

## A Report on Back to School Campaign: \

**Name of Program:** /Back to School Campaign:\

**Overall Objective of the Campaign: \**  
(Bringing dropouts back to school)

**Introduction: \**

Definition of a Child:

1-1- Definition of a child in the International Convention on the Rights of the Child

According to Article 1 of the International Convention on the Rights of the Child, a child is defined as every human being below the age of eighteen years unless under the law applicable to the child. This means that any human being from birth until before the age of eighteen years is considered a child. Nevertheless, the phrase “*unless under the law applicable to the child*” of the same article has given the Member States the choice to determine the age of the child, according to their social traditions, customs and cultures, lest the age of the child constitutes an obstacle to these States to sign and ratify the Convention. This goes in line with what has been stated in the Preamble of the Convention “*Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child*”

## (CPCO) Back to School Campaign

In coordination with the Office of Ministry of Education -Aden:

### First: Campaign inauguration: /

Sheikh/ Hani Al – Yazidi, the General Director of al-Buraiqa District, inaugurated the campaign in (20 / 9 / 2016)

### Second:

#### **Making records:**

1. Making records of the school dropouts
2. Making records of poor children who are unable to continue their education
3. Making records of displaced children
4. In addition to an earlier records, making records of vulnerable children (recruited children, children in security check-points, armed children joining armed groups and Sheikhs of different areas, homeless children, child beggars, child street vendors)

### Third:

### Educational Seminars, Lectures, and Meetings

#### Themes of Discussion:

1. The child rights and the compulsory education
2. Activating the family-school relationship
3. Reasons of dropout and school-community partnership
4. Activating the role of the parents councils and student councils
5. Advocacy for education
6. Develop a joint action plan for each district in accordance with its own special needs and problems

#### Targeted areas: /

#### Field visits to:

1. Al – Sheikh Othman District
2. Al – Mansoura District
3. Al- Buraiqa District
4. Khormakser District

5. Al – Mualla Aden District
6. Dar Saad District
7. Al – Tawahi District
8. Field visits to Sirah District

**Targeted groups: /**

1. Parent councils
2. Students councils+ activists male and female students
3. Parents (fathers and mothers)
4. School principals, vice principals, social workers, teachers
5. Education offices cadre in the districts
6. Local councils
7. CSOs

**Duration of field visits:**

(9-23 October 2016)

**Seminar and discussion was prepared by: /**

1. Mrs. / Lola Saeed Ali ( CPCO Director )

**Lecturers:**

1. Mr. / Mashhoor Hamed Omer (head of Educational Department in CPCO)
2. Dr. / Wahdah Qasim Ali ( Programs Officer in CPCO )

Attendees enriched the theme of the seminar by presenting different problems faced by students and are considered to be the reasons of school dropout and detailed as follows :/

1. Reasons related to the family
2. Reasons related the School
3. Reasons related to the Education Offices
4. Reasons related to the Community
5. Reasons related to the State

## **First:**

### **Reasons related to the Family:**

(Negligence, failure to follow-up on children in school, domestic violence, family disintegration, separation, divorce, orphan-hood, inadequate housing, discrimination in dealing with the children, poverty, unemployment, the absence and preoccupation of the father or mother, the continual quarrel between the parents, the absence of the positive role model, early marriage.)

## **Second:**

### **Reasons related to the School:**

1. The teacher
2. The school administrations
3. The social worker
4. The intensive number of students
5. The school curricula
6. The school violence

### **A/ Reasons related to the Teacher:**

#### **1- The teacher is unqualified and lacks : /**

- \* The Pedagogical aspect
- \* The teaching methods

#### **2- The teacher is aggressive towards students :**

- \* Verbal abuse.
- \* Corporal punishment.
- \* Dismissing students out of the classroom.
- \* Lowering the students' grades and not delivering the lessons as a punishment.

