 Training an individual to provide support for teachers	3 Establishment of teacher-friendly spaces	4 Implementation of psychosocial sessions for psychologically affected students	5 Psychological therapy sessions for children involved in violent acts	6 Training programs for psychological and social specialists	7 Activation of referral system to receive psychosocial support services in schools
1	Al-Shamayatayn	81	50	91	55	19	107	62
2	Al-Silw	26	14	25	11		24	19
3	Al-Qahira	13	2	14	17	8	17	2
4	Al-Mokha	62	52	62	3	2	35	63
5	Al-Misrakh	44	16	38	49	8	52	36
6	Al-Mudhaffar	18	4	26	27	12	33	11
7	Al-Ma'afir	67	24	54	37	8	55	60
8	Al-Mawasit	84	22	69	38	8	78	56
9	Jabal Habashi	10	4	11	13	2	12	6
10	Hays	23	6	30	17	1	9	22
11	Dhubab	21	13	16	6		2	22
12	Salah	13	3	16	19	6	20	5
13	Sabr Al-Mawadim	23	8	26	37	7	39	19
14	Mushra'ah Wa Hudnan	21	9	19	19	2	15	14
15	Mawza'	31	10	27	9	1	20	30
16	Al-Khawkhah	34	5	34	34	4	5	32
<b>Total</b>		<b>571</b>	<b>242</b>	<b>558</b>	<b>391</b>	<b>88</b>	<b>523</b>	<b>459</b>

### Priorities for psychosocial support



## 10.5: Priorities of School Protection and Security

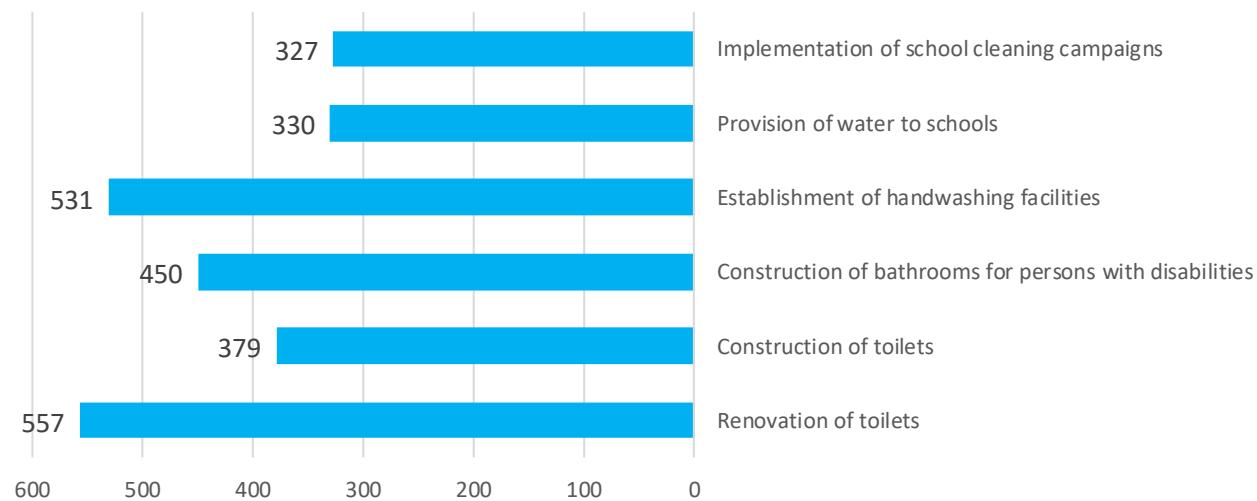
NO.	District	Activation of reporting system in schools	Awareness on the risks of landmines and their removal by SAM project or conflict parties	Preparation and activation of emergency response plans in schools	Monitoring cases of violence and parental neglect and referring them to parent councils, psychosocial specialists,	School cleaning campaigns to remove glass and sharp objects
1	Al-Shamayatayn	51	0	57	55	23
2	Al-Silw	21	4	25	9	8
3	Al-Qahira	7	1	4	19	4
4	Al-Mokha	56	0	61	4	8
5	Al-Misrakh	39	6	48	45	4
6	Al-Mudhaffar	16	1	22	26	12
7	Al-Ma'afir	49	1	44	34	11
8	Al-Mawasit	42	0	40	41	27
9	Jabal Habashi	5	0	3	15	8
10	Hays	20	2	28	13	8
11	Dhubab	19	4	23	1	6
12	Salah	12	0	7	20	4
13	Sabr Al-Mawadim	16	0	27	36	13
14	Mushra'ah Wa Hudnan	20	0	15	20	0
15	Mawza'	28	2	31	13	8
16	Al-Khawkhah	36	4	36	5	10
<b>Total</b>		<b>437</b>	<b>25</b>	<b>471</b>	<b>356</b>	<b>154</b>



