THE IMPACT OF CONFLICT ON THE EDUCATION OF YEMEN’S CHILDREN

BEING KEPT BEHIND
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ACRONYMS

HNO Humanitarian Needs Overview
IDPs Internally displaced persons
IHL International humanitarian law
IHRL International human rights law
UN United Nations
UN OCHA United Nations Office for the Coordination of Humanitarian Affairs
UNICEF The United Nations International Children’s Emergency Fund
UNSC United Nations Security Council
WASH Water, Sanitation and Hygiene

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The conflict in Yemen has now entered its fifth year. The United Nations (UN) describes the conflict as the world’s worst man-made humanitarian crisis. Alongside the tens of thousands of casualties caused by the conflict, 80% of the population need humanitarian assistance, including an estimated 7.4 million children.2

The conflict is having a serious impact on children’s right to a quality education. Worryingly, the number of children in need of assistance to access education has risen year on year, reaching 4.7 million by the end of 2018.3 The UN reports annually on the six grave violations4 of children’s rights in Yemen, which have been committed by a number of parties to the conflict, including the Saudi-led coalition, Ansar Allah (otherwise known as the Houthis) and other armed parties. One of these violations is attacks on schools.

Reports of attacks on schools have risen dramatically since 2015, and UN assessments confirm over 2,000 schools are not fit for purpose due to physical damage caused by the conflict as well as the presence of armed parties.5 The UN has identified 95 attacks on schools between 2015 and 20176,7,8 which meet the evidence requirement to be classified as a grave violation. Three quarters of these have been carried out by the Saudi-led coalition.9,10,11

Where schools remain safe and undamaged, their operation is hampered by insufficient teachers, due to non-payment of salaries, and inadequate basic resources, including drinking water and latrines. War Child research, carried out in December 2018 across ten districts in Yemen, also highlighted that families are often concerned for the safety of children at, and on their way to schools. This often leads to parents keeping children at home. Even when at school, it is difficult for children to learn as they struggle to deal with the psychological impact of living through war and the effects of hunger and malnourishment.

1 UN News (14 February 2019), Humanitarian crisis in Yemen remains the worst in the world
2 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
3 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
4 The UN has identified six violations that warrant priority attention by the international community: 1) killing or maiming of children, 2) recruitment or use of child soldiers, 3) rape and other forms of sexual violence against children, 4) abduction of children, 5) attacks against schools or hospitals and 6) denial of humanitarian access to children. These six grave violations were selected because of their ability to be monitored, their egregious nature and the severity of their consequences on children’s lives (http://s3.amazonaws.com/inne-assets/resources/SixGraveViolationspaper.pdf).
5 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
6 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (2 June 2016), Shock at the Scale of Grave Violations Committed Against Children in 2015
9 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (2 June 2016), Shock at the Scale of Grave Violations Committed Against Children in 2015
10 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (2 June 2016), Shock at the Scale of Grave Violations Committed Against Children in 2015
11 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (26 July 2018), Annual Report of the Secretary-General on Children and Armed Conflict
These factors are having a disproportionate impact on girls’ access to education during the conflict, with the UN reporting that 36% of girls are currently out of school compared to 24% of boys.\(^\text{12}\) In many cases, families have de-prioritised girls’ education as a reaction to economic hardship and greater fear for their safety. Child marriage figures have undergone a threefold increase between 2017 and 2018.\(^\text{13}\)

Setbacks in children’s education not only have consequences for the lives of individuals but also for the development and prosperity of the country. Damage to the education sector now will have long-lasting consequences, impacting the education of future generations.

Despite the urgency of need, UN Yemen humanitarian response plans have remained underfunded year on year, with the education cluster securing less than half (43%) of appeal amounts requested between 2011 and 2018.\(^\text{14}\)

To ensure access to education, not only does funding need to increase, but it also requires parties to the conflict to uphold the legal and political obligations that exist on states to protect children’s rights. Despite such obligations, attacks on schools in Yemen have continued unabated by many armed parties to the conflict and especially by the two main sides, Ansar Allah and Saudi-led coalition forces.

The fact that education is under attack in Yemen is symptomatic of a wider pattern of flagrant disregard for international law throughout the conflict. There have been reports of indiscriminate and unlawful violence including repeated attacks on homes, hospitals, schools and markets. From October 2017 to September 2018, the UN verified and documented 2,367 victims of grave child rights violations in Yemen which is an increase of 23% from the previous year.\(^\text{15}\) Even with a wide range of reputable sources reporting on atrocities and potential war crimes committed by all parties to the conflict, there has been no concerted effort by the international community to hold perpetrators to account.

Since 2015, 87 states have endorsed the Safe Schools Declaration\(^\text{16}\), a political commitment to protect children, teachers, schools and universities from attack and take measures to stop the military use of education facilities during conflict. The UK and France have made this commitment, but despite the clear evidence of attacks on schools by the Saudi-led coalition, they have continued to provide the coalition with political backing and military support through arms sales.

These inconsistencies pose a threat to attempts to uphold the international rules-based system. Calling out violations of international law ring hollow, in this conflict and across the world, when governments including the UK, continue to profit from the Saudi-led coalition. With the conflict now into its fifth year, there is an urgency with which the international community must act to reinforce their obligations under international law to protect children and educational institutions, condemn perpetrators of violations and abuses and hold them to account. This matters not only in the immediate term for the protection of children’s rights in Yemen, as in other conflicts but also in the longer term for the credibility and survival of the rules based international order.

Therefore, we call on the international community to implement five key recommendations:

1. Reinforce existing legal and political frameworks to protect schools and endorse and implement the Safe Schools Declaration and its guidelines in full

2. Increase funding to restore damaged and destroyed schools and provide funding to overcome other barriers to children’s ability to access education

3. Press parties to the conflict to comply with their obligations under international law and existing commitments based on political agreements

4. Support all international efforts to investigate violations of international humanitarian law (IHL) and violations and abuses of international human rights law (IHRL) and take every effort to ensure accountability for atrocities committed in Yemen

5. Immediately cease arms transfers and military support to all parties to the conflict

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12 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
13 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
14 UN OCHA Financial Tracking Service, Yemen 2018 (Humanitarian response plan)
15 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
16 Global Coalition to Protect Education from Attack (2 May 2019), Safe Schools Declaration Endorsements
80% of the population need humanitarian assistance, including an estimated 7.4 million children.