#### **3- Crossing the lines of the teacher-student relationship :**

- \* Chewing Qat with the students.
- \* Smoking cigarette.
- \* Chewing tobacco (paan).
- \* Chewing smokeless tobacco (shammah).
- \* Borrowing money from students.

**4- Promoting negative behavior at some schools such as :**

- \* Spread of extremist ideas.
- \* Selling the flags of Al – Qaeda.
- \* Drugs
- \* Using bad words

**5- Lack of the positive role model attributes in the teacher.**

**6- Teacher lacks moral conscience**

- \* Discriminating in dealing with the students.
- \* Failing to consider the individual differences of pupils and students when preparing the questions of the tests and exams.
- \* Failing to consider the difficult circumstances of the student who has to work in order to support his/her family.
- \* Spread of the phenomenon of cheating
- \* Leaving after the second class
- \* Engaging in other business activities

**7- The private tutor :**

- \* Pays attention only to the students who take private lessons with him /her.
- \* His / her performance in the public school is not the same as in the private school.

**8- The public school teacher:**

- \* If a student despises a teacher for any of the aforementioned reasons, he/she will consequently hate all the subjects.

**9- The absent teacher :**

- \* Traveling abroad as a political refugee or immigrant.
- \* Working for a private school.
- \* Having his/her own business.

**10- The substitute teacher :**

- \* Pedagogically unqualified.
- \* Non specialist in the subject.

**11- Absence of the educational role of the teacher**

**12- Absence of the role of class leaders**

### **B/ The problem of intensiveness:**

- \* Intensive curricula
- \* Intensive daily homework
- \* Overcrowded classrooms
- \* Intensive and difficult questions of the exam

### **C/ Reasons related to the social worker at school:**

- 1- In the majority number of schools, social workers are unqualified.
- 2- Assigning non specialist elderly for the social supervision jobs.
- 3- The qualified and specialist social workers are unavailable and are teaching, full time, different subjects other than their subjects of specialization.
- 4- School administration hinders the work of the social worker and fails to provide him/her with the work requirements (office room, records, files)
- 5- Not following up on the students' problems.
- 6- Not paying visits to the students' families
- 7- Not activating the family-school relationship
- 8- Not considering with the students' individual problems

### **D/ Reasons related to the School Administration:**

- 1- Not considering with the teacher-student relationship.
- 2- Not providing school textbooks.
- 3- Obligating female students to wear school uniforms despite the after-war difficult circumstances of their families
- 4- Weakness of the family-school relationship.
- 5- Losing the relationship between the teacher and the school administration.
- 6- Lack of teachers for some subjects.
- 7- Experiencing difficulties with the Education Offices
- 8- Obligating students to pay fees and purchase books, notebooks, and stationeries even though most families cannot afford such expenses.
- 9- Some school principals are elderly and unable to take the responsibility of managing schools

- 10- Negligence and failure to follow up on the school affairs with the concerned authorities of (Education, Electricity, Water, and Local Authority)
- 11- Condoning some of the school canteens owners and what they sell in the canteens of narcotics and harmful materials to children.
- 12- Not paying attention to the cleanliness of the school and all its facilities (Canteens and WCs).
- 13- Not holding the absent teacher accountable
- 14- Not exerting serious efforts to find qualified and specialized substitute teacher.
- 15- Dismissing the students from school hours before the actual time of dismissal.
- 16- Some school Administrations are oppressive and violent to students and pupils.

#### **E/ Reasons related to the Community:**

- 1- Failure to activate the parent councils
- 2- Low level of awareness on the functions and methods of performance of the parent councils
- 3- Some councils support school principals
- 4- Lack of attention by the Local Authority to the schools and students.
- 5- Spread of ‘I Do Not Care’ attitude
- 6- Harassment of female students as they go out of schools.
- 7- Threatening
- 8- Gun shooting
- 9- Low level of awareness of the necessity of fighting negative phenomena in community (the spread of the child labor phenomenon, the spread of armed groups, engaging children in clashes, child marriage, the daily escape of students from school, using drugs, the spread of extremist ideas, begging)

