

YEMENI COALITION FOR EDUCATION FOR ALL

Spotlight Report About

The Reality of Education For The Marginalized And The Disabled in Yemen

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Subject	the page
Introduction	3
The problem at hand	7
Report objective	8
Method used	8
Report content	9
The first axis: the reality of education for the marginalized	9
The concept of the marginalized in Yemen	9
Historical background of the marginalized in Yemen	9
The size of the marginalized group in Yemen	11
The homes of the marginalized and their locations	11
Legislative framework for the marginalized	12
Systematic historical marginalization against the marginalized in Yemen	13
Effects of excessive war on the marginalized	16
Education and the suffering of the marginalized in Yemen	18
The tragic situation of the "marginalized" before and during the war in some provinces	21
Taiz Governorate	21
Hodeidah Governorate	25
Aden Governorate	27
Education among the marginalized in the capital, Sana'a	31

Subject	the page
The second axis: the reality of education for the disabled	37
Disability Concept	37
Disability size	38
Legislative framework for the rights of persons with disabilities in education	40
Handicapped problems	49
Psychological problems	49
Social problems	50
Types of social integration for the disabled	57
Strategies for social inclusion for the disabled	61
The steps that precede the social inclusion process	64
Stages of social integration for the disabled	68
Challenges	71
Conclusions	73
Recommendations for the marginalized	74
Recommendations relating to the disabled	77

Introduction:

Education is one of the most important factors that help achieve development in society, and it has been shown that a number of problems that human societies suffer from are related to education issues. Education is very important for both the individual and society, because it “aims to prepare the individual for a comprehensive, complete and balanced preparation to become a positive working member.” In society and contributes to the development of its society and nation, education is becoming increasingly important and growing, especially as we anticipate the beginnings of the twenty-first century with all the surprises and characteristics that it brings to education, so that a number of scholars call this era, the era of knowledge and technical explosion, and this knowledge explosion has added responsibilities And new duties undertaken by educators in general and teachers in particular.

The development in the aspects of life and its needs necessitates that states and governments provide a number of necessary life services such as health, education, electricity, transportation and other basic services that have become necessary in contemporary life, and since success in these areas requires competent and specialized elements that are able to bear the burdens of responsibility, the Education and attention to it is what ensures the qualification and training of these elements.

Until the middle of 2015, Yemeni government worked to direct the energies of community members in an optimal direction that would benefit both the individual and the community, by

facing the various challenges facing the development process by realizing the importance of education in the community and developing it in an effort to keep pace with the successive developments. In this way, meeting the desired progress and society's needs, the government in Yemen has sought to develop the continuing education system to include all its inputs, operations and activities.

The constitution and laws in Yemen guarantee the rights of education to all citizens, as Article (53) of the Constitution of the Republic of Yemen (1994) stipulates that “education is a right for citizens guaranteed by the state by establishing various cultural and educational institutions, and the state is particularly concerned with caring for young people and protecting them from deviation.” The Yemeni government, represented by the Ministry of Education, attaches great importance to developing the educational process and has made great efforts to develop education, as the education sector has witnessed major transformations at its various levels: basic, intermediate, and secondary. The Yemeni government has paid attention to this aspect, considering that achieving the needs and aspirations of society. The entire Yemeni population can only be achieved after the eradication of illiteracy, so the government has given this aspect the most attention to combating illiteracy.

This matter can only be achieved by activating the laws and legislations issued, which in their entirety provide for the empowerment of the marginalized and the disabled from their political, social, economic and cultural rights, and the first of these rights is the empowerment of education and equality with members of society. The enactment of legislation and laws

alone is not sufficient as long as the target groups are unaware of their rights due to illiteracy and ignorance applied to many marginalized and disabled people, especially in rural and remote areas. And if we want to convey what all the laws contain to all groups of the marginalized and the disabled, education is the means, and the goal is to make these groups able to understand their rights and claim them consciously.

The development of any society is contingent upon taking into account the provision of the needs and requirements of all members and segments of society on an equal basis, including ensuring that education reaches all segments of society, particularly the marginalized and people with disabilities.

In this context, the Constitution of the Republic of Yemen affirms that education is a right for every Yemeni citizen to include all male and female citizens, both urban and rural. The National Strategy for the Development of Basic Education and the National Strategy for the Development of Secondary Education include many programs that embody the principle of equality and non-discrimination, especially with regard to enrollment and quality improvement

Despite this, the conflicts and wars that our Yemeni society has witnessed since the beginning of the year (2015 AD) have contributed to the low education of members of society in general, and of the marginalized and the disabled in particular. Those wars and conflicts that the country went through had a negative impact on the provision of educational services, including the damage and occupation of some school buildings, the inaccessibility of some schools due to insecurity, and the high incidence of absenteeism of teachers and administrative

staff. In general, the institutional capacity of the Ministry of Education has been affected by the turmoil caused by the conflict as well as severe restrictions on the state budget.

All of this has led to a low level of education among the marginalized and the disabled. For the marginalized, the low level of education they have is related to social discrimination against them. As for the low level of education for the disabled, it is related to the inability of schools, especially in rural areas, to receive the disabled due to the lack of readiness of these educational institutions to accommodate these. This category does not suit them, either in terms of buildings or in terms of services to be provided, whether in facilities, educational means, or the rehabilitation of the educational staff in these institutions.

Based on this, this study aims to shed light on the reality of education for the marginalized and people with disabilities in Yemeni society.

The problem at hand:

The problem can be summarized in the following points:

1. Yemen is currently going through a difficult political transition as it faces a humanitarian crisis in terms of high food and fuel prices, high poverty rate, declining level of social services, scarcity of resources and internal and external conflicts.

2. Yemen is one of the poorest countries in the world, and is facing a high rate of population growth in light of slow economic development. The population is expected to double within fifteen years to reach fifty million in the year 2030 AD, which would put severe pressure on economic resources, services and educational opportunities...etc.

3. Yemen is among the ten countries with the highest rates of food insecurity in the world. The country also ranks third in the world for the highest levels of malnutrition: 58% of children under the age of five are stunted, and more than one in ten children suffer from acute malnutrition. Yemen ranked 154 out of 187 countries in 2011 on the Development Index Humanity of the United Nations Development Programme.

4. Yemen suffers from an unbalanced distribution of the population, as 24% of them live in urban areas and 74% live in rural areas, which greatly undermines the ability to deliver basic services such as education, institutes, health services and other development projects.

5. The conflicts and wars that Yemeni society has witnessed since the year (2011 AD) until this day have negatively affected

the education process, as the education sector at all levels witnessed periods of interruption and suspension, in addition to the consequences of those conflicts of targeting the infrastructure, including the targeting of schools. This reflected negatively on the state of education in general, and on the marginalized and the disabled in particular.

Report objective:

1. Assessing the current situation of the general education level of the marginalized and the disabled in Yemeni society, according to local and international indicators.
2. Identifying the most important challenges that hinder any reforms that seek to develop and improve public education among the marginalized and the handicapped.
3. Identifying opportunities that would contribute to improving and enhancing the quality of educational services and educational activities and programs among the marginalized and the handicapped.

Method used:

The approach used in this report is the multi-curriculum, which contains many measurement and evaluation tools, and these tools include personal interviews with many officials concerned with the public education sector, and focus on analyzing internal and external factors related to the subject of education, as well as analyzing the content of relevant critical issues. the marginalized and the handicapped, as well as analyzing the content of local and international statistical indicators related to the subject of education.

Report content:

The content of the report will include many issues related to the issue of education among the marginalized and the disabled, and this will be addressed through two axes. The first axis concerns the status of education among the marginalized, while the second axis concerns the status of education among the disabled.

The first axis

The reality of education for the marginalized

The concept of the marginalized in Yemen:

The term “Marginalized ” refers to the “The poorest” group, a marginal group located at the bottom of the social structure of Yemeni society, the vast majority of whom are dark-skinned and live in social, economic, cultural and political isolation.

Historical background of the marginalized in Yemen:

There is no agreement on the origins of the marginalized in Yemen, as the origin of this oppressed group is mixed with little reality and many legends. There are a number of historical accounts, some of which are circulated orally in popular circles, about the origin of the marginalized people of black skin and African features in Yemen. There are those who indicate that they are descended from the Abyssinian army who came to invade Yemen before Islam under the leadership of Abraha al-Habashi; That is, in the sixth century AD, they were defeated by Saif bin Dhi Yazan and his allies from the Persians, and some of them remained in Yemen, but they were ostracized and excluded since then in response to the violations of the Ethiopians. And other accounts confirm that they are the

remnants of civil groups that accompanied that Abyssinian occupation of Yemen and remained in Yemen. Despite the scarcity of documented historical facts of the origin of this group, some historians, such as Abd al-Rahman al-Hadrami, believe that the Akhdam are the remnants of the Abyssinian loyalists from the Al-Najah state that ruled during the period (403-553 AH/1012-1158AD). The origins of its founder was Fatek bin Najah Habshiah. Muhammad Abd al-Rahim says: All of the ministers who ruled Zabid, among the slaves, and their entourage, among the servants, were attributed to (Fatik bin Muhammad bin Jayash bin Najah), the last of Zabid's rule from the family of success, the slave kings. Mahdi Al-Ra'ini on the state of Al-Najah's ministers of slaves, their offspring and the offspring of their entourage were scattered in Wadi Zabid, so they were known at first as (Ubaid Fatek), and in later ages as (Al-Akhdam).

The marginalized, as they were called in the contemporary human rights discourse, or "the servants," as they are commonly called in popular circles, are one of the closed and closed ethnic social groups at the bottom of the societal hierarchical ladder and surrounded by stifling social isolation for many centuries. Its members are characterized by African ethnic features such as brown skin and curly hair, but the most prominent characteristic of them is discrimination and social exclusion for hundreds of years as a result of beliefs and myths about their social traits and behaviors. The imagination is mixed with the reality of exclusion and ostracism in drawing the social picture about them.