2,000 schools are unfit for use due to physical damage caused by the conflict as well as the presence of internally displaced persons (IDPs), or occupation by armed parties.

The UN reports that 36% of girls are currently out of school compared to 24% of boys.

UN Yemen humanitarian response plans have remained underfunded year on year, with the education cluster securing only 43% of appeal amounts requested between 2011 and 2018.

4.7 million children are in need of assistance to access an education.

Child marriage has undergone a threefold increase between 2017 and 2018.
2. INTRODUCTION

"Education is everything. Children are the future, and so children need education to create a better future....without education we can’t fight for our rights. Without education we can’t help ourselves, our people. So, without education we have nothing."


THE ‘FORGOTTEN WAR’

The conflict in Yemen began in 2011, as protest movements inspired by the Arab Spring gathered momentum. President Saleh was ousted during a political crisis, but instability continued under his successor, President Hadi. By February 2015, Ansar Allah armed parties allied with forces loyal to former president Saleh, had taken over much of northern Yemen, including the capital Sana’a, and President Hadi had resigned. The conflict escalated dramatically, when in March 2015, a Saudi-led coalition (with the political backing of the US, UK and France) launched a military operation against Ansar Allah, to restore the Hadi government.

The conflict in Yemen has created an appalling man-made humanitarian crisis. As of November 2018, the UN estimates there have been 17,640 civilian casualties in Yemen, including 6,872 fatalities but other assessments have the death count closer to ten times that figure.

The UN reports that the majority of these (the 17,640) casualties (61%) are the result of airstrikes carried out by the Saudi-led coalition.

At least 9.9 million people are facing severe food deficits, elevated hunger, and risk of starvation and 80% of the 24 million population need some form of humanitarian or protection assistance. Significant damage to vital infrastructure has contributed to a decline in access to basic services, crippled civilian health and education facilities, and has led to the displacement of over 10% of the population.

Since 2015, the size of the economy (as measured by GDP) has halved, and more than 80% of the population now live below the poverty line. Prior to the conflict, Yemen imported 90% of its food, medical supplies and fuel. Since 2015, the Saudi-led coalition has imposed various naval and air restrictions in Yemen which have had a devastating impact on the population. The price of food has increased due to the increased costs of getting food to market, which coupled with falling incomes (partly due to Government non-payment of public sector salaries, affecting one quarter of the population since 2016) has had a catastrophic impact on Yemeni people. In March 2017, UN Office for the Coordination of Humanitarian Affairs (OCHA) announced that Yemen had become the world’s largest humanitarian crisis and Yemen has held this devastating title as the situation has worsened.

17 Glamour Magazine (26 September 2016), A Conversation with Muzoon Almellehan, Syria’s Answer to Malala Yousafzai
18 UN Human Rights Office of the High Commissioner News, (10 November 2018), Bachelet urges States with the power and influence to end starvation, killing of civilians in Yemen
19 The Armed Conflict Location & Event Data Project (ACLED), Press Release (18 April 2019) Yemen war death toll surpasses 70,000
20 UN in Yemen, Press briefing (10 August 2018), Spokesperson for the UN High commissioner for Human Rights, Yemen civilian casualties
21 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
22 UNHCR (25 January 2019), Yemen Operational Update
23 The World Bank (3 October 2018), Yemen’s Economic Outlook
24 New York Times, Opinion piece, (7 December 2018), By Nicholas Kristof, Your tax dollars help starve children
25 UN OCHA (9 November 2018), Dispatch from Yemen, Lacking the world’s largest humanitarian crisis
26 UN Human Rights Council (28 August 2018), Yemen: United Nations Experts point to possible war crimes by parties to the conflict
27 UN Human Rights Council (28 August 2018), Yemen: United Nations Experts point to possible war crimes by parties to the conflict
The situation for children in Yemen is dire. Severe Acute Malnutrition threatens the lives of almost 400,000 children under the age of five, and the UN estimates that a child under the age of five dies every ten minutes from preventable causes, including hunger, disease, and violence. Recent analysis from Save the Children has found that every month 37 Yemeni children are killed or injured by foreign-imported bombs. The 2019 UN Humanitarian Needs Overview (HNO) states that children are amongst the most vulnerable group and are disproportionately affected by the conflict.

Parties to the conflict have committed large numbers of grave violations against children’s rights in Yemen as reported by the UN Secretary General. The UN verified and reported 2,461 grave violations of children’s rights committed in 2017 alone. These include the killing and maiming of children, the recruitment of children into armed parties associated with all parties to the conflict, attacks on schools and hospitals, and denial of humanitarian access.

The UN verified 95 attacks of schools by parties to the conflict from 2015 to 2017. The threshold of evidence for a grave violation to be verified by the UN is high so that the real number of violations is likely to be far higher than those recorded.

Attacks on education cause physical damage and lead to the association of these institutions with trauma and fear, rather than safety and learning, as previously summarised by the UN Special Representative of the Secretary-General for Children and Armed Conflict, Radhika Coomaraswamy: “The consequence of attacks on schools is a growing fear among children to attend school, among teachers to give classes, and among parents to send their children to school.”

Access to quality education is the right of all children under Article 28 of the Convention of the Rights of the Child. As well as being a right in itself, accessing education enables children to learn about the human rights to which they are entitled and consequently improve their ability to access these rights. Education is particularly valuable in contexts affected by conflict, and it is widely recognised that both formal and non-formal education can provide a crucial element of protection and resilience for children.

Education is essential for the ongoing development of a country post conflict, contributing to more peaceful, cohesive and resilient societies, and helping prevent a return to violence. Ignoring the role of education as part of the emergency response throughout the conflict undermines reconstruction and development efforts later on and means that opportunities to deliver an early ‘peace premium’ are lost.

This report focuses on how the current conflict in Yemen is undermining children’s rights – in particular school age children’s right to an education. It provides an overview of the scale of the threat to education in Yemen, the resulting educational needs, and the response needed by the international community to redouble efforts to uphold existing international laws and agreements that exist to protect children’s rights during armed conflict.