## 10.6: Water and Environmental Sanitation Priorities

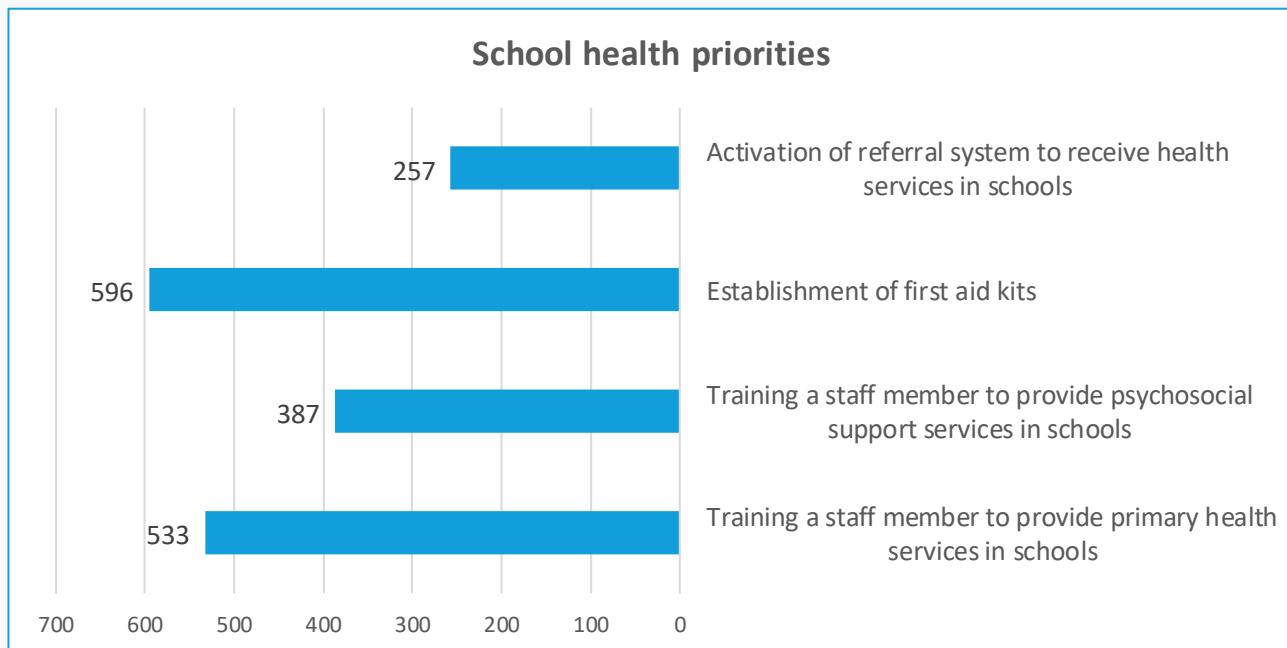
NO.	District	1 Renovation of toilets	2 Construction of toilets	3 Construction of bathrooms for persons with disabilities	4 Establishment of handwashing facilities	5 Provision of water to schools	6 Implementation of school cleaning campaigns
1	Al-Shamayatayn	117	9	108	71	25	29
2	Al-Silw	19	15	18	26	18	15
3	Al-Qahira	18	2	13	8	3	7
4	Al-Mokha	30	40	29	52	43	10
5	Al-Misrakh	31	36	26	56	47	44
6	Al-Mudhaffar	30	5	21	18	13	20
7	Al-Ma'afir	49	34	44	63	27	62
8	Al-Mawasit	90	24	75	61	23	49
9	Jabal Habashi	8	10	7	15	8	15
10	Hays	20	10	19	13	11	11
11	Dhubab	9	15	9	22	17	8
12	Salah	19	4	17	16	5	12
13	Sabr Al-Mawadim	20	24	20	34	29	7
14	Mushra'ah Wa Hudnan	14	10	14	20	13	12
15	Mawza'	21	21	20	30	23	7
16	Al-Khawkhah	62	120	10	26	25	19
<b>Total</b>		<b>557</b>	<b>379</b>	<b>450</b>	<b>531</b>	<b>330</b>	<b>327</b>

