



YEMEN – MYHAL “OVERCOMING BARRIERS TO EDUCATION” PROJECT

2025 Project Summary

The Overcoming Barriers to Education for Internally Displaced Persons (IDPs) and Other Vulnerable Children project is a targeted initiative aimed at improving access to safe, inclusive, and quality education for conflict-affected children in Qa’atbah District, Al Dha’ale Governorate, Yemen. Funded by the Myhal Family Foundation and implemented by War Child Canada in partnership with the Abs Development Organization for Woman and Child (ADO), the project focused on rehabilitating school infrastructure, strengthening teaching capacity, and addressing critical barriers that prevent children, particularly displaced and marginalized learners, from accessing education.

Operating in one of the world’s most complex humanitarian contexts, the project responded to severe infrastructure degradation, overcrowding, and lack of basic resources in two highly vulnerable schools: Al-Nasr and Al-Thawra. Through integrated interventions combining construction, resource provision, teacher training, and community engagement, the project worked to create safer, more supportive learning environments where children can learn and thrive despite ongoing conflict and instability.

In 2025, the project successfully reached 2,317 individuals, including 2,077 children (956 girls and 1,121 boys), significantly improving their access to education. Despite considerable operational challenges, including delays due to complex authorization processes and restricted access, the project achieved substantial results in restoring functional, resilient learning spaces.



A major achievement was the large-scale rehabilitation and expansion of school infrastructure. Across both schools, 17 classrooms and 2 storerooms were rehabilitated, and 6 new classrooms were constructed, helping to reduce overcrowding and improve learning conditions. Investments in essential infrastructure including solar energy systems, water tanks, and improved sanitation facilities ensured that schools are not only functional but also healthier and more resilient to the realities of conflict. Accessibility was also prioritized, with ramps constructed to support children with disabilities.

The project also made significant contributions to improving the quality of education. A total of 36 teachers received training on active learning methodologies and inclusive teaching practices, equipping them to better support diverse learners. In addition, 193 children participated in remedial education programs, resulting in dramatic improvements in literacy and numeracy outcomes highlighting the effectiveness of targeted academic support in crisis settings.

Beyond infrastructure and teaching, the project strengthened student well-being and community engagement. Recreational materials, hygiene awareness sessions, and first aid training contributed to safer, more supportive school environments. Hygiene promotion activities alone reached over 2,300 individuals, reinforcing critical health practices in a context where disease outbreaks remain a persistent risk.

Overall, the project demonstrates how integrated, community-based approaches can deliver tangible improvements in education access and quality, even in fragile and conflict-affected settings. By addressing both physical and systemic barriers, the initiative has helped restore dignity, safety, and opportunity for children in Qa'atbah District. As needs in the region remain acute, the project provides a strong foundation for scaling similar interventions to reach more vulnerable children and strengthen long-term education outcomes.

Key Results for 2025

Indicator	Achievement
Children reached with improved access to education	2,077 (956 girls, 1,121 boys)
Total individuals reached (including adults)	2,317
Classrooms rehabilitated	17
New classrooms constructed	6
Latrines constructed/rehabilitated	7
Teachers trained	36
Students receiving remedial education	193
Hygiene sessions conducted	273 sessions