**GRAVE VIOLATIONS**

The UN has defined six ‘grave violations’ of children in armed conflict that warrant priority attention:

1. **Killing and maiming of children**
2. **Recruitment or use of children by armed parties**
3. **Sexual violence against children**
4. **Abduction of children**
5. **Attacks against schools or hospitals**
6. **Denial of humanitarian access for children**

These six grave violations were selected because of their ability to be monitored, their egregious nature and the severity of their consequences on children’s lives.

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28 UNICEF (4 November 2018), UNICEF Regional MENA Director press remarks, *Conflict in Yemen, a living hell for children*
29 UN OCHA (3 October 2016), News on UN Humanitarian Chief’s statement to the Security Council, *A child under the age of five dies every 10 minutes of preventable causes*
30 Save the Children (25 March 2019), Report, *Every month 37 Yemeni children are killed or injured by foreign bombs*
31 UN OCHA (14 February 2018), *Yemen: 2019 Humanitarian Needs Overview*
32 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (2 June 2016), *Shock at the Scale of Grave Violations Committed Against Children in 2015*
34 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (27 June 2018), *Annual Report of the Secretary-General on Children and Armed Conflict*
35 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *Yemen grave violation figures*
37 Sommers, M, Children (June 2002), *Education and war: Reaching education for all objectives in countries affected by conflict*
40 This report focusses on schooling, rather than higher or vocational education.
3. ATTACKS ON EDUCATION IN YEMEN

“We are seeing the creation of a lost generation of children, uneducated and traumatised, and this will store up big problems for the future...Nothing matters more to families than knowing their children have a future.”

Lise Grande, the top UN official on the ground in Yemen

Education in Yemen saw a noticeable improvement during the pre-war period between 1999-2013, with school enrolment rates rising from 71% to 98%. The conflict has had a profound effect on children’s access to education.

Yemen’s education cluster estimates that at the end of 2018, of 7.8 million school-age children, 4.7 million children, require assistance to continue their education, of which 3.7 million were in acute need of assistance. The number of children who need assistance in order to continue their education is increasing year-on-year.

This includes two million children, more than a quarter of all school age children, who are not in school. These children are deprived of an education and are at greater risk of recruitment into armed parties and child marriage.

UN reports show that the number of children recruited into armed parties in 2017 was significantly higher than the previous year and suggests that many children out of education are finding themselves in increasingly precarious positions.

DIRECT ATTACKS ON SCHOOLS

The lack of access to education has in part been caused by attacks on schools. Reports of attacks on schools began to rise dramatically in 2015, corresponding with the start of Saudi-led coalition air strikes and intensification of the conflict. The 2019 UN Humanitarian Needs Overview (HNO) confirms that an estimated 2,000 schools are unfit for use due to damage caused by the conflict, the presence of internally displaced persons (IDPs), or occupation by armed parties. This includes 256 schools that have been destroyed by air strikes or shelling; 1,520 schools that have been damaged by the conflict; 167 schools that are sheltering IDPs; and 23 schools that are occupied by armed parties.

ESHRAQ*, 14:
A GIRL’S EXPERIENCE OF THE IMPACT OF AIRSTRIKES ON SCHOOLS

“Following the rehabilitation of my school by War Child, I now attend school 5 days a week whereas before I was at home helping my mother... Other children in my area are not able to attend their [local] school as it has been destroyed by airstrikes... my favourite thing about my rehabilitated school is the private bathroom and the paintings on the wall! I would like to be a teacher in the future. I would like the world to rebuild the damaged schools in Yemen.”

*Please note all names of children and teachers that took part in War Child focus group discussions have been changed to protect their identity.

41 Financial Times (16 September 2018) Yemen conflict creates ‘lost generation’ of children.
42 The World Bank (10 July 2016), News article by Khalid Moheyddeen, Education in Yemen Struggles after More than a Year of Conflict
43 Examples from the UN HNO 2019 of assistance that children require to be able to access their right to an education include: free school meals, support for teacher incentives, temporary learning spaces and alternative learning opportunities, school supplies and furniture as well as WaSH facilities.
44 UN OCHA (14 February 2019), page 47, Yemen: 2019 Humanitarian Needs Overview
45 UN OCHA, Yemen Crisis Overview
46 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, Yemen grave violation figures
War Child’s research in December 2018 across four governorates and ten districts showed that of the schools covered half have been physically affected by war.

According to the Global Coalition to Protect Education From Attack (GCPEA)\(^{47}\), the largest number of educational institutions damaged, destroyed, or used for military purposes worldwide between the years of 2013 and 2017, was documented in Yemen.

Even where schools are still standing there are additional issues that impact children’s ability to access education. Many schools are in inadequate physical condition with no bathrooms or recreational spaces. War Child’s research showed that the availability of latrines varied from between one and three available per school with between 100 and 4,200 students. These latrines are unsanitary, and few have washing facilities nearby. Alongside this, less than half of the schools have access to safe drinking water on site. Children risk being killed on their way to school, as schools have been targets for strikes from armed parties. Fearing for their children’s safety, many parents choose to keep their children at home.\(^{48}\)

These factors disproportionately impact girls, children with disabilities, and other marginalised children, who are already less likely to access education. Attacks against schools and hospitals are a grave violation of children’s rights, and where schools or other civilian infrastructure are intentionally or indiscriminately targeted, this amounts to a war crime.

Many states, including the Hadi Government in Yemen, have endorsed the Safe Schools Declaration. This is a political commitment made by states to protect students, teachers and educational institutions from attack and military use. However, in spite of these commitments and legal obligations, the UN has verified 95 attacks of schools by parties to the conflict from the beginning of 2015 to the end of 2017.\(^{49,50,51}\)

It is widely accepted that the figures in these reports underestimate the real numbers of violations, as the threshold of evidence for a grave violation to be verified is high.

Of these UN verified attacks on schools, three quarters have been committed by the Saudi-led coalition\(^{52,53,54}\), including 19 out of 20 in 2017\(^{55}\) (the latest year that we have verified UN reporting for). The majority of the rest of the attacks have been committed by Ansar Allah.