**Water and sanitation priorities**



## 10.7: Health Priorities

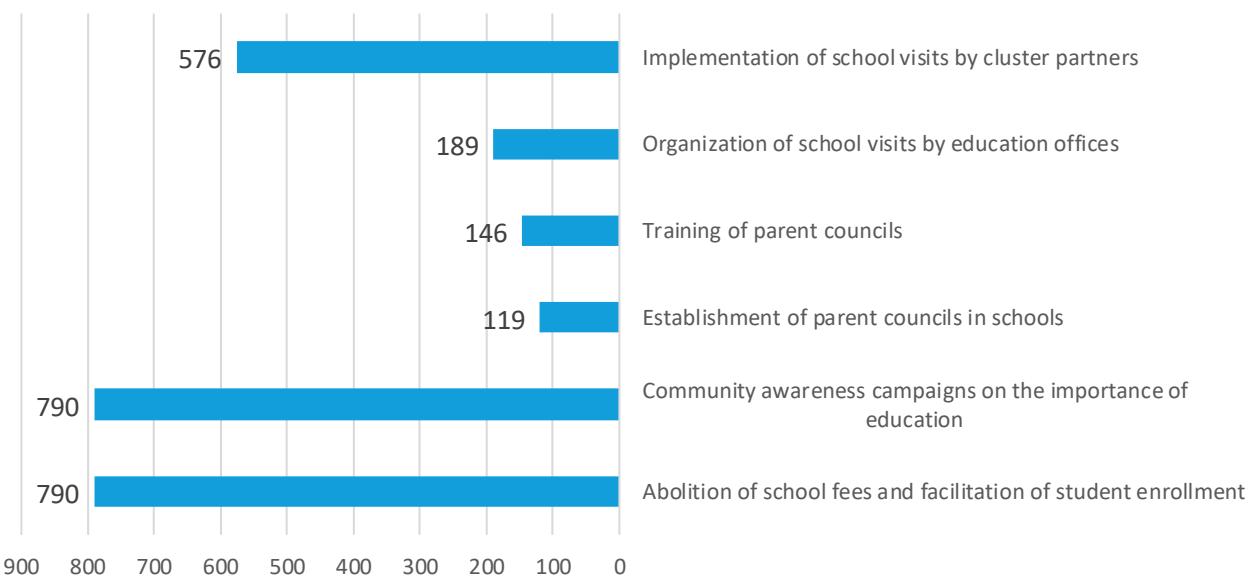
NO.	District	1 Training a staff member to provide primary health services in schools	2 Training a staff member to provide psychosocial support services in schools	3 Establishment of first aid kits	4 Activation of referral system to receive health services in schools
1	Al-Shamayatayn	66	34	67	38
2	Al-Silw	22	19	29	8
3	Al-Qahira	4	2	6	7
4	Al-Mokha	57	60	64	26
5	Al-Misrakh	56	35	63	23
6	Al-Mudhaffar	9	4	11	10
7	Al-Ma'afir	70	62	78	35
8	Al-Mawasit	64	38	78	28
9	Jabal Habashi	13	4	16	0
10	Hays	27	18	25	11
11	Dhubab	23	21	23	15
12	Salah	5	2	10	9
13	Sabr Al-Mawadim	27	19	32	11
14	Mushra'ah Wa Hudnan	20	6	21	4
15	Mawza'	36	30	39	18
16	Al-Khawkhah	34	33	34	14
<b>Total</b>		<b>533</b>	<b>387</b>	<b>596</b>	<b>257</b>



