OUT OF SCHOOL, INTO HARM'S WAY:

VOICES OF THE MUHAMSHEEN CHILDREN

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The National Union to Develop the Poorest (NUDP) is a voluntary civil organization established in 2007 by more than 150 civil society organizations to represent the Muhamasheen in Yemen. The Union works to combat discrimination and promote equal citizenship, aiming for a society where all individuals enjoy social well-being without class-based barriers. Its mission focuses on empowering marginalized groups to claim their rights and participate fully in public life and decision-making.

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INTRODUCTION

The Muhamasheen—Arabic for "the marginalized"—are a socially excluded community in Yemen, referred to more derogatorily as "Akhdam," meaning "servants," a label rooted in discrimination based on the color of their skin.[1]

Despite comprising approximately 10 percent of Yemen's population (around 3.5 million people) and having deep historical roots in the country, the Muhamasheen remain among its most marginalized communities.[2] Relegated to informal settlements, burdened by intergenerational poverty, and stigmatized by deep-rooted discrimination, the Muhamasheen have long struggled to access the most basic rights. Yemen's decade-long conflict has disproportionately affected the Muhamasheen,[3] further compounding their marginalization and deepening their vulnerability.

Growing up in extreme poverty with limited access to education, healthcare, and protection, Muhamasheen children in Yemen are among the most deprived. This systemic marginalization not only strips them of their childhood but also limits their future, reinforcing a cycle of inequality and neglect.

This report centers Muhamasheen children's stories. Through first-person narratives, it seeks not only to document the challenges they face, including how they are pushed out of classrooms and into streets, but also to amplify their voices and experiences.

Why Stories

Data and research on the Muhasmsheen's socioeconomic hardships and challenges exist, however, what has been missing is the human face behind the statistics. These are children who walk for hours—often on empty stomachs and without proper shoes—to reach overcrowded schools where they may be harassed or humiliated. They live in informal settlements where basic services are scarce, and where risks of child labor, early marriage, violence, and exploitation are constant.

Despite these overwhelming challenges, many Muhamasheen children continue to fight for their dreams. They hold onto the belief that education is not only a path to a better life for themselves, but a way to uplift their families and transform the future of their entire community.

Methodology

This report is based on stories collected from 13 Muhamasheen children. The stories were collected through semi-structured interviews and observations made by the interviewers. In addition to that, a desk review was carried out to strengthen and complement these accounts, highlighting the extent of the issue.

Strict ethical considerations were applied during the process of collecting stories. Names have been changed to protect the identities of children interviewed. Some sensitive details related to protection risks have been omitted due to the public nature of this report and to safeguard the children. Informed consents were obtained from all children and their guardians, with strict adherence to ethical and child protection standards, including respect for participants' autonomy and the principle of "do no harm," given the sensitive nature of some of the information shared. Those who collected the stories were trained on child safeguarding and equipped to conduct interviews in a safe, respectful, and non-intrusive manner.

In addition to that, all children included are currently receiving or have received support or are scheduled to receive assistance in the near future. The support provided is not detailed in this report, as the focus is on highlighting the children's challenges and needs rather than the response to them.

OUT OF SCHOOL

Muhamasheen children face some of the steepest barriers to education. Extreme poverty, repeated displacement, lack of documentation, and systemic discrimination intersect to keep them out of the classroom. Even those who start school often see their education disrupted by violence and displacements. [4]

The overwhelming majority of the Muhamasheen are illiterate. It is estimated that 98 percent never graduate, with most dropping out before finishing third grade.[5] Compared to the general population, Muhamasheen children have dropout rates three times higher, according to a pre-conflict survey conducted by UNICEF.[6]

Whether driven by poverty, bureaucracy, displacement or bias, the result is the same: children who want to learn are kept from the classroom, their dreams deferred. The following stories bring these barriers to life—through the voices of children who endure them.

RANIYA, 13
TAIZ

Despite the looks of pity I get, I still feel happy when I go to school.

Wearing an old school uniform that has not been replaced in three years and torn shoes—the only pair she owns, 13-year-old Raniya walks to school every day. Most mornings, she leaves home without breakfast, and, in class, she often has to borrow paper from her classmates because her family cannot afford to buy notebooks. Despite all this, she goes to school with a heart full of determination and still feels happy to go to school, even though she is often met with «looks of pity" from others.