The dominant culture also tightened the social blockade on them. And confirms Yemen's report on the implementation of

the International Convention on the Elimination of All Forms of Racial Discrimination.

The size of the marginalized category in Yemen:

Due to the lack of official statistics on the number of marginalized people in Yemen, however, according to preliminary estimates by the Federation, it is expected that their number will exceed (3) million people, equivalent to 12% of the total population of Yemen, and they are located in most governorates of the Republic.

The homes of the marginalized and their locations:

The marginalized often occupy the outskirts of cities, vacant lands, or highway sides close to markets, neighborhoods and squatter settlements, locally called al-Mahawa.

Al Mahawa consists of dozens of huts, and it can reach hundreds of them. The hut ("Dima" in the Yemeni dialect) is often built of cardboard, zinc sheets, small pieces of wood, plastic drums and worn-out fabrics. Its area does not exceed 6 to 9 square meters, and it often does not include attached or outside toilets.

In places where their prolonged residence is without imminent threat of removal by state authorities or landowners, the marginalized may build their huts with small stones and mud, rarely with concrete bricks. But even then, Mahawi is not immune from the threat of demolition, including burning in the event of resistance from its inhabitants.

Al-Mahawi is characterized by its lack of the most basic necessities for a decent human life, and it lacks all services such as electricity, water and sanitation. They are often swept away

by torrential rain when the rains intensify, and the state may sweep away their homes if it has public projects.

The marginalized are spread throughout Yemen, especially in the central and southern regions, close to the coasts of the Arabian Sea and the Red Sea: Aden, Lahj, Abyan, Hodeidah, Taiz, Ibb, Hajjah, Lahj, Dhamar, Shabwa and Marib.

Legislative Framework for the marginalized:

Legislatively, issues of discrimination have been resolved by the Yemeni constitution, which guarantees equality for all Yemeni citizens in economic, social, cultural and political rights and duties without discrimination. The marginalized, as one of the segments of Yemeni society, the constitution granted them these rights, and the law came to embody these rights, and draft amendments were prepared to develop the articles of the law and expand its articles within the scope of non-discrimination. As Draft Article No. 9 stipulates that everyone has the right to enjoy all the rights, public freedoms and care guaranteed by the laws in force for the human being in general, without discrimination based on gender, color, belief, social origin, wealth, birth or any other status.

Although the Constitution of the Unity State stipulates that all citizens are equal before the law, there are still no procedures or laws that would address social discrimination against the marginalized in particular, and criminalize their isolation, assault, and physical or symbolic violence.

As for the subject of education, the contents of Article (29) of the Convention on the Rights of the Child were embodied in the Public Education Law No. 45 of 1992 and the document of

the general premises of the curricula, which included the objectives of education at the general level, stages and subjects. To achieve a comprehensive renewable education that contributes to in developing the spiritual, moral, mental and physical aspects of the formation of a healthy, integrated, and personal citizen. The premises document emphasized that the educational philosophy in the Republic of Yemen is based on Arab, Islamic and human ideals based on noble morals, respect for human rights, freedom and dignity, equality in rights and duties, respect for individual freedom and dignity, love of the homeland and respect for its systems and laws. The educational philosophy is also based on social justice and equal opportunities in the enjoyment of rights.

Systematic historical marginalization against the marginalized in Yemen:

A Yemeni social group has not suffered from the effects of the current war like the marginalized, who are the lowest Yemeni social class in terms of status, and this segment has faced centuries of discrimination, exploitation and poverty. The Marginalized in Yemen are referred to as (Akhdam) as a negative discrimination.

Over the years, social discrimination against the marginalized has limited their access to education, health care, housing and meaningful work.

There is no doubt that Yemeni society is a society whose social structure depends in part on lineage. The ambiguous origins of the marginalized lead, being outside the well-known Yemeni tribal structures, to discrimination based on lineage. Thus, the marginalized are treated as of unknown origin - they are at the

lowest level of the caste regardless of their place of residence, and this discrimination is also intertwined with other racial discrimination, since most of the marginalized are black.

The reasons for the marginalization of this category is that it has been historically deprived of engaging in agricultural activity and of owning agricultural land, which is the most important productive asset. She was consequently denied participation in the decision. Its members have specialized in services and lower professions. The situation continued even after the revolution of September 26, 1962, when many members of this category were brought from the Tihama area and entrusted the municipality's work (cleaning the streets) to them. Thus, the marginalized people today represent the vast majority of municipal workers and work without permanent contracts, insurance, vacations or other rights .

The members of this group were more fortunate in southern Yemen during the period of the rule of the Socialist Party, after an uprising by municipal workers in the early seventies of the last century, whose slogan was "Safe before ahead.. Safe, Mahnash Akhdam: in reference and appeal to the President safely (Salem Rabie Ali, deceased in 1978).) During that period.

Indeed, some laws and measures have been issued that combat discrimination and integrate this group into society and in various works in the state apparatus, and penalties have been enacted against those who practice discrimination, as the use of the word servant was considered a crime punishable by law, and these supportive measures and laws withered with the establishment of the unified Yemen, especially after The year 1994 AD.

The majority of Yemeni society coexists with the marginalized group or “the servants” as two parallel worlds that do not meet, a relationship in which a complete social estrangement prevails, as the marginalized do not mix with other groups of society in social and religious occasions, do not intermarry with others, and do not engage in public or private political and social activities. The marginalized group practices its rituals, joys and sorrows away from the rest of the community. Moreover, marginalized children do not attend schools or universities except in rare cases, especially those who have been able to withstand bullying, ostracism and exclusion from their peers. Many timid initiatives of the state and civil society have failed to achieve success in integrating the children of these groups into regular education and in society more broadly.

It is no secret to anyone that Yemeni society weaves myths about the marginalized that entrench racial discrimination practices, justifying myths about the daily, religious and moral practices of this helpless group. For example, it is claimed that the Marginalized eat their dead because they do not follow the public burial ceremonies of the dead. Many opinion leaders in society do not take the trouble to refute these allegations and spread a culture of respect and equality. In this regard, one of the Marginalized explained simply that they did not have the money to pay the cost of burial ceremonies and digging graves; Therefore, they often bury their dead in silence, hastily hidden in the darkness of the night.

Today, discrimination against the marginalized of Yemen is manifested in multiple ways, where factors of ethnic racism and class system overlap, and the marginalized minority mainly

resides in slums on the outskirts of cities, often without electricity, clean water, or safe shelters.

In general, the marginalized are excluded from public sector jobs, except in waste departments as street cleaners, where they often work on a daily wage system without work contracts. As for private businesses, they are usually confined to low-wage and socially ostracized jobs, such as shoe polishing, car washing, and collecting plastic and scrap materials.

In rural areas, the marginalized are often prevented from buying land or real estate. In the midst of a semi-feudal system, some of the marginalized are forced to work for the chiefs (sheikhs) of local tribes or villages, or to cultivate lands and pay their owners with their crops.

Effects of excessive war on the marginalized:

The intensification of the ongoing conflict since March 2015 has led to an increase in poverty, displacement and food insecurity within the marginalized communities, and although humanitarian agencies often display images of the marginalized in fundraising and publicity campaigns that document the Yemeni crisis, the humanitarian aid that reaches the marginalized community is much less consistent than other groups, and in some areas marginalized people were excluded from aid lists.

The widespread economic collapse and loss of livelihoods caused by the conflict in Yemen has created competition for low-wage jobs that were previously reserved for the marginalized. Prior to the conflict, the staff of the Government

Fund for Cleanliness and Improvement, the body responsible for waste management, was formed from the Muhamashin. Of course, garbage collectors were among the public sector employees who lost their income due to the conflict, but UN agencies and other donors stepped in to fund the fund and create livelihood opportunities, but some marginalized people told the Sana'a Center that they did not benefit from these jobs, which they obtained Displaced people and other needy people from outside the marginalized community.

The marginalized were usually among the first to be displaced within the current conflict, with displacement associated with discrimination, and large groups of marginalized people were displaced due to the conflict in Aden, Taiz, and Hodeidah, but they struggled to reach IDP camps or to shelters in public institutions such as schools, due to Racism by other displaced people, and due to the absence of tribal connections, the marginalized also lack authentic villages to flee to.

In contrast, a number of marginalized displaced people who fled the front lines of the conflict were forced to inhabit agricultural land, parks and public spaces, where public services are difficult to access, and were excluded from efforts to support IDPs based on host communities and local authorities, and were expelled from the lands in which they sought refuge.

Many of the other aspects of the conflict that affected Yemenis inside the country have had a severe impact on the marginalized, and marginalized women and girls faced a constant risk of gender-based attacks more than other women, as the marginalized women were more exposed to sexual

violence and harassment by fighters, especially when Checkpoints.

While the health care situation in Yemen was dire even before the current conflict, the collapse of state institutions has made it difficult to access health care across the country. In the case of the availability of health services, treatment of the marginalized is sometimes refused due to discrimination, as the marginalized who faced deaths and injuries due to the two parties, the Houthis and the anti-Houthi parties, were refused treatment upon their arrival to the health facilities that they were able to access.

Education and the suffering of the marginalized in Yemen:

Since the beginning of the conflict in March 2015, attacks on school children, teachers and educational infrastructure have had a devastating impact on the country's educational system and on the opportunities for millions of children to access education.

Damaged and closed schools threaten children's access to education, making them vulnerable to significant protection concerns, and the interruption of civil servant salaries is one of the biggest challenges that has had and continues to have a major impact on children's access to education in Yemen.

Nearly three quarters of public school teachers in (11) governorates did not receive their salaries for more than two academic years, causing disruption to the educational process of about 3.7 million children in these governorates.

Through its continuous efforts and advocating for a temporary solution, UNICEF has secured US\$70 million to disburse

monthly cash incentives to teachers and school staff in Yemen. This contribution aims to facilitate the disbursement of incentives to approximately 135,000 teachers and school staff for a period of approximately nine months. In this regard, two disbursement cycles have actually been completed, while preparations are underway for the third disbursement cycle.