## 10.8: Community Participation Priorities

NO.	District	1 Abolition of school fees and facilitation of student enrollment	2 Community awareness campaigns on the importance of education	3 Establishment of parent councils in schools	4 Training of parent councils	5 Organization of school visits by education offices	6 Implementation of school visits by cluster partners
1	Al-Shamayatayn	126	126	12	42	26	105
2	Al-Silw	34	34		3	15	30
3	Al-Qahira	20	20	1	8		8
4	Al-Mokha	70	70	38	5	40	65
5	Al-Misrakh	67	67	9	1	5	39
6	Al-Mudhaffar	35	35	6	13	3	25
7	Al-Ma‘afir	83	83	8	6	6	70
8	Al-Mawasit	114	114	1	39	35	61
9	Jabal Habashi	18	18			7	15
10	Hays	30	30	5	5	9	21
11	Dhubab	24	24	5	1	9	20
12	Salah	23	23		8		16
13	Sabr Al-Mawadim	44	44	10	2	2	23
14	Mushra‘ah Wa Hudnan	24	24			6	22
15	Mawza‘	42	42	20	7	10	25
16	Al-Khawkhah	36	36	4	6	16	31
<b>Total</b>		<b>790</b>	<b>790</b>	<b>119</b>	<b>146</b>	<b>189</b>	<b>576</b>

### Community Partnership and Institutional Support Priorities



## 11. Recommendations

### A. School Infrastructure

It is recommended to implement a comprehensive program for rehabilitating educational infrastructure, including:

- Rehabilitation of destroyed classrooms and construction of new ones to cover the deficit exceeding 5,700 classrooms.
- Provision of basic school furniture (desks, blackboards, tables) to compensate for losses caused by the war.
- Establishment of drinking water and sanitation units in deprived schools, ensuring regular water supply.
- Construction of fences and protective barriers for schools and strengthening internal safety measures.
- Introduction of solar energy systems to provide sustainable electricity.
- Encouraging contributions from the private sector and local communities to support and maintain schools.

### B. Students and Vulnerable Groups

The findings recommend focusing interventions on the most vulnerable groups to ensure their continuation in education through:

- Launching direct financial support programs for poor families to reduce dropout rates, which reached 6%.
- Special programs to combat early marriage and ensure the continuation of girls' education.
- Provision of safe transportation or community support to facilitate access for students from remote areas.
- Provision of school feeding programs for vulnerable students to enhance regular attendance.
- Provision of educational assistance to vulnerable groups (IDPs, persons with disabilities, marginalized groups), including school bags, uniforms, and learning materials.

### C. Teachers and Educational Staff

The teaching staff is considered the cornerstone of the continuity of the educational process, and it is recommended to:

- Provide urgent salaries or incentives for volunteer teachers, who constitute 30% of the staff (7,509 teachers without salaries).
- Implement continuous training and qualification programs, with a focus on long-term training.
- Strengthen psychosocial support programs for teachers to help them cope with stress.
- Activate the Code of Conduct in all schools and ensure staff compliance.
- Train teachers on the use of technology in education to enhance the quality of the educational process.

## **D. Educational Process and Services**

To improve the quality of education and ensure its sustainability, it is recommended to:

- Provide textbooks for all grades with full coverage, along with supplementary learning materials.
- Introduce modern teaching aids and develop curricula adapted to the local context.
- Expand recreational and cultural activities within schools and establish child-friendly spaces.
- Strengthen psychosocial support programs for pupils, with psychologists present in major schools.
- Activate health referral systems and provide first aid kits in all schools.
- Introduce digital learning tools (tablets, electronic content) to compensate for the shortage of textbooks.