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**Figure 1: Perpetrators of attacks on schools, as listed as grave violations of children’s rights by the UN Secretary General’s annual reports on Children and Armed Conflict**

<table>
<thead>
<tr>
<th>Year</th>
<th>Saudi-led coalition</th>
<th>Ansar Allah</th>
<th>All other parties to the conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>27%</td>
<td>16%</td>
<td>57%</td>
</tr>
<tr>
<td>2016</td>
<td>16%</td>
<td>16%</td>
<td>85%</td>
</tr>
<tr>
<td>2017</td>
<td>5%</td>
<td>95%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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\(^{47}\) GCPEA (2018) report, *Education under attack*  
\(^{48}\) TRT World (14 September 2018), *Children the largest casualties in the Yemen conflict*  
\(^{49}\) UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (2 June 2016), *Shock at the Scale of Grave Violations Committed Against Children in 2015*  
\(^{51}\) UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (27 June 2018), *Annual Report of the Secretary-General on Children and Armed Conflict*  
\(^{52}\) UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (2 June 2016), *Shock at the Scale of Grave Violations Committed Against Children in 2015*  
\(^{54}\) UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (27 June 2018), *Annual Report of the Secretary-General on Children and Armed Conflict*  
\(^{55}\) UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict News (27 June 2018), *Annual Report of the Secretary-General on Children and Armed Conflict*
Even where schools have not been physically damaged by the conflict, there are a number of other impacts of the conflict that are further impeding children’s ability to access an education. Our research, which builds upon existing literature, has identified non-payment of teacher salaries, a lack of equipment, economic hardship of families, and a lack of safety at and en-route to schools as issues. Many of these factors have had a disproportionate impact on the access to education for girls.

**NON-PAYMENT OF TEACHER SALARIES**

The fact that teachers in 10,000 schools across 11 governorates have not been paid since October 2016 has further restricted children’s access to education. 3.7 million children have had their education disrupted by non-payment of staff and this is having a serious impact on teacher performance and the ability to run schools. Many teachers have left the profession in search of other sources of livelihood.

War Child’s research highlighted that male teachers were more likely to be on the government payroll whilst female teachers were reported to be sponsored by other sources or working as volunteers. There are very few job opportunities and so some teachers have no other option than to continue to work and hope that once the situation in country improves they will receive backdated salaries. Secondary subject provision across the four governorates assessed is very low, and there are no teachers who are trained to teach secondary subjects such as maths, science, and English.

UNICEF spokesman Christophe Boulierac outlined how this issue has also affected the quality of children’s education, an aspect of education that is not often monitored during conflict: “Children are not getting their full lessons due to the absence of their teachers. Even when schools are functioning the schools’ days and years are shortened”.

Although many teachers have not received their salaries in over two years, some schools have remained open through donations from parent councils, civil society organisations, or the private sector. For example, in 2017, the Chairman of a prominent Yemeni company announced its intention to pay salaries of education staff in an area around Taiz until state salaries would resume.

Without the continued support of qualified teachers, who are under tremendous strain, and in many instances working voluntarily, quality education which meets children’s needs and the goals set out in the UN Sustainable Development Goals is very difficult to achieve. A reduction in the teaching force now will have a lasting impact on the stock of teachers in future years, as many will not return to the profession, and the time and costs of training new teachers could mean several generations of children miss out on a quality education.

**INCREASED HAZARDS FOR CHILDREN OUT OF SCHOOL**

Economic hardship is driving many families to adopt coping mechanisms that reduce children’s chances of getting an education. Protracted conflict and poverty are increasing risks of family separation,

56 In December 2018, War Child UK contracted a consultancy to carry out a multi-sector needs assessment covering ten districts across four governorates in Yemen (Sana’a, Dhamar, Ibb and Taiz). The assessment covered the needs of the population within the following sectors: Child Protection, Food Security and Livelihoods, Education, Water, Sanitation, and Health and Nutrition. The needs assessment conducted focus groups with 720 people in Yemen, including 240 children (aged 13-15). In addition, 60 experts across the ten districts were interviewed to provide an overview of the situation of the sector in the district. This included officials from the relevant ministries as well as subject experts. War Child also administered focus groups with participants in schools (teachers, as well as children aged between 10 to 15 years old) supported by our programmes in Yemen, to understand the impact of the conflict on their education and aspirations following rehabilitation of their schools.

57 UN OCHA (14 February 2019), Yemen, 2019 Humanitarian Needs Overview.

58 There have been significant issues in the payment of salaries to public sector workers, particularly in northern Houthi controlled areas, where the internationally recognised government stopped paying public sector wages (Reuters (26 January 2017), Unpaid state salaries deepen economic pain in Yemen’s war, Rethinking Yemen’s Economy (18 March 2019), Economic Confidence Building Measures – Civil Servant Salaries).

59 Sana’a, Dhamar, Ibb and Taiz.

60 UNICEF (14 September 2018), Geneva Palais briefing note on education under attack in Yemen.

61 Project on Middle East Political Science (Jan 2018), Yemen’s education system at a tipping point: Youth between their future and present survival.

62 Project on Middle East Political Science (Jan 2018), Yemen’s education system at a tipping point: Youth between their future and present survival.
child recruitment, child marriage, exploitative forms of labour, and child trafficking. In most households, women and children are responsible for collecting water. Many primary water sources have stopped functioning, which means longer distances to travel and additional threats to safety and dignity, including gender-based violence.

Children may remain out of school so they can fetch water, which families may understandably prioritise over education in times of scarcity and uncertainty.63

War Child’s research observed that across the ten districts covered, children often begin working from the age of 10. Boys are engaging in carrying goods for merchants, begging, stone cutting, transportation and carpentry work. Girls are engaged in domestic labour or as farming assistants.

War Child’s research highlighted there are significant concerns around the safety en route to school. Schools are also difficult to access, as there are few tarmac roads and some schools do not even have dirt roads leading to them. Journey times to school vary from 15 minutes to 60 minutes in the areas that were assessed. In many areas, roads to the schools are not safe due to air strikes, violence, and other security issues. The common safety concerns for students on their way to and from schools are risks of harassment, abduction, difficult roads, ongoing conflicts, and natural disasters.

Respondents in all districts identified the way to school and the market as the most dangerous locations, with children recognising it was more unsafe for girls.