According to a study conducted by UNICEF in 2015, it was found that there are high levels of poverty among the marginalized, which has led to a decrease in school enrollment rates, and thus the literacy rate reached an average of only 20% among adults.

The “marginalized” children usually face harassment and bullying from teachers and other students in schools which leads to high dropout rates, while some parents withdraw their children from school to work. According to UNICEF, only 9% of the "marginalized" register their children at birth, making the lack of birth certificates an obstacle to school enrollment and nearly 90% of children have never received any vaccinations.

Here we list some results of the survey conducted by UNICEF, which included (9,200) families, including (51,406 people):

- High levels of poverty coupled with low levels of literacy and school enrollment. The living conditions of marginalized families are very poor and access to basic social services is generally very low.
- Only one in five people aged 15 or over can read or write, and only two in four children aged 6-17 attend school, although the average is almost double that number. Birth registration is low across Yemen at only 17 percent, but

among the "Bilal's descendants" community, the percentage drops to only 9 percent.

- Three-quarters of the households surveyed had only one room, but 4/5 of these homes were home to at least three people.
- Half of the households depended on external water sources such as dams, streams, and wells, and less than a tenth had water pipes. Only two out of five homes had a toilet.
- Although a third of the country's citizens receive cash transfers from the Social Security Fund, this drops to only one fifth of the families of "Bilal's grandchildren", and this is exciting Of particular concern as only one in ten have income generating sources such as livestock, transportation, sewing machine, etc.

The tragic situation of the “Marginalized ” before and during the war in some governorates:

(1) Taiz Governorate:

According to the last population census conducted in 2004, the population of Taiz governorate amounted to 12.16 percent of the total population of the Republic of Yemen, with a growth rate of 2.47 percent annually. With this percentage, the governorate is the largest in population and population density as well. As for the proportion of the city's population relative to the population of the main cities in the country, it amounted to 11.9 percent.

In the city of Taiz and its nearby suburbs, there are at least ten random gatherings of "Bilal's grandchildren". Some of them are located in the middle of residential neighborhoods, such as: "Mahwa Al-Rawda" behind Al-Thawra Hospital, "Mahwa De Luxe" within the neighborhoods of the city center, and "Mahwa Al-Hasab" between the city center and its western edge. There are al-Mahawi, which are relatively far from crowded neighborhoods, but they are within the peripheral neighborhoods of the city, such as: Wadi Jadid, Wadi Al-Mu'asal, Al-Moftesh, Bir Pasha, and Kalabh. There are also "Mahawi" suburbs close to the city, such as: Al-Hawban, Mawiyah Junction, Al-Dhabab.

From the late seventies of the twentieth century to the beginning of the nineties, the "Usaifra" area north of the city was associated in the public discourse of the people with the squatter dwellings of "Bilal's grandchildren" and sewage collection basins.

And because the planning of the city of Taiz, which was implemented in 1978, included directing sewage water to Asifaira, urban expansion remained undesirable towards it. But when the empty spaces on the other sides of the city diminished, the area began to slash streets and build buildings, so they had to look for other places, including the steep areas overlooking the torrents. At the beginning of the third millennium, the government established two residential cities for the “marginalized” in Taiz, with the support of the European Union and the World Bank, which are: “City of Hope” at the eastern end, Jumla Market - Kilaba (96 units) and “City of Al-Wafa” on the western end - Al-Barara (240 units). The latter was built within the "Project to Protect the City of Taiz from Flood Disasters". Each housing unit contains three rooms, a kitchen and a bathroom at least. It is built with concrete bricks, and in a horizontal contiguous shape, so that the residential city forms a square/rectangular in general, open on one side.

Considering the population of Al Mahawi, this housing initiative is a drop in the ocean. There is no official census available for the "Marginalized ", but in comparison with the number of their gatherings, these units will not accommodate one-third of the "Marginalized " in the city, even if each unit is distributed to two or three families.

Thus, Al-Mahawi remained the most efficient container for containing the population explosion for them, with early marriage, unregulated childbearing, reluctance to education, and almost non-existent health care.

The large displacement of the marginalized as a result of the conflict in the governorates of Taiz, Aden, Hodeidah and Saada

has greatly contributed to the deprivation of marginalized children and students of education, as they were not accepted in the areas and cities to which they were displaced, such as the governorates of Sana'a and Ibb, and the same is true for those who were displaced or moved from one place to another. In the same governorate, where the number of displaced people from Taiz governorate to Ibb governorate reached (580) families, who were gathered in the Al-Aden district, according to the statistics and monitoring of the National Union for the Marginalized since the beginning of the conflict. The number of children who were deprived of education as a result of displacement reached (940) male and female students, While there are more than (700) boys and girls of school age, they were not able to register in schools, and the number of (330) families who migrated to Sana'a Governorate (the Secretariat) were unable to educate their children of (170) students, for various reasons, including The lack of documents for students in schools, also the schools' reluctance to accommodate marginalized children in schools for various reasons, including the absorptive capacity of these schools is complete. Also, the lack of identification documents for children such as birth certificates, and the view of inferiority and social discrimination, against this For a group that greatly contributed to depriving their children of education, add that the number of displaced people from the same governorate (Taiz) to areas and districts far from the seam areas in the same governorate in the districts of Al-Shamaytayn, Al-Mawasit and Al-Turbah city received, according to the statistics of the National Union for the Marginalized Branch in Taiz (2280), families distributed over Those areas, where the city of Al-Turbah and the neighboring villages had the largest number, because of the

pure urbanization there, the number of displaced families reached (1640), meaning that the number of (1150) male and female students of those families dropped out of school. While the rest of them were distributed among the brokerage cleaners, a number of (350) families and (290) in the city of Al-Nashma in Al-Ma'afer, and Bani Hammad. Also, the Al-Ta'aziah district in the Al-Hawban district, as well as the Mawiyah district and the city of Al-Qaeda were overcrowded with displaced people coming from Taiz, where the number of marginalized families displaced there According to the statistics of the Union branch in the governorate (1950) families.



It is worth mentioning here that the equivalent of 90% of the marginalized children who are of school age in all the areas to which they have been displaced have been deprived of education for various reasons.

It should also be noted that there are many marginalized families who were displaced and were not counted from Taiz governorate, especially at the beginning of the conflict in 2015 and also in 2017. Despite the harassment of the Transitional Council, they were displaced to the southern governorates, and individually, especially to the city of Aden, which was related to families living there. . This applies to northern governorates as well, such as Hodeidah, who have been subjected to a lot of harassment from the transitional security belt. Hundreds of

displaced families were displaced, as well as the people living there with origins from the northern governorates of Taiz and Hodeidah.

(2) Al-Hodeidah Governorate:

The province of Al-Hodeidah was also stricken by the fires of fighting, displacement and displacement, and the tragedy of marginalized students' children is not different from their brothers displaced from other governorates, as well as their families, who live in extreme poverty, especially in the almost complete absence of the work of international organizations.

There are many marginalized people in Al-Hodeidah Governorate, according to the statistics of the Association for the Development of Marginalized Groups, which reported the presence of (1870) families in Al-Jarrahi district, including (200) families in Isolat Al-Ma'aslah, (200) families in Al-Shaab city, and (200) families in Al-Dahiya camp. For the displaced, including the IDPs of Haradh, (320) families in the project camp, and (100) families in the Jabaliya and Shaab, while the number of marginalized people in the gathering of Al-Sayed Issa, Al-Masaheb, Al-Ma'amra, Al-Jarrah Al-Ala and Al-Ridha reached (400) families, and (750) families in the gathering Al-Saeeda in Al-Jerba and the isolation of Amer and Uqbi, and in the isolation of Al-Hariqa and Al-Maqatin (the displaced camp), their number is (200) families. (1260) male and female students, due to the difficult living conditions of their families and the lack of documents, as well as (the number of school-age children (displaced only (298), males and females, who were unable to enroll in schools in the places of their displacement, while the number of marginalized families in its

directorates reached Zabid, according to the statistics of the Al-Ittihad branch in Hodeidah (the number of families and those who are mixed) In the gatherings (Al-Ma'ash), this is what Zabid's owners call the content of the marginalized (860) families. The number of children enrolled in schools reached (1830) male and female students, who dropped out of schools (780), mostly female students, due to the security conditions and the difficult living life of marginalized families who lost their jobs as a result of the war. The number of marginalized displaced people to Zabid district reached (75) families from the sons of Tuhayta, and a number of (140) male and female students were deprived of their studies.



The communities of the marginalized in Al Hodeidah Governorate.

With regard to the city of Hodeidah, the Marginalized are divided into two parts. The first section includes (674) families, and they are the Marginalized who live in Mahawi, i.e. their homes made of straw or tin. They are distributed among the Al-Sindi neighborhood, Al-Rabsa, Sanaa Street, the commercial district, and Saddam Street, and these live a difficult life. Very and rarely do you find their children enroll in schools, and therefore illiteracy spreads among them at a very large rate. As for the second section, it includes the Marginalized who live in houses made of stones and bricks, and most of them are

located in Al-Dahmiyah neighborhood, which is the largest gathering of the Marginalized in Al-Hodeidah, where they number (2400) families.

It is worth mentioning here that with the beginning of the war, these families were affected economically as a result of the siege and war, which led to the dropping out of many marginalized students from schools and who went to help their families to provide for a living, and that the majority of the dropout students are from grades (seventh and above).

In the Al-Ummal neighborhood, the number of the marginalized reaches (2350) families, while the number of the marginalized in the Yemen and Al-Hind neighborhoods is (60) families, in addition to the number (20) families who were displaced from the Al-Hunud neighborhood outside the city (Khamis Bani Saad neighborhood), as a result of targeting The Saudi aggression's flight to this neighborhood, which we can say is that 85% of the marginalized children have been deprived and dropped out of school, due to the difficulty of living, the absence of aid and the continuation of conflict and war, not to mention the presence of (65) marginalized families located in the Khamis Bani Saad neighborhood, which are considered the most affected Where they live in complete deprivation of basic services, such as water and electricity, and deprivation of education.