Raniya comes from a poor family in Taiz governorate that is struggling to survive. With more than 80% of Yemen's population living in multidimensional poverty,[7] school expenses, which could amount to the equivalent of $50 per student per year, is one of the main barriers to education.[8]

This challenge has already taken a toll on the family. Baydaa, Raniya's older sister, was a hardworking student who dreamed of becoming a lawyer. However, she dropped out in sixth grade because she could no longer bear being sent out of class for not having a pen or a book. Baydaa says that she left school because she could not endure "humiliation" anymore. "Seeing my classmates in new clothes while I could not even afford breakfast or a single notebook was too much for me.", she adds.

Today, Baydaa works cleaning houses and earns the equivalent of $30 a month, which forms part of the family's total income of no more than the equivalent of $80 a month. The cost of the minimum food basket[9] reaches $65 per month[10]—meaning their income barely covers food, leaving little, if anything, for anything else, including the children's education.

Trying to avoid her sister's fate, Raniya used to help with school expenses by selling eggs in her neighborhood, but she had to stop when the price of eggs rose due to the collapse of the currency. She says:

"I cannot afford to buy eggs to sell anymore, and I am afraid I will end up like my sister Baydaa."

Their father, 42-year-old Mansoor, says: "I am helpless. My illness has kept me from working, and my children are paying the price." Despite everything, he still dreams of a better future for his children. He hopes Raniya can hold on to her dream and that ''her light will not be extinguished the way Baydaa's was.''

SIHAM, 8
TAIZ

I want to be able to read and write

Siham often walks to the nearby school—not to attend classes, since she is not enrolled, but that does not stop her from trying to get in. Most of the time, she is not allowed to enter, but now and then, she manages to. She recalls one successful attempt, when she entered with her friend Manal and wrote on the classroom board. “It felt amazing,” she said.

One moment that deeply affected her was when she was walking past the school with her mother one morning. As they passed, she heard students reciting the national anthem during assembly. She wanted to go inside and watch, but the guard did not allow her because she was not a student. «She burst into tears,» her mother recalled.

Siham was denied entry to school because she did not have a birth certificate. The Education Office refused her admission, and the Civil Registry declined to issue her a new one, insisting that the document must be obtained from Hodeidah—Siham’s birthplace and the governorate the family was displaced from years ago. Due to ongoing conflict, insecurity, and high travel costs, Siham’s father has been unable to do that.

Siham is one of over 1.6 million school-age children living in prolonged displacement in Yemen. Estimates indicate that 43% of displaced children do not have birth certificates—that is about 688,000 children at risk of being denied education due to documentation problems alone.[11] The continuation of this reality threatens to deepen the crisis of illiteracy and marginalization of an entire generation of children like Siham.

Deprived of the chance to enroll, Siham feels upset and distressed especially when she sees girls her age going to school while she remains at home cleaning and fetching water in the mornings. Her sadness deepens when friends ask her to read, and she cannot.

Siham, 8, one of thousands of children who cannot attend school because of the lack of documentation.

SALIH, 9
TAIZ

I used to love school but when they said that to me, I did not want to go back

Just a year ago, Salih, a nine-year-old boy, made a decision far beyond his age: he dropped out of school.

He was still in first grade when his classmates called him «Khadim»—a word meaning servant, which is used to label the Muhamasheen community, carrying a legacy of social contempt. They "mockingly" told him to "clean the school"—another degrading stereotype often associated with the community.

His father remembers those days with deep sadness. He says: "It was not just a word; it was the moment he realized that the school is not a safe place. Especially after we complained to the school principal but were met with deaf ears."

While laws in Yemen do not specifically discriminate against Muhamasheen, discrimination against them has permeated the entire Yemeni system, including administrative structures and local and traditional authorities.[12]

For Muhamasheen children, widespread discrimination and harassment are a daily reality that, in schools, drive high dropout rates. Many reports facing bullying, violence, and humiliation in school, including being dismissed from class or forced to clean bathrooms. Discrimination is one of the major barriers to the education of the Muhasmseen children.[13]

Years ago, another child from the Muhamasheen community died in a schoolyard in Taiz, after classmates threw a rock that struck him in the head. «This is injustice,» Saleh's father says. «How can anyone send their children to school in such circumstances?»

Saleh returned to school with help from an international non-govermental organazations (INGO). He hopes to become an engineer or a doctor. "I want to help my family," he says.

His father shares this dream but remains concerned. "Discrimination is a disability for Muhamasheen children," he says. "If we want to change society's views, that change must start in schools where all children are treated with respect and equality."