#### **F/ Reasons related to the Education Offices:**

- 1- Failure to assign the social workers to do the school social service
- 2- Assigning unqualified teachers to do the school social service
- 3- Failure to provide school textbooks of different subjects
- 4- Shortage of teachers

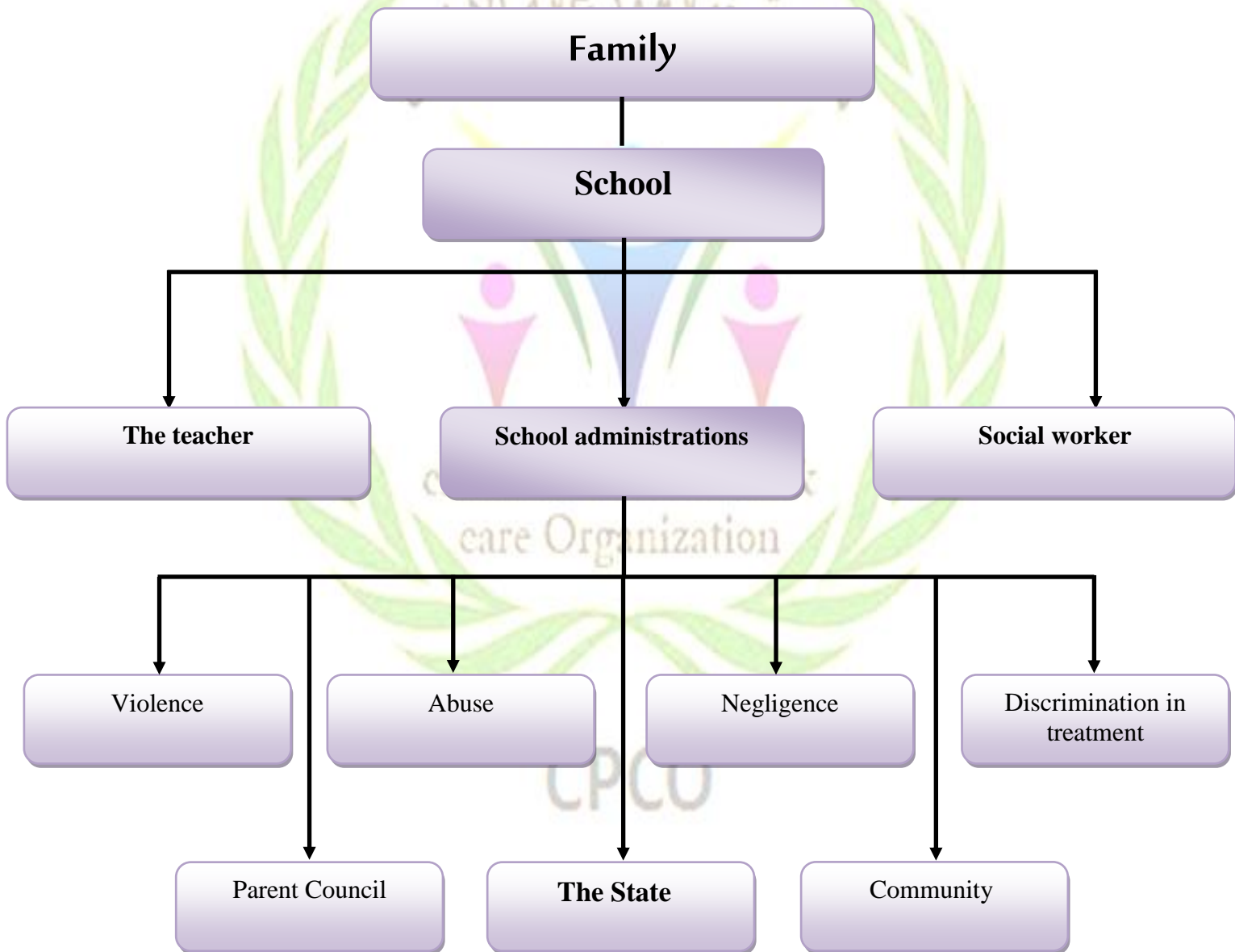
- 5- Failure to follow up on the teacher's absenteeism
- 6- Educational supervision department obligates teachers to adhere to the teaching plan quantitatively not qualitatively
- 7- Lack of school activities
- 8- Lack of the polytechnic activities (for students who have craft tendencies).