The same applies to the other shelters, such as Mahwa Al-Muhadhab, Al-Talilah, Al-Sheikh, Al-Harra, Al-Dabbash, as well as Al-Zariba, which number (560) families, according to the statistics of the Al-Ittihad branch in Al-Hodeidah, and that 60%

of children of educational age are deprived and did not register in schools because of their difficult living conditions.

(3) Aden Governorate:

The situation of the marginalized in the southern governorates is no different. Rather, their situation may be a little more difficult than that of their brothers in the north of the country. In the governorate of Aden, which is an attractive center for the marginalized from all governorates, the number of the marginalized in Al-Maharik neighborhood, according to the statistics of the National Union for the Marginalized branch, is (1160) families.

Perhaps what distinguishes the marginalized in the southern governorates is their awareness of the importance of education for their children, as we find that there are large numbers of students enrolled in schools, in contrast also with the conditions of the armed conflict in our country and the difficult living life of the marginalized, there are a number of (670) students who have dropped out of school in Al-Mahariq neighborhood , due to the difficulty of living life, and the inability of families to meet the needs of their children in school, so we find that the dropouts are from grades (10-third secondary), in order to look for work and help the family, and this led to the involvement of many of them in fighting and camps, while The number of marginalized people in the Sisban neighborhood is (590) families, and (740) families in the Al-Mamadara neighborhood, according to the statistics of the Ihsan Social Association. As for the district of Dar Saad, the marginalized are concentrated and with a high density as well. Large numbers of displaced people flock to it, especially from

the governorate of Hodeidah and also Hajjah and Al-Bayda, to the district in large numbers. A family, meaning that 75% of school-age children are deprived of education due to the difficult living conditions in which they live, while 20% of students from grades (11 and above) have dropped out of education in order to search for work or Enlist in the military to help their families to survive.



The communities of the marginalized in the governorate of Aden.

In the second part of the Dar Saad district, the presence of the marginalized is concentrated in the Al-Daminah neighborhood, where their number reached (1500) families, and also in the Al-Zariba neighborhood, the number of the marginalized reached (1800) families. Also, the eastern part of the Al-Basateen neighborhood, the number of marginalized families reached (3000), and the number of displaced people in the camps in the district of Dar Saad is as follows, according to the statistics of the National Union of the Marginalized. Their number reached (325) families. In the Ammar Bin Yasser School camp in Al-

Sharqiya, Musabeen (260) families, in Hosh Dirham camp, the number of displaced people reached 298 families, and in Zahrat Al-Khalil camp inside Hosh Othman (160) families, and also in Laila Khalil camp (33) families. There were also gatherings in Musabeen (80) families, and in the Eastern Police camp, the number of displaced people reached (500) families.

In general, all the displaced children are begging and collecting waste and scrap bottles, and they are deprived of education, and 95% of them are of school age.

As for the district of Tawahi, there is a large gathering of the marginalized, in the Al-Shulah neighborhood and Jabal Al-Haij, with a population of (4000) families. During the war, (40%) of the students from grades (11 and above third secondary) dropped out of education because they helped their families, and many enlisted in the army. Between them, there is a semi-interest in education by females as well as children, especially among the resident families. As for the displaced families, the children are completely cut off and deprived of education, due to the various situations, the constant movement, the lack of identification papers and the difficult conditions experienced by the displaced, whose numbers are in the Tawahi region (670) families, according to the statistics of the National Union of the Marginalized.

The same is the case in the Crater area, Al Khasaf neighborhood, Al Taweelah and Salem Ali (Aqaba) together. The number of marginalized families reached 3000 families. Education there is somewhat stable, especially among girls, while boys fluctuate, especially among students in secondary grades who have dropped out due to poor living conditions For

their families and their inability to provide the requirements for study, as well as a livelihood.

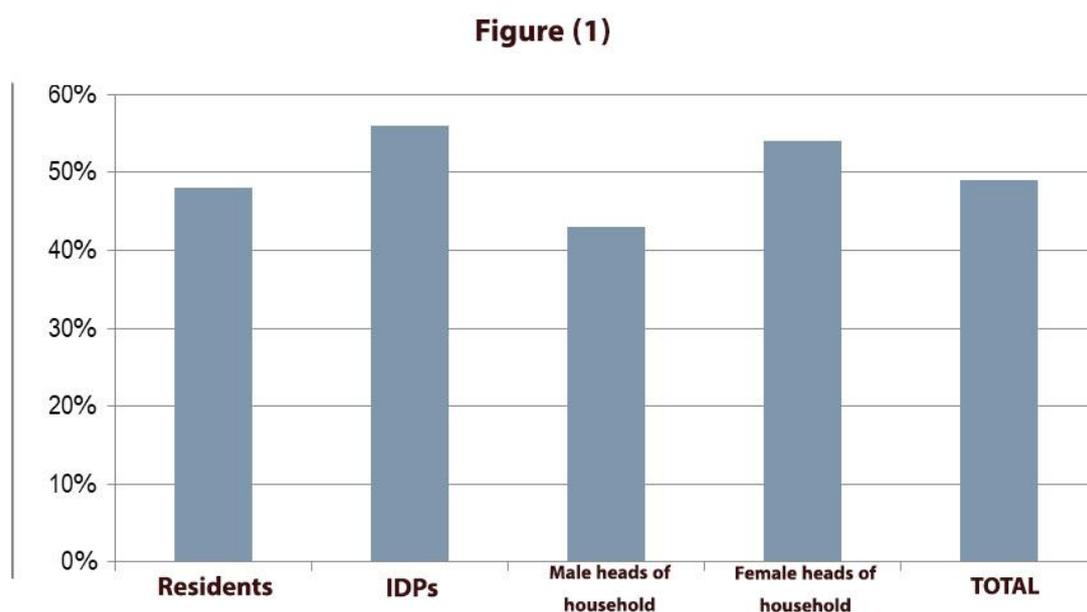
As for the situation of the marginalized in the districts of Al-Mualla, it is not very different from their peers in other regions, but it worsens as a result of the difficult living conditions in which they live and their close and dense gatherings. In total, their numbers are (3,650) families, and that (60%) of the students, in light of the difficult living conditions, are dropouts from education, especially those students who are in grades (11- and above) for reasons of helping the family to provide for a living, and also many of them got involved in the fighting among the warring parties. There are also children who were not able to enter schools due to the instability of the security situation while they were of school age.

According to a study carried out by UNICEF on (27,280) marginalized individuals, the study reached the following results:

- (49%) of the study sample reported that they are unable to read and write, of whom (43%) are males, compared to (54%) are females.
- The illiteracy rate among displaced families increases by 12 percentage points compared to resident families.
- The illiteracy rate in residing families among females in displaced families is 8% higher than that of females in residing families.
- The percentage of families with literate heads is (51%) of the total families, and the probability of illiteracy among families headed by females increases by 25 percentage points compared to families headed by males.

- The literacy rate among families with a good standard of living is (68%), while the literacy rate drops to (56%) among the least poor compared to (44%) among poor families, reaching (31%) among the poorest families .

Figure (1) shows the illiteracy rate among people aged 10 years and over



(4) Education among the marginalized in the capital, Sana’a:

The situation of marginalized children in the capital, Sana’a, is no different. The suffering is the same, and it is also a magnet for displaced people fleeing conflict areas. Sana’a was the home of hundreds of marginalized families, in search of security and safety in light of the continuing war and the difficulty of living for marginalized families, especially those displaced from it. In the capital, Sana’a, there are marginalized neighborhoods that are divided into two types. The first type we will find large gatherings of tin, or the so-called Mahawi, in the Dar Salam area, whose number, according to the statistics of the National Union in 2020, reached (570) families, and that

their lives are difficult and they lack basic services, such as water and sanitation, and most of them are cleaners In the governorate, and that 2% of their children attend schools, so illiteracy is widespread in it, and that the student among them does not reach the middle grades and moves to the labor market, to help his family to provide for a living, and this is the case for females as well. Begging and hygiene are two permanent occupations for them, and this is the case with regard to Mahwa Haziz is the neighborhood of chicken, which has a population of (140) families (45) families respectively. As for Mahwa Asr, which is a group that is better in terms of the type of housing, it is made of bricks and stones, where their number is (745) families and the condition of their children is in the best condition, because of the proximity of the school, so About 40% of children enroll in schools, but they are in permanent dropout, especially during the war. The difficult living conditions of marginalized families were a reason for children to drop out, as 50% of children enrolled in schools dropped out between The years 2018 and 2020. In a large way, they also turned to the labor market to help their families to provide for a living as cleaners and shoe weavers, and also of them joined the army, and the same is true of Mahwa and Azban, whose number is (180) families, not much different from the content of the era except that girls enrolled in schools are more From their peers in the previous gatherings, we find female students who have passed high school as well as university.

The family's awareness of the importance of education is greater, while we find the gatherings of the Al-Sunina neighborhood, the majority of which are displaced from the

city of Haradh. Their number is (130) families, and they are concentrated in Wadi Al-Buls and the fifty and Wadi Al-Hilli. As for their children, they are deprived of enrolling in schools and due to the lack of their school documents and also birth certificates, so they Any children who collect bottles and scrap. While the other marginalized families and those who live in Wadi al-Buls as renters, whose number is (160) families, we find that they work in Kharaz, the great majority of them, we find their children attend schools, and we find that 80% of the children continue their education to the general secondary school only. And that the costs of university studies are high, we find that the children of these families stop studying, and the interest of these families in education is due to the reason for the environment in which they live, as they are affected by those around them from other groups. Hodeidah and Hajjah governorates), we find that they are interested in educating their children in the first grades, but they drop out of the middle grades (9- and above), and then they turn to the hygiene sector to help their families and also build a family (marriage), and this is the case for females, and also the contents of the people's playground and the neighborhood of the Najd altar There, the ruins neighborhood and the slaughterhouse, which number (540) families, a percentage of (40%) children in the ruins drop out of schools due to economic conditions and also the lack of family awareness and they tend to collect bottles and waste, and hygiene in general, while children are deprived in Mahwa Al-Azraqin, who number 45 families entirely, do not care about studying and there are no schools near them, and they depend in their lives on beggary, and they live outside the city.