WALIDA, 13
MARIB

The school was the only place I felt safe in

At just 13 years old, Walida has already been displaced multiple times and lost her home more than once. Yet through it all, she holds onto one constant hope: to return to school. Recalling the brief and disrupted time she spent in a classroom during recurrent displacement, she remembers it as the one place where she felt "safe."

When Walida and her family arrived in a displacement camp in Marib, an INGO-supported accelerated learning program offered her her first chance at education. For Walida, that opportunity was life changing because she received her first-ever certificate.

"I felt very happy when I received my certificate," she recalls with a smile.
Her father, watching his children thrive for the first time since displacement, noticed the transformation too. "Attending the school had a positive psychological impact on my children," he says. "They were finally starting to feel like children again."

But the relief was short-lived.

Walida lost access to school due to repeated displacement caused by a land dispute

Dispute over the land where the camp was built erupted. Threats from a local tribal leader, dismissed at the beginning as unlikely, turned into reality. "We never thought he would carry out his threats," Walida's father says. "But they set out the camp, including our shelter, on fire while we were still inside." While no one got hurt, Walida›s and her siblings' hard-earned school certificates were destroyed in the flames.

After moving to a new camp, the children were able to resume their education at a nearby school. However, just as they were preparing for their exams, the landowner forced them to leave once again.

In the third camp, “The first thing my children asked when we arrived here was, ‘Is there a school?’” Walida’s father recalls. “Sadly, there is not. The closest one is too far, and transportation costs five to six thousand rials.[14] This is an impossible amount for us.”

There are 4.8 million displaced people in Yemen most of whom women and children. 1.6 million of them live in displacement sites. the majority of them Muhamasheen.[15] Forced eviction/eviction threats remains one of the main protection risks that IDPs in managed IDP sites.[16] In Marib governorate alone, where Walida and her family live, over 36 sites are under threat of eviction, potentially displacing more than 41,000 individuals. These risks are compounded by landowners reclaiming land due to increased demand, investment opportunities, and prolonged use without compensation.[17]

Walida misses school every day. When asked what she longs for the most, her answer is simple: “My teacher,” she says. “She was respectful.” Despite everything, Walida still dreams of returning to school—and for every child to have the chance to do the same.”

Her father echoes the hope that has carried the family through years of uncertainty. “We just want peace,” he says. “And to return to our home, so our children can live a normal life and go back to their school.”

GHADA, 18 ALDHALE’

> *We, as Muhamasheen and as girls, are not inferior in any way*

Just like many children, Ghada carries the combined burden of poverty, displacement, and discrimination. But that is only part of her struggle. Living in a small, remote village where her family was displaced to years ago from Hodeidah—she faces deep-rooted and rigid traditions and norms that limit girls’ lives.

Ghada says that many in the village believe girls belong in the kitchen or should get married early. “If they can read and write, that is more than enough,” some people say. For years, Ghada has grown used to hearing villagers mock her: “Why do you bother going to school? You won’t get anywhere. Your clothes are torn, and you still insist on studying.”

Although the prejudice hurts her, Ghada is determined not to let it affect her. She has found a way to stay focused on her education. Every afternoon after school, she shepherds her neighbors’ sheep, earning 1,500 Yemeni rials a day which helps her buy some school supplies. While in the fields, she also uses the quiet time to study, far from the distractions and criticism she often faces in the village.

Ghada has managed to finish secondary school and dreams of becoming a midwife, just as her late father had hoped. Although he was illiterate himself, he encouraged her to keep learning because, as she says, “he wanted for us what he could not have.”

“I want to say that God created humans equal,” Ghada insists. “We, as Muhamasheen and as girls, are not inferior in any way. We just need to prove it. Education is the way.”

Photo: Zaid Shaker / Save the Children

Omar, a 13-year-old boy, has also never been to school. Omar says he loves school and is willing to sell his bicycle—which he loves so much—just to be able to join.

INTO HARM'S WAY

When not at school, options for Muhamasheen children are extremely limited. Boys and girls alike are pushed into various forms of labor—often confined to the streets, where they collect scraps, beg, or clean streets [18]to help their families survive. With few protections and almost no safety nets, they are exposed daily to physical harm, harassment, and exploitation. In conflict-affected areas, the risks intensify: unexploded ordnance, hazardous waste sites, and psychological distress are part of daily life.