Reports also suggest that the fear that schools are sites for recruitment and the risk of children being abducted on their way to school, is causing parents to withdraw their children from education entirely. Boys in particular face this risk of recruitment or abduction by armed parties.64

**DISRUPTED LEARNING IN SCHOOL**

Where children in areas of conflict are fortunate enough to go to a school that has not been destroyed by the conflict, their learning is often hindered by trauma or hunger, untrained or ill-prepared teachers, or the lack of sufficient learning materials and infrastructure. Our research showed that children have exhibited significant behavioural changes due to the impact of the conflict on their wellbeing, including crying, screaming, isolation, unwillingness to go to school, misbehaviour with adults, and sleeping disorders. Our research found that many children depend on chewing tobacco or the drug Khat as a mechanism to cope with stress.

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63 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
64 Saferworld (June 2017), Women nowadays do anything
As highlighted in our report, Reclaiming Dreams, the immediate and physical dangers of conflict have long-term mental and psychological repercussions that can devastate children’s ability to recover from conflict and communities’ capacity to rebuild. As highlighted by our research, children are dealing with significant distress caused by the conflict and many children are at risk of ‘toxic stress,’ a condition which occurs when children experience strong, frequent and/or prolonged adversity… without adequate adult support. These symptoms can permanently affect brain development in young children and severely impact their attachment and early learning abilities. Evidence from a range of conflict-affected environments, including Afghanistan, Bosnia and Herzegovina, Gaza, and Sierra Leone, points to conflict-related Post Traumatic Stress Disorder as a frequent source of impaired learning and poor achievement in school.

War Child research showed children and teachers are exposed to multiple risks while at school. Observations of the school buildings show that a lack of furnishing in schools means that students sit on the floor or on cardboard to protect them from the cold. The floors do not have appropriate covering and the classrooms often do not have doors or windows. The ongoing threat of sudden attacks which can affect schools is having a particular impact in Sana’a district where many parents are not sending their children to school because of this concern.

**IMPACT ON GIRLS’ ACCESS TO EDUCATION**

Prior to the conflict, girls in Yemen were already more vulnerable to missing out on an education than their male counterparts because of the widespread practise of child marriage, which is a human rights violation.

Yemen has no legal minimum age for marriage, and a national survey conducted in 2013 found that almost 32% of girls in Yemen were married before the age of 18 and 9% before the age of 15.

Girls who marry before they turn 18 are less likely to remain in school and more likely to experience domestic violence. Even before the conflict, families faced with poverty married off their daughters to relieve them of the financial cost of their care.

Girls continue to disproportionately miss out on an education, with 36% out of school compared to 24% of boys. Families with limited resources de-prioritise girls education. The conflict has resulted in the abandonment of a proposed law setting 18 as the minimum age for marriage and for girls to remain in school. Child marriage has undergone a threefold increase between 2017 and 2018 and has increased significantly compared to when the conflict escalated in 2015. Whilst parents are often aware of the dangers and harms of child marriage, the reduced size of the household that they have to provide for means they often feel they have no other option but to rely on their children to cope with the extreme hardship that the conflict has inflicted.

Our research found that parents may have concerns about sending daughters to school due to security issues, a lack of female teachers, or if the school is a long distance from home. A lack of segregated toilets or WaSH facilities is a major cause of girls dropping out of school. Once out of school, girls face a higher risk of early marriage and domestic violence.

Yemen was one of the conflict countries reported in the 2018 GCPEA report “Education Under attack” where girls and women were uniquely targeted because of their gender, not only as victims of sexual violence but also where armed parties are opposed to female education.

According to the UN, 21% of female headed households are under the age of 18. Many of these girls are without the educational training that may relieve them of the financial cost of their care.

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65 War Child (January 2018) Report, Reclaiming Dreams
66 Attanyake et al. (2009) ‘Prevalence of mental disorders among children exposed to war: a systematic review of 7,920 children’ in Medicine, Conflict and Survival, 25(1)
67 Harvard University, Centre on the Developing Child, Toxic Stress definition
68 UNICEF (26-28 May 2015), Growing up in conflict: the impact on children’s mental health and psychosocial wellbeing
72 USAID (2013), Yemen Demographic and Health Surveys
73 Human Rights Watch (2011), How come you allow little girls to get married?
74 UN OCHA (14 February 2019), Yemen: 2019 Humanitarian Needs Overview
75 IRC (March 2019), 4 ways 4 years of war in Yemen has impacted women and girls
76 UNICEF (March 2017), Falling through the cracks, the children of Yemen
77 Oxfam (February 2019), Yemen’s shattered food economy
78 GCPEA (2018) report, Education under attack
WAR CHILD’S WORK IN YEMEN

War Child has rebuilt schools devastated by the conflict. In September 2018, joined by community leaders and families, War Child celebrated the opening of three schools in Al Haymah Al Dakhiliya district (Sana’a Governorate). War Child provided school furniture, essential water supplies and tanks, and teaching and learning materials. A total of 4,000 children re-enrolled in the three schools and each child was provided with a school bag filled with essential school equipment. In addition, War Child targeted 17 neighbouring schools to provide 1,500 extra students with school bags. War Child recognises the right of all children to a basic minimum standard of education, and therefore a specific focus on ensuring equitable access to education for girls and socio-economically disadvantaged students has been applied.

A “back to school” campaign was run in Al Haymah al Dakiliya reaching 25 schools in the district. As part of this campaign War Child staff worked with local authorities to re-issue birth certificates for children whose certificates had been lost or destroyed in the chaos of the conflict. This enables them to re-enrol in school and access basic services. A total of 2,732 children received their birth certificate during the campaign.

In each school that was refurbished, a dedicated space was built for War Child social workers to support children’s psychosocial wellbeing with the aim of strengthening their emotional development. So far War Child has been able to support 1,296 children to help them deal with the trauma and stress they have experienced. Teacher training was also carried out in child protection and child rights with 28 teachers and 170 community members taking part. In addition, child protection committees have been created to ensure that children are continuing to be protected from abuse and that their healthy development and care is being protected.

Recognising financial difficulty as a barrier to accessing education, War Child has provided free meals and refreshments to students, to encourage children to continue their studies. In addition, War Child has been providing unconditional cash support to families most in need since November 2018. This helps families to buy food, medicine, clothes and other basic items, and disincentivises child labour. It is a rapid cost-effective method that empowers people and boosts the local economy which lays the foundations for communities’ recovery and resilience, ensuring the maximum impact for those in need.