As for the state of education in the workers' city in Sawan, we find great interest in female education, while we find a reluctance among males for reasons, the difficult family conditions, and they are divided into a number of types. In Bab Al-Yaman neighborhood in the same city, the rate of children dropping out of education is greater because the majority of the assembly From the same category, followed by a lane (45), and they are divided with residents who are not members of the category. We find that they were also affected by the surrounding environment in terms of interest in educating their children, but since the war many students have dropped out of grades (10 and above) due to the difficult living conditions of the family and turned to business Hygiene and also now to the fight, 60% of male children have dropped out of education, while Al-Kassara neighborhood, which we find that interest in education reaches 60% among the marginalized, especially in the first grades, and it begins to decline when they reach the upper grades, for reasons of living and inability Heads of families have to bear the costs of studying and because they are cleaners workers as well, and there are no other sources of income. Overall, the population of the workers' residential city is (1850) families in the three lanes, and 65% of the total school-age children are Not enrolled in school age. That is, the economic conditions that the country is going through have greatly influenced education among marginalized groups.

In a study carried out by UNICEF in the Amanat Al-Asimah and Sana'a Governorate, on the reality of education among the marginalized, the study found that 814.2 family members aged 10 years and over, 68% reported that they are unable to read and write, 61% of them are males and 75% are females.

According to the geographical location, the illiteracy rate in Sana'a Governorate is 12 percentage points higher than in Amanat Al Asimah. Also, the female illiteracy rate in Sana'a Governorate is 9% higher than that of females in Amanat Al Asimah.

Second Axis

The reality of people with disabilities in education

Disability concept.

The modern concept of disability includes looking at it through the social perspective, which was confirmed by the International Convention on the Rights of Persons with Disabilities in the year (2006), which includes the following matters:

1. Replacing the term handicapped with the term persons with disabilities.
2. Shifting the view of persons with disabilities from considering them as subjects of charity, charitable medical treatment and social protection towards viewing them as full members, emphasizing the promotion, protection and guarantee of the full enjoyment of their rights on an equal basis with others in society.
3. Disability is not a purely biological phenomenon nor a purely social phenomenon. Rather, it occurs due to the interaction between persons with a health condition and the barriers in the surrounding environments and situations that prevent their full and effective participation in their society on an equal basis with others. This means that the concept of “disability” It is not a fixed concept, but rather it is subject to change from one society to another according to the environment prevailing in it.
4. “Disability” is not considered a medical condition in itself, meaning that disability is not only an organic disorder that requires medical interventions to limit its negative effects on

persons with disabilities, but rather that disability must be viewed in its individual and social context, which requires rehabilitation and adaptation for both, through the judiciary. On existing barriers in situations and environments - rather than treating persons with disabilities as a source of problems to be overcome - these persons can contribute as active members of society and enjoy their full rights.

5. The problem of disability does not lie in the person himself, but rather in the community because it places obstacles, barriers and obstacles in the way of persons with disabilities, such as the adoption of some members of the community with negative attitudes towards persons with disabilities, or the lack of public facilities for them, and as a result they are excluded from Active and full participation in social life.

Based on this, we find that Yemeni legislation has not adhered to the new concept of disability established by the International Convention for Persons with Disabilities, despite Yemen's ratification of the Convention and the Optional Protocol in November (2008), thus making Yemen a commitment to adopting a rights-based approach and empowering persons with disabilities. disability. However, we find that disability in Yemen is often viewed as a hopeless condition.

Disability size:

According to the statistics of the World Health Organization, there are more than one billion people with disabilities in the world today, which is equivalent to approximately 15% of the world's population.

The number of people with disabilities is also increasing due to, among other things, the global increase in chronic health conditions, and environmental factors, such as road accidents, natural disasters, armed conflicts, and diets.

The number of persons with disabilities in our Yemeni society can only be classified on the basis of being mere estimates, as the discrepancy in the statistics conducted was very large, as the number of persons with disabilities in some statistics was less than (one million), while another statistic indicates that there are about (One million eight hundred thousand) are disabled, and the number in a third statistic is about (two million) disabled, and all these statistics are just approximate numbers that do not reflect the scale of the disaster in Yemen, as the prevalence of disability in rural areas, according to statistics, exceeds the number of persons with disabilities in urban areas by about four times Most of these disabilities are not recorded. If we accept the realism of these statistics or their closeness to reality, then we can ask what the statistic we can expect at the present time in light of the war in Yemen, which has caused many disabilities in general, and physical disabilities in particular.

According to the latest statistics of the National Federation of Yemeni Disabled Associations and Organizations, which includes (300) organizations and institutions spread across all governorates of the Republic, which indicates that the percentage of disabled persons is 15% of the total population of the Republic, with a total of (3,700,000) three million seven hundred thousand disabled, representing (Physically handicapped, visual impairment, hearing disability, intellectual disability, autism disorder, and dual disabilities.

A report published by (Deutsche Welle) states that the current war in Yemen has left about 92,000 disabled people, and that the wars and conflicts that this country has witnessed in the past years have caused the number of disabled people to rise, based on what they described as modest estimates, to more than 3 million and 700 thousand.

Legislative framework for the rights of persons with disabilities in education:

The General Assembly of the United Nations and other international organizations operating within its framework have issued many special international legislations aimed at enabling persons with disabilities to enjoy the same rights available to other human beings, and to carry out duties that are commensurate with their special conditions, and these legislations have led to the issuance of many Qatari legislations. In many countries of the world, including Yemen, rehabilitation, training, and employment are at the forefront of these rights, given that they constitute an objective basis for obtaining other natural rights as members of human societies. Among the most important of these legislations are the following:

- The Universal Declaration of Human Rights, promulgated in 1948.
- The International Convention on Economic, Social and Cultural Rights issued in 1966.
- The International Convention on Civil and Political Rights issued in 1966.
- The International Convention on the Elimination of All Forms of Discrimination against Women, issued in 1979.
- Declaration of the Right to Development issued in 1986.

As for the Yemeni legislation related to people with disabilities, it included most of the rights contained in special international legislation, and it can be said that some of the rights of this category in Yemeni legislation were clearly stated, and many of them were implicitly stated through the specific tasks of the various relevant state agencies in Republican Resolution No. 5 of the year 1991 and in other legislation, all of which emphasized that the state guarantees the disabled the right to enjoy a decent life, special social, health and psychological care that enables him to be self-reliant and integrate into society, and the right to obtain various rehabilitation services (social, psychological, medical, educational and vocational) and to obtain equipment The necessary compensation, and other services free of charge.

The Public Education Law No. 45 of 1992 also confirmed that special education is a type of education that is provided for a special reason and targets the disabled. From this standpoint, the National Strategy for the Development of Basic Education has given these groups special attention, believing in their right to equal opportunities in education. The most important measures implemented in this regard during the years 2003-2007 were as follows:

- Taking into account the needs of the disabled when planning school buildings.
- Establishing a database for schools working with children of this category, the staff working in them and the targeted children.
- Data analysis to find out the reasons for dropping out of education.

- Coordination with a number of associations and civil society organizations working in this field regarding the adaptation of school curricula to suit the needs and capabilities of these groups and to achieve the goals of education.
- Develop partnership and coordination mechanisms with civil society organizations working in the field of disability.
- Encouraging the private sector to invest in this field, by issuing licenses to establish care centers for people with disabilities, and evaluating and approving the curricula for those centers.

If we want to convey what all laws contain to all groups of people with disabilities, education is the means and the goal to make these groups able to understand their rights and claim them consciously.

In this context, a report issued in 1991 by the United Nations Special Rapporteur on Human Rights and Disability indicates that at least one in ten people in most countries has a physical, cognitive or sensory impairment (deaf/blind). About 10 percent correspond to about 50-55 million children of regular age at the primary level in developing countries, and less than 5 percent of them achieve the Education for All goal of completing primary school.

Therefore, the solution to the problem of people with disabilities is to integrate them into their society, and education is the best method or means than other methods, because education enables the disabled to mix with his peers, and gives him confidence in himself, and others. Especially if you provide

him with special educational tools and means that enable him to interact and perform well with his professors and colleagues.

The concept of inclusion for the disabled appeared in (1981) through the international public slogan for the disabled "equality and full participation" in the sense that the normal life of the disabled is a right for them and this life can only be achieved by integrating this group into society through social and economic development programmes, they are like other citizens. They have rights and duties, just like any other citizen.

The concept of inclusion is, in essence, a social and ethical concept stemming from human rights that call for non-discrimination or segregation as a result of an individual having a specific disability, and to provide all services needed by the disabled in the normal environment in which their ordinary peers receive the same services, while working on not isolating them in Separate places for them, and efforts have been directed to implement comprehensive integration, which refers to a set of procedures and practices that increase the opportunity for the disabled to participate in the normal life in the community.

In the same context, a report by the Office of the High Commissioner for Human Rights confirmed that education is a human right in itself and an indispensable tool for the realization of many other rights, whether civil, cultural, economic, political or social, and that persons with disabilities suffer disproportionately. from the impact of educational exclusion, and they are the least integrated into the national educational system.

The report added that individuals with disabilities around the world face barriers to accessing education on an equal basis with others, including the lack of access to education in their mother tongue; insufficient schools and qualified teachers in the areas in which they live; the high costs of school fees, which negatively affects them as they are among the poorest; The most in need of educational services.