LAMA, 12
AMAL, 10
LAHJ

> *"We work because we have to. We want to go to school, but we have no choice."*

In a small, impoverished area of Lahj governorate, two young sisters, Lama and Amal, walk the dusty streets each morning—not to school, but to search through garbage piles and rubble for scraps of plastic and metal. They carry heavy sacks, gathering recyclables to help their father make ends meet.

The sisters' family was displaced by the conflict in 2017 and has struggled ever since to rebuild their lives amid poverty and uncertainty. The area where they now work—once a front line during the fighting—remains littered with unexploded remnants of war.

Amal says: "I feel scared all day while walking around the area collecting things. Sometimes I pass by objects and I do not even know what they are. All I want is to run away."

Lama is in agreement: "I am always afraid something might explode. I keep looking around me, even when I am exhausted."

The fear of the sisters is well-founded, as remnants of war continue to endanger civilians in Yemen. So far in 2025, landmines and unexploded ordnance killed and injured at least 40 children.[19] Last year, there were 260 civilian casualties, with children accounting for more than a third (106). Yemen remains one of the most heavily contaminated countries in the world with landmines and unexploded ordnance and more than 5 million people need mine action assistance, of which over 54% of them are children.[20]

For both girls, the impact is not limited to their sense of safety; their education has also been disrupted.

Lama recalls, "I did not want to stop learning." Amal says she loved school because she could play and feel safe there. Both sisters dreamed of becoming teachers.

The decision to take the girls out of school was not easy. Their father, worn down by displacement and economic hardship, needed their help to support the family. Like many parents in similar situations, he saw no "other choice" as he says.

JIHAD, 12
LAHJ

> *"I'm afraid that what happened to my brother will happen to me"*

In the same governorate of Lahj, 12-year-old Jihad faces the same daily fear as Lama and Amal but for him, the fear is more personal and immediate. His older brother, Amran, was killed while doing the very same work.

Struggling to support a family of six, Jihad's father, Hani, had sent his eldest son, Amran, to gather recyclables. One day, Amran was electrocuted near a hospital waste site and died instantly. Just one month after the tragedy, Jihad took his place.

Consumed by fear that he might meet the same fate as his brother, Jihad says, "I am in constant fear while in the streets. Fear of being electrocuted, fear of being run over by a car or a bus, and fear of falling into a ditch." He adds, "But I have to work because there's no one else helping my father support our family."

Jihad says he thinks about his brother constantly. “I miss him a lot. We used to do everything together—play, eat, and spend time together.”

“I am afraid for Jihad all the time… but what can I do?” says Hani. “We do not have anything except this work to survive. We cannot do without the 2,000–3,000 rials he brings in each day.”

Jihad, 12, scavenges through waste, collecting scrap amid constant fears of harm

MORAD, 14
TAIZ

> *I always worry about being hit by a car or a motorcycle*

Every morning, 14-year-old Morad steps into the streets of Taiz to sweep. He spends long hours in the sun, using his bare hands to clean the roads.

“The work is exhausting,” Morad says. “I am out in the sun all day. It’s hot, and I get so tired.”

He earns just 60,000 rials a month, equivalent to $24, which barely covers part of the basic expenses for Morad’s family of six.

There is also constant danger. “I always worry about being hit by a car or a motorcycle,” he says. “Another street cleaner was run over two weeks ago.”

Across Yemen, many Muhamasheen, including children, work as street cleaners under harsh and unsafe conditions. They are often denied proper equipment and forced to collect waste by hand, exposing themselves to serious health risks. Wages are meager and barely cover basic living costs, especially with ongoing inflation. Discrimination further compounds their hardship.

Although Morad is not ashamed of his work — "My work is not shameful. I am serving my country," he says — the emotional cost is still heavy. "When I start work in the morning, I see children walking to school. I feel sad," he says. "I wish I could be one of them."

Morad left school in the sixth grade. "I used to go to school hungry, without breakfast," he says. "We could not afford food, let alone school supplies. A pen costs 500 rials and a notebook 1,000—we just cannot afford it." He also remembers facing discrimination at school—not just from classmates, but from a teacher which made it harder for him to stay, as he says.

Morad, 14, dropped out of school and now cleans the streets to support his family

ISMAIL, 12
ADEN

> *"On my first day of work, I felt ashamed more than tired."*

At just 12 years old, Ismail has become the backbone of a family of twelve.