### **G- Reasons related to the State**

- 1- Poverty
- 2- Unemployment
- 3- Continuous power outages in schools
- 4- Water outages in schools
- 5- Sanitary sewer overflow (SSO)
- 6- Delay in paying salaries
- 7- Neglecting the youth
- 8- Children recruitment
- 9- Engaging children to work in security check points that put them in danger
- 10- Failure to take an action on the community negative phenomena (early marriage, child labor, drugs, extremist ideas, recruiting children with extremist groups as human shields in armed conflicts, explosive belts)



**Where do school dropout reasons lay?**



Excerpts from the Articles of the General Law of Education

No. (45-1992):

**Chapter II**

General foundations and principles and Objectives

1. Education is a profession and a message; the teacher is the cornerstone of the reform and development of education; the educational system works to strengthen the link between Theory and Practice; Education and self-education is a tool for continuous learning; information technology is an essential doorway to achieve educational and academic goals.(**Article 3, paragraph k**)
2. Considering, recognizing and satisfying learners' needs and discovering, enhancing, and directing learners' tendencies is a key factor in improving the process of education and learning. (**Article 3, paragraph L**)
3. The educational system is an integrated and balanced system that meets the needs of the community and development plans of human forces and enriches the information and mental and psychological capabilities of learners so that they can face life consciously and knowledgeably. This requires continuous scientific planning at all education stages as well as diversifying the specialized educational institutions that are able to cope up with the constant evolution in accordance with the contemporary requirements culturally and technologically and in line with the cultural identity of the society. (**Article 3, paragraph N**).
4. The educational system in the Republic of Yemen is subject to the provisions of this Law; the Ministry of Education shall assume the responsibility of all the

stages below the higher education including technical education after elementary school, the Ministry of Higher Education and Scientific Research shall be responsible for the higher technical education and scientific research and the Ministry of Labor and Vocational Training shall be responsible for vocational training. **(Article 4)**

5. Considering education not only as a long-term investment in humans but also as a right. **( Article 6 ; A)**
6. Education is free and subsidized by the state at all stages. The state shall achieve this principle gradually in accordance with a plan approved by the Cabinet of Ministers **(Article 8)**
7. The State shall work to achieve social justice and equal opportunities in education taking into account the social and economic circumstances that hinder some families from taking the advantage of their children's right to education **(Article 9):**
8. The State shall work to maintain the school health care in all education stages **(Article 10).**
9. Elementary school stage is public and unified education for all students in the Republic and lasts for (9) years; it is compulsory; students from the age of six shall be admitted in this stage. This stage of education is to discover students' trends and tendencies and to develop their self-abilities. **(Article 18)**
10. Education and vocational training is an intermediate stage that attracts the holders of the elementary education certificate and its equivalent. This stage aims to teach the basic hand skills of the modern technical vocations for the purpose of enabling graduates to teach any modern technical skills at the work site. A special regulation issued by the National Council of Education, stipulated in article (11) of this law, shall decide the education system and its term and as well as the type of

certificate obtained by the learner and trainee at the end of this stage. **(Article (22)).**

Acknowledgement:

To each and every one who contributed to the success of this campaign

1. Education Office / Aden Governorate
2. Education Offices in the districts
3. Local Councils
4. Schools Principals
5. Male and female students
6. Parent Councils  
Ms./ Jehan Bawazeer Head of Education Cluster / Aden
7. Josoor Foundation for Development

Ms./ Lola Saeed Ali  
CPCO Director / Aden