## **E. Protection and Risks**

To protect children and ensure their safe access to education, it is recommended to:

- Implement awareness programs on the risks of mines and remnants of war in communities near schools.
- Strengthen protection measures against domestic violence, early marriage, and child labor through community campaigns.
- Improve road safety to schools in coordination with local authorities and communities, as 11% of roads are unsafe.
- Integrate disaster preparedness and risk reduction programs into curricula and school activities.

## **F. Community Support and Interventions**

To ensure the sustainability of the educational process, it is recommended to:

- Activate the role of parents' councils in monitoring, accountability, and supporting the educational process.
- Train parents' councils on mechanisms of community participation and mobilization of local resources.
- Build strategic partnerships with international and local organizations to ensure sustainability of interventions.
- Adopt flexible policies from the Ministry of Education to support the enrollment of vulnerable groups in education.
- Introduce regular monitoring and evaluation mechanisms to measure the impact of interventions and ensure transparency.
- Activate guidance and supervision by the ministry, its offices, and education partners.

## 12. Annexes

### 12.1: Entities That Conducted the Education Needs Assessment

1. Bena Charity For Human Devloment	13. Peace and social security organisation
2. Yemen Growth Foundation for Development	14. For Human Development Foundation
3. Social Fund for Development	15. Pure Hands
4. Weybqa Al-Athar Organization for Education & Development	16. YEMENI CENTAER FOR LEARNING DIFFICULTIES
5. Ma'akum Developmental Foundation	17. Yemen Child & Youth Organization
6. Kun Development Foundation	18. Human Aid for development Organization
7. ONSUR YEMEN	19. Lotus Yemen for development and human rights
8. Malath Organization for Human Development	20. Al-reyadaha Devlopment Foundation
9. HUMAN ACCSESS	21. Social Development Hodeidah Girls Foundation
10. Abs Development Organization	22. Alif For Education Support
11. For Human Development	23. Education Offices
12. Social Service Foundation for Development and Training	24. School Administration

### 12.2 : Entities That Contributed to Education Before 2026

1. Bena Charity for Human Development	26. Tawakkol Karman Foundation	46. Yemen Hills Company
2. Public Works	27. Al-Masha'er Development Charity Association	47. Nahda Yemen
3. UNICEF	28. Raedoon Organization	48. Al-Rahma Foundation
4. Saudi Program	29. Al-Muqbeli	49. Al-Kuraimi Foundation
5. World Bank	30. Education Recovery Project	50. UNDP
6. Social Fund	31. Humanitarian Cell	51. Human Access
7. CARE Organization	32. War Child Organization	52. Tamdeen Youth
8. Norwegian Refugee Council	33. King Salman Center	53. Al-Tawasul Foundation
9. Global Communities	34. Hodeidah Girls Foundation	54. Vision of Hope
10. SOL Organization	35. State of Kuwait	55. ForHuman Development Foundation
11. European Union	36. Diversity	56. Al-Saeed Charity Foundation
12. INTERSOS	37. World Youth Organization	57. FMF
13. Reconstruction Bank	38. IBIS Organization	58. Field Medical Foundation
14. Save the Children	39. Nahda Makers Organization	59. Ma'akum Foundation
15. Parents' Councils	40. Mercy Corps	60. Basmat Development Foundation
16. Bayt Hael Association	41. Islamic Authority	61. Humanitarian Forum
17. Community Initiatives	42. My Message Foundation for Rural Women's Development	62. International Islamic Charitable Organization
18. Generations Without Qat	43. Al-Hikma Charity Association	63. Nazra Development Organization
19. Human Appeal	44. Family Care Association	64. Partnership Foundation
20. Hayel Saeed Group of Companies	45. Swedish Center	65. Hemmat Shabab (Youth Determination)







# Education Sector Needs Assessment Report

2026

**FOR PRIMARY AND SECONDARY SCHOOLS  
IN TAIZ GOVERNORATE AND THE WESTERN COAST**



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