Education provides a means to the full enjoyment of a wide range of other rights without which individuals and societies remain economically, socially and culturally impoverished. The lack of access to education is enough to prolong the cycle of poverty that often suffers from minority groups that are subjected to discrimination and exclusion the most. In order to fully protect the right of those who have historically been subjected to systematic discrimination in education, it is necessary to move beyond the issues of physical or economic access to education and focus on the ultimate goal of providing equal opportunities in quality education to achieve equal results. Disparities in educational outcomes on the basis of racial, ethnic or religious considerations should be considered evidence of discrimination, putting the State's responsibility to promote and protect these rights at stake.

The Durban Program of Action urges states “to ensure universal access to education, in law and in practice, and to refrain from legal or other measures conducive to the imposition of any form of apartheid in connection with access to education in schools.”

Based on this, the disabled has the right to take his opportunity in the educational field, and educational and training programs

must be developed according to the level of disability of the children, and the teacher must avoid punishment and reprimand for the child and promote every work he performs successfully, and avoid situations in which he fails so that he does not despair and lose confidence. by self. Since education is for all persons with disabilities according to the Law of the Disabled in 1975, and children with disabilities must receive their education within the normal educational system. For some children, this requires a tangible adjustment in the educational program, and the establishment of some necessary support services, as society is responsible for modifying its educational systems to provide comprehensive education for children with disabilities like other children.

In spite of that, we see the reality that contradicts this, even if this reality facilitates their right to education, but it returns and offers them some peculiarities in this field. Some of them are in their own schools and isolates them from it. Only, but they do not take into account their opinion about learning it and what training suits them and suits their interests. After graduating, we find them worried that they do not know the affairs of the society in which they live.

In light of the high rates of disability due to rapid population growth, the high rate of poverty, the spread of illiteracy and malnutrition, the Republic of Yemen has sought to pay attention to people with disabilities by issuing several legislations that guarantee their rights and achieve equal opportunities, including the Republican Decree on the establishment and formation of the National Committee for the Care and Rehabilitation of Persons with Disabilities and a draft The Fund for the Care and Rehabilitation of Persons with

Disabilities, which will contribute to coordinating and integrating national and international efforts, improving the conditions of persons with disabilities and providing care, rehabilitation and employment services to the depths of the Yemeni countryside and the desert

The experience of family and community-based rehabilitation in Yemen began in 1992 with the signing of an agreement between the Ministry of Social Affairs and the Swedish Organization for the Protection of Students, and another agreement was signed between the Ministry and the United Nations Development Program in 1999. According to these two agreements, the program was implemented in seven mountainous areas that served 438 students. It also helped their families acquire skills to deal with them, and qualified them healthily, educationally and practically, in addition to training teachers and volunteers.

Although the experience is still limited in view of the scale of the disability problem in Yemen, it has contributed to changing the society's view of the disabled and motivated parents to take individual self-initiatives to provide the necessary funding for the continued success of community-based rehabilitation programs, and also contributed to the inclusion of people with disabilities in regular schools only their capabilities and in providing education and training opportunities for families with disabilities.

Yemen has realized the seriousness of the problem of disability and that the deprivation to which this social group is exposed is basically the result of the presence of many physical and social barriers that prevent the disabled from accessing services

available in the natural environment for other non-disabled citizens. Negative effects on the rights of persons with disabilities in accordance with the Constitution of the Republic of Yemen, which guarantees the principle of equal opportunities in rights and duties for all citizens without any discrimination of any form, and the accumulation of negative effects of the continued high rates of deprivation among persons with disabilities severe damage to the social, economic and political conditions of persons with disabilities and their families It has issued a number of national legislations aimed at reducing disability rates among members of Yemeni society, and at enabling persons with disabilities to overcome these barriers and enjoy their natural rights as members of Yemeni society on the one hand, and carry out their duties towards society on the other hand, especially since the beginning of 1991 AD. Below is a summary of the most prominent of these legislations, according to their chronological order:

1. Republican Decree No. (5) of 1991 regarding the establishment and formation of the National Committee for the Welfare of the Disabled and defining its tasks and jurisdiction.
2. Republican Decree No. (6) of 1991 regarding the establishment of the Fund for the Care of the Disabled.
3. Law (61) of 1999 regarding the care and rehabilitation of the sick.
4. Law (2) of 2002 regarding the Fund for the Care and Rehabilitation of the Disabled.

Despite the existence of these laws, the suffering of students with disabilities continues, as they face several problems, such

as: severe suffering in accessing schools, due to the transportation system that does not take into account people with mobility disabilities with their needs, and the presence of engineering obstacles that prevent them from entering educational facilities. They also suffer from the treatment of their fellow students, which is often characterized by marginalization and inferiority, which leads many of them to drop out of education. We also note the failure of those in charge of educational institutions, in performing their role towards the disabled as necessary, in preparing public schools to suit the special situation of the disabled, despite the presence of some rare cases in some schools, which are found only in some schools of the capital Sana'a and not in other cities, As well as the lack of this service in rural schools.

While we do not underestimate what the state institutions represented by the Prime Minister, the Ministry of Social Affairs and Labor, and the Fund for the Care and Rehabilitation of the Disabled are doing in achieving this equation in some schools in the Amanat Al-Asimah, we stress the need to apply this to the various governorates and rural directorates, as everyone knows the difficult financial situation in which they are living. Children of rural areas, from the difficult economic situation and the financial situation that does not allow them to move and access schools in the capitals of the governorates in order to receive education, especially with the poor care received by the disabled and his family, especially in rural areas, although it is available for the disabled to study in government schools, And that there are facilities for those wishing to study in regular private schools, but in the current circumstances this financial service is not available to facilitate due to poor capabilities.

Handicapped problems:

Disabled individuals face the same social and emotional problems and difficulties as non-disabled individuals of the same age. In addition, these individuals face other problems because of their disability and the related attitudes of parents, peers, and other important people in their lives, but scientific research has shown that there is no personality or Specific psychology related to any disability. Among the most important problems of the disabled are the following:

(1) Psychological problems:

The problems experienced by people with special needs tend to be psychological and social problems as much as they are physical problems, and the rehabilitation process and the use of prosthetic devices support the positive behavior of the physically disabled, and alleviate the psychological and social problems suffered by people with special needs, and the disabled suffers from many The most important psychological effects are the following:

- Feeling of inferiority and inferiority.
- Introversion because of its negative effects on adjustment and adjustment.
- Congenital disability and its impact on the paralyzed personality.
- Lack of self-reliance, dependence, inability to lead and a constant desire to depend on others are all related to maladaptation.
- Weak sense of belonging, which makes the handicapped in a state of incompatibility with society.
- Insecurity and fear of the future.

- The difficulty of forming relationships with others and avoiding those around him due to lack of self-confidence, which makes the disabled feel that he is inferior to ordinary people.
- In the event that the disease affects the brain, it affects mental performance, and thus leads to the patient's susceptibility to irritability, excitement and poor ability to focus.
- Feeling helpless as a result of the limitations imposed by the disease.
- Feeling of internal tension, unhappiness and emotional imbalance as a result of the control of disability
- Sympathy and try to attract attention in different ways.

(2) Social Problems:

a. Problems of weakness or disintegration of the network of social relations: The collapse of the network of relations will make the disabled person unable to adapt with himself or adapt with his society. The psychosocial compatibility of the disabled will not be achieved, unless he has a strong network of social and emotional relations with his family and community environment, so he needs many Various services.

b. Problems of non-affiliation: The disabled person's feeling of belonging to the groups with which he interacts in his daily life from his psychological and social needs, such as his belonging to the family group and its members, or what he achieves of emotional warmth and social security, or his belonging to a group of friends that satisfies him the need to accept the group and helps him satisfy his needs to form social relationships With his friends, as well as the need to belong to the

professional group that achieves for him material security and self-reliance. Friendly relations are important in the life of the disabled because they relieve his anxiety and fears, support himself, and achieve his physical, social and psychological security. However, if the disabled person finds himself isolated and deprived of the warmth of belonging and security, he will suffer despair, distress, anxiety and pain, and this suffering is added to his disability and incapacity, so he becomes desperate and resentful of everyone around him in his community, which leads him to societal incompatibility.

c. Work problems: Disability leads to a disabled person leaving his job or changing his role to suit his new situation, in addition to the problems that will result from the disability in his relations with his superiors and colleagues, and his security and safety problems.

d. Recreational problems: Disability affects the ability of people with disabilities to enjoy their free time, because the various activities that he must perform may require special energies that he does not have, which makes him feel ashamed and inferior, which may lead him to move away from others.

e. Friends' problems: The group of companions and friends occupies a paramount importance in the life of the disabled and his feeling of lack of equal with others, and this may lead to isolation and introversion, and some disabled may resort to collision with new friends and harm them, and the disabled may enslave that any friend do anything to satisfy the need, so it is sometimes associated With extremist groups as a haven from the migration of other people.

Handicapped needs:

The disabled person is exposed to frustration in meeting his needs, and this inability certainly results in problems that threaten the disabled in his present and future, and lead to disruption of his abilities, and that is why social service plays a major role in the process of satisfying these needs, and this is evident through social care programs for the disabled through organized and purposeful programs. These services can be accomplished as follows:

1- Preventive services:

It is a set of services that work to reduce the aggravation of the problem of disability in its various aspects, by limiting its sources and causes, and working to combat these causes, and considering that prevention is better than treatment, these preventive services are centered on a set of legislation, regulations and laws that countries must enact. In order to protect members of society from the dangers of industry and traffic accidents, countries must also take health support measures that are considered indirect measures and are represented in:

- Awareness of proper nutrition methods.
- Protection and care of pregnant women.
- Protecting the children of the community from diseases, through regular and timely vaccination.
- Early detection and treatment of diseases to prevent the resulting disability.