AYAH*, 14: A GIRL’S EXPERIENCE OF EDUCATION FOLLOWING REHABILITATION OF THE NEW SCHOOL

“Some children living in my area would rather attend our rehabilitated school than their school because there aren’t regular lessons in their school and their parents can’t afford school equipment due to poverty… These days, I attend school five days a week and learn in a friendly place and get school meals. My favourite thing about the school is the playground, the private bathroom for girls as well as the psychosocial support. When I am older, I would like to be a doctor. If I could ask the world for anything for Yemen, I would ask for a private girl’s school and the distribution of food.”

*Please note all names of children and teachers that took part in War Child focus group discussions have been changed to protect their identity.
The UN humanitarian response plans outline the funding requirements needed to provide assistance to Yemen. These appeals have continued to be underfunded year on year. The response plan breaks down the requirements by individual clusters, and the education cluster secured less than half (43%) of the amounts appealed for between 2011 and 2018 (see Figure 2). This compares to the overall humanitarian plan being funded by 70% over this period.

The 2019 plan outlines an overall $4.2bn requirement, of which $105m is required for the education cluster. The education cluster objective is to “help maintain basic education services, particularly in areas where schools are damaged, closed or unable to fully operate because of budget, payroll and other conflict-related constraints.”

Based upon the extensive recommendations from the education cluster, and from War Child’s research, it is essential funding is made available to:

- **Restore damaged and destroyed schools by:**
  - Rehabilitating buildings, including WaSH (Water, Sanitation and Hygiene) facilities, and gender segregated latrines
  - Training specialised education staff on emergency data collection and analysis.

- **Ensure schools remain open and operational by:**
  - Providing payment for teachers, and where not possible cash assistance for teachers
  - Providing free school meals
  - Establishing temporary learning classrooms for displaced children
  - Distributing education materials, texts, hygiene kits, furniture and supplies to targeted schools

- **Strengthen teaching and management of schools and education services by:**
  - Training teachers, school managers, supervisors and family councils.
  - Providing Psychosocial Support (PSS) training to teachers and other staff

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80 It should be noted that funding is also made directly to Yemen, outside of the UN appeals
81 UN OCHA Financial Tracking Service, Yemen 2018 (Humanitarian response plan)
82 UN OCHA (19 February 2019), 2019 Yemen Humanitarian Response Plan
83 UNICEF, 2019 Humanitarian Response Appeals
The international community is obliged to protect schools and children during armed conflict through applicable international law and political obligations. A key feature of the war in Yemen to date has been the disregard by all parties to the conflict, of their legal obligations and commitments to ensure that schools are protected during armed conflict, a specific failure as highlighted in this report to protect children’s fundamental right to an education.

Intentional or indiscriminate attacks on schools during armed conflict, where there is no military necessity,84 violates both international human rights law and international humanitarian law (IHL). Under international human rights law, attacks on schools violate children’s right to education, a right enshrined in key international treaties, including the International Covenant on Economic, Social, and Cultural Rights and the Convention on the Rights of the Child.

Attacks on schools in many cases are also considered to be a violation of international humanitarian law85,86 (This is also known as the ‘Laws of Armed Conflict’ and are the body of laws that apply during times of armed conflict and seek to limit the effects of war and protect civilians). A core rule of international humanitarian law87 is that all parties to a conflict must always distinguish between civilian objects88 and military objectives89, and that deliberate or indiscriminate90 attacks on civilian objects, including schools in the absence of military necessity91 is prohibited. The Rome Statute provides the International Criminal Court (ICC) jurisdiction to prosecute and punish those that intentionally target civilian objects (which includes schools or other educational institutions not being used for military purposes) during wartime and considers the intentional targeting of civilian objects, including schools, to be a war crime.92

The UN Security Council has further reiterated the need for all parties to armed conflict to comply with the obligations applicable under international law for the protection of children and cemented its commitment to the protection of schools during armed conflict through a number of resolutions, primarily UNSC resolutions 1998 (2011), 2143 (2014), and 2225 (2015). These resolutions give a mandate to the UN to identify and list armed forces and groups who attack schools or hospitals and ensure UN monitoring of recurrent attacks or threats of attacks against schools, as well as against protected persons in relation to schools. They have also urged member states to consider concrete measures to deter the use of schools for military means which led to the inclusion of this issue in Security Council sanctions committees’ criteria.

Furthermore, in 2010, the United Nations General Assembly adopted a resolution on the right to education in emergencies. This reaffirms the human right to education and urges member states to ensure all affected populations have access to education in emergency situations, and to ensure that realising the right to education is considered a vital aspect of humanitarian assistance and humanitarian responses.

Over a number of years, a coalition of states and experts developed the Safe Schools Declaration, an international commitment aimed to provide additional protection for schools in conflict. This declaration93 was adopted on 29 May 2015 and is a political and practical commitment to better protect students, teachers, schools, and universities during armed conflict. To date, 87 states94 have endorsed the Safe Schools Declaration. This commitment asks endorsing governments to take practical steps to protect

84 ICRC, Casebook, glossary definition of ‘military necessity’.
85 As per the UN Humanitarian needs overview, assistance required by children to access education includes: school rehabilitation, alternative education solutions such as temporary learning classrooms and catch up class, PSS, school supplies and training and outreach for educators and families, hygiene related activities and WaSH rehabilitation.
86 IHL is based on a number of treaties, their additional protocols and a series of other instruments.
87 The key treaty that applies to the protection of schools is the fourth Geneva convention (adopted in 1949), which prohibits the targeting of civilian objects and emphasises the importance of schools to the civilian population, especially children.
88 ICRC, Casebook, glossary definition of ‘civilian objects’.
89 ICRC, Casebook, glossary definition of ‘military objectives’.
90 ICRC, Customary IHL, definition of ‘indiscriminate attacks’
91 ICRC, Casebook, glossary definition of ‘military necessity’.
92 GCPEA, What international laws are violated?
93 GCPEA, Safe Schools Declaration and accompanying Guidelines
94 Global Coalition to Protect Education from Attack (2 May 2019), Safe Schools Declaration Endorsements
education in armed conflicts, to improve reporting of attacks on education, and to restore access to education when schools are attacked. Governments also make a commitment to adequately investigate alleged war crimes involving schools and prosecute the perpetrators.