He has never been to school. Instead, his day begins at dawn, scavenging through garbage piles in the blistering heat of Aden for plastic bottles he can sell. The work is not easy and it is dangerous. Children like him who collect scraps are often harassed, yelled at, or even beaten. What scares Ismail the most are stray dogs.

For six hours of scavenging, Ismail earns 2,000 to 3,000 rials—just enough to buy the family lunch.

By afternoon, he moves on to his second job: working in a cemetery where he and his younger brothers help mourners by carrying water or tools during burial ceremonies and earning small tips. But the work is frightening.

"One time, I was told to fetch a shovel at night. I went and heard strange voices that scared me. I saw them later in my dreams," he says.

Now, he refuses to go there after dark.

Still, Ismail holds on to hope. "I want to go to school. I want to learn and help my family and make our situation better" he says.

Ismail and his family live in a fragile shelter in a slum on the outskirts of Aden. In Yemen's major cities, thousands of Muhamasheen families live in makeshift slums made of plastic sheets, worn tarpaulins, stones, and wooden frames that barely qualify as shelters. These dwellings offer no protection from rain, heat, or disease, and lack basic services such as toilets, clean water, and proper sewage systems.[21] Over 600 families live in the slum alongside Ismail and his family.

VOICES OF HOPE

Amid the hardship, discrimination, and daily struggle for survival, some Muhamasheen children are refusing to be give in. With remarkable courage, they are speaking out—not just for themselves, but also for their friends, siblings and for thousands of other children like them.

AHMAD, 16
ABYAN

"I want her to achieve her dream"

Not all activists have a platform. Some act quietly and without recognition—like a 16-year-old boy from Abyan working to ensure his little sister Nadya can go to school.

Ahmad was in sixth grade when he left school. The decision was neither difficult nor confusing, as he says. "We could not afford the school costs—transportation, books, and notebooks. And I felt responsible for my family," he says.

Ahmad began working as a carter, transporting goods on a donkey cart through the dusty streets of his town. He had once dreamed of becoming a teacher. Now, his dream has shifted: to see his siblings—especially Nadya— continue their education.

Nadya, his 12-year-old sister, could not go to school for a time either, as the family could not afford the supplies she needed. But thanks to Ahmad's work, and support from an accelerated education program, she is now catching up and hoping to rejoin formal schooling soon.

Nadya studies hard and dreams big. "I'll be a doctor when I grow up." she says. "I am so proud of her," Ahmad says, with a big smile on his face.

Khalid, 16
TAIZ

"We [Muhamasheen children] want to be seen."

Khalid has faced all the challenges his peers have. He begins each school day walking crossing frontlines to a building that barely qualifies as a school — a crumbling, abandoned house with no windows, no doors, and no protection from the harsh winter cold or scorching summer heat. The original school was destroyed in the conflict.

In school, he is not always welcomed. He recalls a moment that still stings. One student told him to go home because he would 'dirty' the school. "I felt ashamed, sad, frustrated and oppressed. It was an ugly feeling." Khalid says. Sometimes, Khalid would join a group of students, only to watch them get up and walk away.

But for him, skipping school is not an option—because, as he says, education is not only his right, but also his only path toward justice.

Khalid's mother — a teacher herself — is his greatest source of strength. She faced similar struggles as a student: poverty and discrimination. "My mother inspires me," Khalid says. "She never gave up, so I will not either."

Khalid is not just a student — he is also an advocate. He is part of a group of children who have chosen to speak up for their right to learn. They have met with local authorities to call for safer, more inclusive schools. Khalid says he is proud to represent Muhamasheen children in these efforts.

"Education is the only way we can change how people see us," he says. "If children from the Muhamasheen community can become teachers, doctors, and lawyers, people will have to respect us."

Khalid himself wants to become "a judge. "I want to rule fairly between people — not based on where they come from, what they look like, or who their family is," he says. "Just fairly."

Khalid speaking up during a workshop on education rights for Muhamasheen children.

Farah, 18
ABYAN

"For Muhamasheen children, education is a shield"

Despite many hardships, including growing up in a broken family, Farah completed her education thanks to her mother, who worked tirelessly as both the family's provider and Farah's biggest supporter. This unwavering encouragement motivated Farah to stay in school and dream of a better future.

Although she had hoped to study medicine and become a gynecologist, financial constraints made university impossible. Instead, she enrolled in a two-year health institute program to train as a midwife—the closest she could get to her aspirations. Farah is currently in her first year.