2- Inventory and registration services:

The inventory and registration services help the state to determine the extent of the problem of persons with disabilities on the one hand, and to plan to confront it on the other hand. This process is carried out by a group of experts and specialists in this field, and its importance lies in the early detection of cases of disability and its timely transfer to the competent medical and rehabilitation authorities.

3- Medical and health services:

It means the general health supervision of the disabled, and this supervision is by tracking and continuity, and in order to treat the disability by providing the necessary prosthetic devices for that, such as prosthetics, and providing medical treatment, and focusing on it, because it is of great benefit to the motor disabled to treat his disability such as paralysis and also treat diseases that may be exposed her handicap.

4- Psychological services:

The disabled needs psychological services, because he is prone to psychological disorders, regardless of the strength of his psychological structure, because the disabled person rarely succeeds in restoring his adaptation to his environment by discovering the remaining capabilities he has. Therefore, the psychological services provided to the disabled help him to discover what remains of his capabilities and change his psychological view, To restore his self-confidence and restore his emotional balance so that he can benefit from his available capabilities, and the psychologist does not succeed in this until after a careful study of the personality and behavior of the

disabled and the extent of the impact of disability on them, and measuring his level of intelligence and mental and psychological preparations to benefit from the care programs that he will receive.

5- Social services:

The social worker studies everything related to the social conditions of the disabled, whether they are environmental, family, professional or historical conditions, using the professional methods of social work, to help him to overcome the problems facing him or his family and exploit all the capabilities of the institution to help the disabled adapt well with His new environment (the institution), and the consolidation of normal social and moral habits in the disabled through the social programs in which he participates, whether at the level of the individual, the group or the society of the rehabilitation institution, as well as its care for conferences, seminars and scientific research in order to educate the masses about methods of treating the problems of the disabled and improving their attitudes towards these category.

6- Educational services:

It consists in providing special sections for the disabled that are integrated into the educational institutions of the ordinary, or if it is possible to provide special educational institutions for them and teachers specialized in their education according to the type of impairment, taking into account the adaptation of curricula and teaching methods to the capabilities and capabilities of the disabled and the nature of the disability.

7- Professional services:

It is represented in the vocational rehabilitation of the disabled, i.e. training them in specific professions suitable for their disability through programs supervised by a team of specialists in the vocational rehabilitation process. This qualification aims to: "Prepare the disabled for the work appropriate to him, within the limits of his remaining abilities in order to help him improve his condition." physical and psychological."

These services are also represented in providing job opportunities for those with disabilities who have been professionally rehabilitated, by establishing factories that are protected from competition for categories of disabled people who cannot find work for them with normal people, and enacting legislation in the area of employing disabled people who are able to work with normal people.

Social integration policy for the disabled:

The idea of comprehensive integration appeared in the early nineties of the last century, and interest in it increased when former US President Bill Clinton made it one of the main axes in his election campaign. In essence, it relies on placing the disabled of different groups in regular classes with appropriate support and assistance services provided when needed. With educational curricula presented in other environments according to the educational and behavioral goals found in the student's individual educational plan.

It is a term that refers to the teaching of students with special needs in the less restrictive educational environments, which is usually the regular school, through the following alternatives:

special class, resource room, part-time regular class, part-time regular class, or full-time regular class the time. In the sense that the concept of inclusion emphasizes the importance of meeting the individual student's needs by the special education teacher or other specialists, usually outside the framework of the regular classroom, and without the ordinary classroom teacher having a direct role in educating that student, and the student continues to receive the service in this way until He gets rid of his academic problems or until he acquires the required skills, and then he is returned to the regular class. In other words, the regular integration focuses on providing support to students with special needs in a framework outside the regular class system or the so-called (Pull out programs), which aims to change the student's performance To become more suitable for the regular classroom education system.

Inclusion means: "the process by which an individual can adapt to his social environment in which he lives, by adhering to its rules and regulations, and this is by learning and introducing all forms of behavior and ways of thinking and absorbing the culture of his society to be part of his personality."

Through this definition, we understand that social integration is a process similar to the process of socialization, the latter includes the processes of teaching and learning, upbringing, training, preparation, formation and normalization, through which the individual is able to enter the culture of his society with its multiple elements, and thus transforms from mere A biological being, to a social being means that social inclusion is social normalization.

Here is an emphasis on the importance of integrating individuals with special needs with ordinary individuals in order to enable them to have positive social interaction, in order to acquire desired patterns of behavior, to achieve themselves and improve their self-image, and the perception of others, and all of this takes place both inside and outside the institution, in the family and society. As a whole.

Types of social integration for the disabled:

After the scientific and technological developments that humanity has witnessed in the field of rehabilitation and the removal of barriers that prevent the disabled from learning and practicing social and economic roles, it has become established that cases of functional organic disability - with the exception of rare cases - are no longer a problem in themselves after the disabled have had the necessary capabilities to compensate for the lost functional capabilities, and the optimal development and investment of the capabilities available to them through rehabilitation and employment programs and services as a basis for enabling them to actively participate in social, cultural and economic life like other people. Rather, the problem lies in the absence or low level of official and popular awareness of the capabilities and needs of the disabled and the feasibility of Rehabilitation in all areas related to social life, and this is what is prevalent in most, if not all, developing societies, and this appears by depriving the vast majority of the disabled from rehabilitation and employment opportunities, and the resulting social and economic consequences and consequences at the level of individuals, families and societies, Perhaps the definitions of the capabilities and needs of the disabled and the feasibility of their rehabilitation and employment is the focus

There are many examples that demonstrate the ability of many people with disabilities to do some work that many non-disabled people may not be able to do. There are several forms of social integration for the disabled, the most important of which are the following:

1- Social integration:

The concept of social integration of extraordinary individuals emerged as a result of the positive attitudes that accompanied the academic integration process, and as a result of positive social attitudes towards extraordinary individuals, and social integration means the integration of extraordinary individuals into normal social life, and this process of integration appears in two main aspects: the first is the integration in the field of Work and provide appropriate professional opportunities for extraordinary individuals to work as productive individuals in society and socially accept this. This concept is known as inclusion in the field of work, and the second aspect of this concept appears in the integration of extraordinary individuals into ordinary social life with ordinary individuals, which is called inclusion in the field of work. Housing and residence, especially after the professional and social rehabilitation of exceptional individuals to live independently in residential neighborhoods and ordinary residential communities, and this is accepted by ordinary individuals, which works to achieve this concept in a scientific manner and achieves the objectives of this concept.

It means the enrollment of disabled children in the general classes with various school activities: trips, sports activities, art and music classes, and other social activities. This form is considered the simplest form of inclusion, as the student with

special needs does not participate in the study in the classroom, but is limited to integrating him into the activities. Various non-academic educational classes, such as physical education classes, art education, break times, school groups, trips and camps... and others. This integration is achieved through institutions (family, facility, school, private institution, ... etc.) that have their own ways to unite all individuals and integrate them into social life by distributing power, roles and jobs in solidarity and participation patterns, so that they integrate with their work in general solidarity.

2- Academic integration (educational):

Many definitions of the concept of academic inclusion and its forms have emerged, as Linge and colleagues (1981) define it as a concept that includes helping children with disabilities to coexist with ordinary children in the ordinary classroom, while the Council for Exceptional Children (CEC) defines academic inclusion as a belief or concept that includes the status of children Exceptional children with ordinary children in the ordinary classroom or in the least restrictive educational environments for the extraordinary child, and so that the integration is either temporary or permanent, provided that factors that help the success of this concept are provided, as Hallahan and Kaufman provided another definition that includes placing extraordinary children with children Ordinary students temporarily or permanently in the regular classroom in the regular school, which works to provide better opportunities for academic and social interaction, and so that this concept is built on the basis of an explanation of the conditions under which integration takes place and the factors for its success, especially the responsibilities of the

administrator and teachers of the regular school and teachers of special education.

3- Industrial integration (professional):

Industrial integration is considered the last step for a disabled individual after completing the training and vocational rehabilitation process, by providing him with a job position commensurate with his physical and mental capabilities. The individual is considered integrated in his work if he makes this work an emotional cover of importance, if the work means a lot to him, but the integration in this sense is considered quantitative only, and integration can be seen as represented in three aspects: the meaning that is related to the work, Feeling of oneness with work or closeness to work and its organizations, and the degree to which it is considered a primary concern in life.

4- Political integration:

The International Convention on the Rights of Persons with Disabilities constitutes a catalyst not only for the movement of persons with disabilities, but also for many organizations working in the field. The rights of persons with disabilities do not differ from others in principle, even if they differ in some details. They have the right to enjoy all the rights contained in human rights charters, and despite that, they suffered People with disabilities are greatly deprived of basic rights, especially civil rights. As participation requires an acceptable level of capabilities, influence and control, it also requires more empowerment, economically, socially and politically, and this means in economic terms the ability of any person to engage in any legitimate economic activity, and socially it means full

participation in all forms of social life and civil society institutions, and from a political point of view it means the freedom to choose to change rulers at every level, from the head of the Municipal People's Assembly to the President of the Republic

The state carries out the process of political integration, by trying to integrate individuals into it, and to make them believe in its laws, principles and ideology, by giving them the right to participate in various political activities and decision-making, and this is done through partisan participation, through the union, or the media.

Strategies for social integration of the disabled:

Social integration of the disabled is a process that resulted from the suffering experienced by the disabled, and it came to make him a member of society, with his rights and duties like other ordinary individuals in society, and social integration is important in that it is limited to the disabled individual only, social integration is a natural result of the interaction that takes place between the individual and his social environment; Therefore, the type of integration that has become common and desirable in the world, is mutual adaptation (adaptation of the disabled person to his disability and to his community, and the latter adapting to him) and this type includes compensation for the deficiency (deficiencies) suffered by the disabled, in order to be absorbed by the productive system .

The process of integrating the disabled into social life is a duty imposed by social, moral and religious values, as it is considered one of the rights of the disabled.