Whilst the declaration is not legally binding, full implementation of the guidelines by all states would reduce the impact of armed conflict on education. Many states have not yet signed the declaration, including three of the five permanent members of the UNSC (China, Russia, the United States), as well as Saudi Arabia and the United Arab Emirates (parties to the conflict in Yemen). In October 2018, the government of Yemen endorsed the Safe Schools Declaration, thereby committing to do more to protect students, teachers, and schools during conflict, including by implementing the Guidelines for Protecting Schools and Universities from Military Use During Armed Conflict.

The United Nations Secretary-General has urged all UN member states to endorse the Declaration. This call has been echoed by the UN Special Representative on Children and Armed Conflict. It is important that states not only make this political commitment, but also actually implement the guidelines in full.

GRAVE VIOLATIONS CONTINUE UNABATED

Despite legal and political obligations that exist on states, attacks on schools in Yemen have continued unabated. There have been large numbers of grave violations of children's rights throughout the conflict. This includes the killing and maiming of children, the recruitment of children in armed conflict, attacks on schools and hospitals, and denial of humanitarian access.

In January 2016, a Panel of Experts on Yemen presented a report to the UNSC that found that 60% of civilian deaths and injuries were caused by air-launched explosive weapons. Given the Saudi-led coalition currently controls Yemeni airspace, these deaths and airstrikes are highly likely to be the actions of the Saudi-led coalition. The Panel documented that: "the coalition had conducted air strikes targeting civilians and civilian objects, in violation of international humanitarian law, including camps for internally displaced persons and refugees; civilian gatherings, including weddings; civilian vehicles, including buses; civilian residential areas; medical facilities; schools; mosques; markets, factories and food storage warehouses."

In September 2017 the UN published a report, that found human rights violations and abuses were occurring on a regular basis in Yemen. It states that civilians "may have been directly targeted, or operations were conducted heedless of their impact of civilians, without regards to the principles of distinction, proportionality, and precautions in attack."

Furthermore, in August 2018, the Group of Eminent Experts on Yemen concluded there were reasonable grounds to believe that individuals in the government of Yemen and the Saudi-led coalition may have conducted attacks in violation of the principles of distinction, proportionality and precaution, which may amount to war crimes.

Children have also continued to suffer, despite the ceasefire agreement made in Sweden in December 2018 between Ansar Allah and the internationally recognised Yemeni government, known as the Stockholm agreement:

28TH FEBRUARY 2019
Five children playing at home were killed in an attack on Tahita district, south of Hudaydah.

26TH MARCH 2019
On the fourth anniversary of the escalation of the conflict in Yemen, five children were among eight people killed when a hospital supported by Save the Children in Yemen was hit by an air strike. An 8-year-old boy was the youngest person killed. Another boy, aged 10, two boys aged 12 and one boy aged 14 were also killed.

3RD APRIL 2019
Three women were reportedly killed and two children injured by an artillery shell landing near a school in Hudaydah.

7TH APRIL 2019
At least 14 children were reported by a UN agency to have been killed in a blast near a school in Yemen and 16 more critically injured, most of the children impacted were under the age of nine. The attack occurred near two schools in Sana’a.

95 UNSC (10 May 2017), Report of the Secretary-General on the protection of civilians in armed conflict
96 Office of the Special Representative of the Secretary-General for CAAC (16 October 2017), Security Council Arria Meeting on Attacks on Schools
97 UNSC (26 January 2016), Final report of the Panel of Experts on Yemen established pursuant to Security Council resolution 2140 (2014)
98 UNSC (26 January 2016), Final report of the Panel of Experts on Yemen established pursuant to Security Council resolution 2140 (2014)
99 UN Human Rights Council (15 September 2017), An "entirely man-made catastrophe" – UN human rights report urges international investigation
100 UN Human Rights Council (28 August 2018), United Nations Experts point to possible war crimes by parties to the conflict
101 France 24 (28 August 2018), UN probe reports possible war crimes by all sides in Yemen conflict
102 UN Human Rights Council (28 August 2018), United Nations Experts point to possible war crimes by parties to the conflict
103 UNICEF (2 March 2019), Statement by UNICEF Executive Director Henrietta Fore on deaths of five children in Yemen
104 UN OCHA (15 April 2019), Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, Mark Lowcock Briefing to the Security Council on the humanitarian situation in Yemen
105 Independent (9 April 2019), Yemen explosion: At least 14 children killed in blast near school
More action is required to bring about an end to this man-made conflict. The international community, including the UK Government, needs to show consistency in calling out violations of international law, as it has done in other conflicts, and the UK has a special responsibility as the penholder on Yemen in the UN Security Council.

The international community also needs to ensure that wider foreign, defence and trade policies are consistent with the spirit of existing obligations that seek to protect civilians in conflict. To this end, there needs to be a re-evaluation of continued arms support to the Saudi-led coalition.

The UK has licenced £4.7 billion\(^{106}\) worth of arms (primarily typhoon combat aircraft and associated systems\(^{107}\)) exports to Saudi Arabia, and £860 million to its coalition partners between 2010 and 2017.\(^{108}\)

During this period, the UK was the second largest exporter to the Saudi-led coalition, after the US.\(^{109}\)

The UK’s arms export rules state that it will not sell weapons to countries where there is clear risk\(^{110}\) that they might be used in serious violations of international humanitarian law, but these arm sales have continued, despite concerns over war crimes. This is in contrast to other EU countries that have announced suspension or restrictions of arms exports to Saudi Arabia including Belgium, Denmark, Finland, Germany, Italy, the Netherlands, Norway.\(^{111,112,113}\)

As the conflict in Yemen has entered its fifth year, the grave violations of children’s rights amongst other violations of international law continue. The countless reporting by reputable organisations of these violations have largely gone ignored. Despite the widespread laws and commitments that exist to protect civilians who are impacted by conflict such as the one in Yemen, there has been both a lack of compliance by parties to the conflict and a lack of action by the wider international community to hold perpetrators to account.