Passionate about education, Farah believes it is the most powerful way to help children break cycles of poverty and discrimination, especially for Muhamasheen families. She started an initiative to spread education in her village. Her effort began when she was still in intermediate school and has steadily expanded.

Now, each afternoon after her health institute classes, Farah dedicates her time to teaching in her home. She offers lessons to children who have fallen behind and runs literacy classes for mothers so they can support their children's learning. Currently, she is working with around 30 children and 20 mothers.

She also helps children and families overcome challenges to education, such as the chronic shortage of schoolbooks.[22] Determined to change this, she began collecting books from neighbors and private schools to distribute to children in need.

Farah says: "Education is the way to change people's traditional perceptions—that boys must work and girls must marry or stay home. My personal experience was the motive for me. This is what keeps pushing me forward."

Trying to make the education experience for the children and mothers as meaningful as possible, Farah distributes certificates at the end of each course even if they are informal and unrecognized. As she explains, "Most of them have never received any certificate in their lives, and this makes them feel proud and motivated."

Her efforts have already helped many children and families in her village. Over time, her initiative has grown to include distributing clothing and food to the most vulnerable.

Fatima acknowledges that the difficult economic situation has impacted donations, making her work more challenging. Still, she persists, encouraged by the gratitude of the community. Some children affectionately call her "Mama Farah."

"My reward," she says, "is seeing children at risk [of dropping out] continue in school and have what they need to keep learning."

Farah's family and her entire village are proud of her commitment and her belief that, despite poverty and discrimination, every child deserves the chance to learn and dream.

RECOMMENDATIONS

In a time of deteriorating humanitarian conditions due to funding shortfalls and prolonged conflict, combined efforts from humanitarian actors—including donors and NGOs—and Yemeni authorities are urgently needed to protect Muhamasheen children, who face disproportionate risks from poverty, discrimination, and limited access to services.

1. Ensure Equal Access to Safe, Quality, Education and Safer Learning Environments for Muhamasheen Children

The local authorities and the humanitarian actors should:

- Advocate for, develop and enforce inclusive school policies that explicitly prohibit discrimination and promote respect for diversity, as part of broader efforts to promote social cohesion between the Muhamasheen and other communities.
- Provide ongoing teacher professional development and training for all school staff on anti-discrimination and inclusive practices to prevent bullying, and social exclusion in classrooms.
- Provide mental health and psychosocial support services for children and youth and link them to additional services when necessary and available.

2. Expand Flexible and Safe Education Options for Muhamasheen and Displaced Children

The humanitarian actors should:

- Provide Muhamasheen and displaced children with a learning assessment on their return to learning, to inform blanket and targeted interventions including catch-up classes, remedial programmes, and accelerated education programmes. This should be flexible to frequent displacement and interruptions in education.
- Invest in non-formal learning spaces and temporary learning centers in informal settlements and camps, ensuring safety and proximity and pathways to formal learning.

3. Support Civil Documentation and Legal Identity Access

The authorities should:

- Revise current civil registration policies and introduce flexible and accessible procedures—especially for displaced and marginalized children—in order to overcome bureaucratic obstacles that hinder their access to essential services such as education, protection and healthcare.
- Establish emergency administrative procedures that allow children to enroll in school while documentation is pending.

The humanitarian actors should:

- increase support for legal aid services, including integration within child protection programs, to help families navigate bureaucratic obstacles.

4. Strengthen Social Protection for Families in Extreme Poverty

The humanitarian actors should:

- Introduce or expand education-linked cash transfers or school subsidies for vulnerable families to cover school fees, transport, uniforms, and learning materials.
- Prioritize livelihood support to caregivers to reduce the economic pressure forcing children into labor.

5. Address Discrimination and Social Norms through Advocacy and Community Dialogue

The authorities and the humanitarian actors should:

- Launch awareness campaigns that challenge discriminatory attitudes toward the Muhamasheen and promote peaceful co-existence.
- Promote inclusive civic engagement to advance equity in schools and communities by empowering marginalized children to safely speak out and partnering with religious, tribal, and local leaders to foster inclusion.

6. Safeguard Children from Hazardous Labor and Protection Risks

The humanitarian actors should:

- Expand child protection services that identify and support working children, especially those engaged in hazardous waste collection.
- Prioritize funding for integrated programs that address the root causes of hazardous child labor by combining education, child protection, and family livelihoods support to reduce children›s exposure to harm and help break the cycle of marginalization.

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