The implications of this flagrant disregard by all parties to the conflict and the wider international community to such atrocities including potential war crimes is already being devastatingly realised by the Yemeni people, who have suffered beyond many reader’s understanding. Moreover the failure of the international system will reverberate for years unless more is done to address this. Holding perpetrators of violations to account is fundamental and necessary for tackling impunity and deterring future violations, not only in Yemen, but in conflicts across the world, and ensuring the continuation of the international rules-based system.

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106 Full Fact (7 September 2018), The UK has licensed at least £4.7bn of arms exports to Saudi Arabia since the start of the Yemen War
107 House of Commons Library (25 October 2018), UK arms exports to Saudi Arabia Q & A
108 Stockholm International Peace Research Institute, Arms Transfers Database
109 House of Commons Library (25 October 2018), UK arms exports to Saudi Arabia Q & A
110 Parliament (25 March 2014), Written Statements, Business, Innovation and Skills, Consolidated EU and National Arms Export Licensing Criteria
111 Independent (23 November 2018), Germany, Denmark, Netherlands and Finland stop weapons sales to Saudi Arabia in response to Yemen famine
112 Reuters (9 November 2018), Norway suspends arms export licenses to Saudi Arabia
113 Independent (28 December 2018), Italy plans to stop arms sales to Saudi Arabia, prime minister says
The continuing conflict in Yemen remains the world’s worst man-made humanitarian crisis. Month on month, reports of violations of international law by all parties to the conflict continue, and the conflict continues to devastate access to education for children.

Continued attacks on schools have resulted in the destruction or significant damage of education infrastructure. Where schools do remain standing, they can be unsafe for children and teachers, and the lack of payment of salaries and inadequate supplies mean they do not function effectively. The wider economic and psychological impacts of the conflict often mean children are kept out of education, or when they do attend their learning is severely hampered. Damage to the education sector now will have long-lasting ramifications, impacting the education of future generations and compounding the issues that come with this such as poverty and poor health.

Ensuring children in Yemen have access to education throughout the conflict is an international imperative. It requires both ensuring education infrastructure is restored and quality teaching is enabled, and this requires meeting the funding needs as outlined by UN humanitarian appeals. Anything less will mean children are not able to access their rights in full.

However, it also requires a concerted effort by the international community to ensure the parties to the conflict respect the legal and moral obligation to protect children, and ensure educational institutions are never a target.

Unless the international community shows an unwavering commitment to upholding these obligations, they are unlikely to stop. The UK government has a special responsibility as the humanitarian penholder in the UNSC for the conflict in Yemen to ensure that all violations of international law are condemned and discussed at the highest levels and that accountability is sought by whatever routes are available.

Showing an unwavering commitment includes calling for all countries, including three of the five permanent members of the UN Security Council (United States, Russia, and China), along with parties to the conflict to sign up to the Safe Schools Declaration, which seeks to provide additional protections for schools in conflict.

It also requires that parties to the conflict that continue to violate international law are thoroughly investigated, and that political backing to any parties is conditional. As the UN has verified the Saudi-led coalition has committed grave violations, and there are credible reports of other violations of international law, arms sales to the coalition must stop.

If the international community does not respond to the crisis in Yemen, we will continue to see the degradation of the international rules-based system. This is a system which is already being tested in the face of increasing isolationism by some states and is being tested by the failure to solve other crises such as in Syria.
We recommend that the international community:

1. **REINFORCE EXISTING LEGAL AND POLITICAL FRAMEWORKS THAT EXIST TO PROTECT SCHOOLS**
   - All states that have not already, should endorse the Safe Schools Declaration. Especially those states involved in the conflict in Yemen (e.g. Saudi Arabia and UAE) as well as those (e.g. US) supplying arms to parties to the conflict. Such states should study the guidelines and fully implement these in the spirit of best protecting school infrastructure from military use and attack.

2. **INCREASE FUNDING TO RESTORE DAMAGED AND DESTROYED SCHOOLS AND PROVIDE FUNDING TO OVERCOME OTHER BARRIERS TO CHILDREN’S ABILITY TO ACCESS EDUCATION IN YEMEN**
   - Increase funding to restore damaged and destroyed schools, ensure they remain open and operational, and strengthen teaching and management of schools and education services. The specific needs of girls and other groups should be adequately taken into account. Consultation with parents and children on their needs is essential to ensure that education interventions best meet the needs of the community.

3. **PRESS PARTIES TO THE CONFLICT TO COMPLY WITH THEIR OBLIGATIONS UNDER INTERNATIONAL LAW AND EXISTING COMMITMENTS BASED ON POLITICAL AGREEMENTS**
   - Recognise attacks on education in Yemen are part of a pattern of disregard for international humanitarian law and human rights law that are characteristic of this conflict, which is undermining the international rules-based system, thereby call on **parties to the conflict** to ensure they immediately:
     - Comply with their obligations under international law and respect the obligation to protect the civilian population and civilian infrastructure, including schools.
     - Comply with the ceasefire required by the Stockholm agreement and to take credible steps towards the signing of a nationwide ceasefire to end the suffering of children and other civilians affected by the ongoing conflict.

4. **SUPPORT ALL INTERNATIONAL EFFORTS TO INVESTIGATE VIOLATIONS OF IHL AND VIOLATIONS AND ABUSES OF INTERNATIONAL HUMAN RIGHTS LAW AND TAKE EVERY EFFORT TO ENSURE ACCOUNTABILITY FOR ATROCITIES COMMITTED IN YEMEN**
   - Take all efforts to put an end to all violations of international law in Yemen and ensure that the perpetrators are held firmly to account through whatever route is possible. In this regard:
     - Fully support the work of the Group of Eminent Experts on Yemen to investigate alleged human rights violations and abuses and support the ongoing existence and strengthening of their mandate.
     - Ensure accountability for perpetrators of violations of international law, and justice for Yemeni people. This could include tying sanctions to persistent breaches of international law.

5. **IMMEDIATELY CEASE ARMS TRANSFERS AND MILITARY SUPPORT TO ALL PARTIES TO THE CONFLICT**
   - Whilst there are credible reports of violations of international law by parties to the conflict, including the Saudi-led coalition remain, immediately suspend all arms transfers and military support to parties to the conflict in Yemen.