The concept of inclusion of persons with disabilities has changed and shifted from professional integration to comprehensive social integration. So that the factors of the social environment are taken into account, and the view of dealing with adaptive (technical) disability is transformed into a social (human) view. This calls for the development of social policies and plans aimed at integrating the disabled, and they can be achieved on three levels as follows:

(1) Planning at the level of the handicap:

This planning includes several points aimed at self-development of the individual with a disability, his distance from dependence, restoring confidence in himself, changing the disabled's attitudes towards his abilities, and working on developing them. He feels it, and changes the attitudes of the handicapped towards others. Here, the view of the handicapped changes that others are better than him, that they do not like him, and that they view him as an undesirable person. Expanding the social relations of the handicapped between his family, his community, his group of companions in the school, specialized institutions and the community.

(2) Social Planning at the Level of Social Groups and Groups:

At this level, the focus is on trying to change the ideas and mentalities that spread in society, and its view of the disabled as an individual worthy of sympathy and tenderness, for whom charity is permissible, and that he is dangerous and must be guarded against, and that he is a person who does not understand and will not learn to work, who can only beg, and this by educating the community that the person with a disability is an individual, like ordinary members of society,

whose genetic or acquired causes have led to disability, so this disability is not something to be reproached with. It also rationalizes families by treating the disabled child as a normal child, in order not to make him feel undesirable, and admit him to regular schools if the disability is simple and does not require entering private schools, and if the disability is severe, he is admitted to specialized institutions to learn, and this is a right of his rights as an individual in society and provide him with special care that makes him independent by himself (exercises his economic role and his social role).

(3) Social Planning at Community Level:

Here, we mean attention to institutions that provide social care for the disabled. If the disabled is in a regular school, services are provided to him in this school by ordinary workers, with the advice of specialists, and if it is in a private institution that provides special care for the disabled, work to improve and develop services, provide the needs of the disabled and stay up late. To satisfy them, improve the ways to provide for this category, and change the social and legal legislation to guarantee all the basic rights and duties of the disabled in general, and to provide employment and earning opportunities, education, cultural and entertainment services, and health, psychological, social and professional services.

The rehabilitation processes of all kinds: health, psychological, professional and social, are of great importance, as if they are embodied, they will undoubtedly be able to provide the best appropriate conditions for the integration of the disabled into society.

The steps that precede the social inclusion process:

1- Health rehabilitation for the disabled:

It means those health and medical services that a disabled person needs in order to prepare him to enable him to overcome the effects of his disability, and which the social worker participates in with a doctor specialized in assisting the nurse, and this rehabilitation is either from a therapeutic point of view of the disability or from any disease associated with the disability, it must That this rehabilitation continues until it is ascertained that the state of the disability has become stable and stable to a large extent, and this process is held in a medical institution It is carried out through the health and medical assessment of the condition of the disabled, which aims to measure the general health level of the disabled to discover other pathological conditions of the disabled that the disabled may have besides the original disability, he may be sick with anemia or other, which adds health problems to the original disability, and a full medical examination on The disability or impairment suffered by the disabled person.

2- Psychological rehabilitation of the disabled:

It means those psychological services that a disabled person needs, in order to help him naturally adapt to his surroundings by accepting his disability, and thinking realistically about how to live with it. The disabled person is exposed to a feeling of inferiority and difference from others (ordinary individuals) and the accompanying feeling of anxiety, confusion, sadness, despair and other psychological disorders and problems to which he is exposed. Psychological evaluation, and the first step carried out by the psychologist with the assistance of a social

worker is the psychological evaluation of the disabled, which aims to measure and study the psychological state of the disabled, especially the impact of his disability on his personality, and this is through three operations, examination, diagnosis and then the money. Generally, the psychological evaluation of the disabled is concerned with studying the following:

- The level of intelligence of the disabled and his mental preparations.
- Extent of the impact of disability on his personality and behavior.
- Studying his own inclinations and professional abilities.
- The extent of his readiness to cooperate and benefit from the sponsorship programme.
- Determining whether the disability is the result of an organic injury or is it a functional deviation, i.e. only behavioral.
- Develop a report with advice, instructions and conditions that the disabled and those responsible for rehabilitating him must take into account in choosing professions, in vocational training and employment, as well as with regard to environmental adaptation in and outside the family environment.

3- Social rehabilitation for the disabled:

Social rehabilitation, “that aspect of the rehabilitation process that aims to help the disabled person to adapt to the requirements of the family and society, and to alleviate any social or economic burdens that may hinder the comprehensive

rehabilitation process, and thus facilitate and reintegrate him into the society in which he lives.”

If the family conditions of the disabled person, his work conditions, or his social relations in his environment are the reason for his failure to adapt to meet these conditions, which is what is called (social rehabilitation), then this type of rehabilitation tends to deal with the social environment of the disabled and modify, change, control or transfer the disabled's social environment. The disability is either temporary or permanent from the social environment which led to his psychological imbalance or disorder to another social environment, in order to achieve the desired normal psychological compatibility.

Thus, we find that under this type of rehabilitation falls the so-called environmental treatment and environmental treatment. To achieve this, there are several methods that the social worker uses, perhaps the most important of which are the following:

- Enlisting all members of the disabled family to create a calm family atmosphere.
- In the strictest of limits, the disabled is placed in an internal institution, away from his threatened and insecure family, provided that placing the person in the institution is better than staying at home as a last resort.
- Creating a healthy social environment in which all conditions for health, psychological, educational and professional rehabilitation are met.

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4- Vocational rehabilitation for the disabled:

Rehabilitation in the local community is one of the approaches aimed at improving the quality of life of individuals with special needs within their communities, given that this project stems from the community's responsibility to bring about change in dealing with disability issues, starting from the intervention at the home level to the involvement of the disabled in all community activities and events. , to improve the nature of their daily lives and achieve a support system from the local community, such as the sectors of education, health, development, and participation in the provision of social services such as training, employment, sports, youth and women's activities, and focus on promoting and empowering individuals with disabilities to an important group that is able to contribute to decision-making for their personal experiences in this field.

The World Health Organization focuses on inclusivity in rehabilitation; Where she gave a definition of it by saying: "Rehabilitation is the use of medical, psychological, social, educational and professional services in order to train and rearrange individuals to improve their functional levels." Medhat Abu Al-Nasr added the element of professionalism by saying: "Rehabilitation is an organized professional process to employ professional, educational, social, psychological and medical services, to help the disabled to better practice his various roles, which contributes to achieving the disabled's compatibility with the requirements of the environment in which he lives, learns and works, as well as develops his abilities to rely on himself more and improve his standard of living.

Accordingly, the concept of rehabilitation has evolved from a medical nature to a professional, or socio-economic, which aims to develop the productive capabilities of the disabled so that he can perform his various roles, and international regulations, especially the International Labor Organization, have confirmed that the goal of vocational rehabilitation is to allow persons with disabilities to obtain or maintain work positions. appropriate to their physical, mental or psychological conditions, and work to develop the effectiveness of their job performance in order to integrate them more into the socio-economic system.

It means those services that aim to prepare the disabled to work in a profession that suits their abilities and enable them to integrate into the environment in which they work, and then provide them with the skills and habits required for work, which helps them to adapt psychologically, socially and economically.

Stages of social integration for the disabled:

1- The stage of rejection and isolation: This stage was characterized by the prevalence of some false beliefs about the disabled, which often led to their rejection and isolation from society, and in some extreme cases they were eliminated by killing them. Among the wrong beliefs that were common and led to previous practices, the disabled carried Among his sides is a demon or an evil spirit, or they are a punishment from the gods for the family.

2- The stage of institutional care: in this stage, societies began to take care of the disabled for religious reasons based on the principles of goodness and charity. This care was represented in

housing the disabled in institutions isolated from society, providing them with food, drink, clothing, shelter and primary health care, and in later periods these services were taken. Institutions in establishing some internal educational institutes and centers for the disabled, where training and care are provided within these centers away from the family and without their participation or interference. In most cases, the disabled person spent his entire life inside the center, and for about a year governments, local authorities and society remained not directly concerned with the disabled child, and the view remained of him as a source of defect or problem specific to the family, trying to hide it as much as possible.

3- Rehabilitation and training phase: This phase witnessed a change in the perception of the disabled and societies became interested in them in one way or another, and the services provided to them were no longer limited to simple care and training, but rather aimed at educating them and preparing them for useful work, and the social view towards them was no longer focused on aspects of Not only their disability, but they took into account their capabilities and potentials, and at the beginning of this stage the prevailing philosophy continued to provide services through large institutions or special centers, and after the spread of compulsory education, some classes for the disabled began to appear in regular schools, and often The special classes were not the result of the community's sympathy and its quest to find alternatives that are less isolating, but rather it was the result of isolating people with simple disabilities from the regular classes in special classes so that the teacher avoids more burdens and pressures in the class and to avoid negative impact on other students n. At this

stage, the use of intelligence tests is common. To classify students into different study groups and put some of them in special classes.

4- Inclusion stage: This stage is characterized by the fact that the human society has become more understanding, as disability is no longer seen as a mere problem for the person, but rather as a result of the functional relationship between the individual and his environment, the concept of inclusion appeared clearer than it is through the slogan of the International Year For the disabled (1981) “equality and full participation” and through the concept of “a society for all.” The two previous concepts refer to the responsibility of society towards its disabled members, and the change of society to suit the requirements of all its members. The Universal Declaration of “Education for All” crowned the most prominent features of this stage.

Challenges:

1. The lack of equal opportunities to receive education among the marginalized and the handicapped, due to poor capabilities and social marginalization. The marginalized and handicapped groups often face systematic discrimination resulting in obstacles that prevent their full enjoyment of their rights, including the right to education, which robs them of People have the ability to use their full human potential and energies to contribute fully to their communities and society in general.

2. Weakness of the adequacy of educational programs provided to the disabled in their educational institutions, as they were originally intended for ordinary learners with the lack of specialized educational cadres to work with them, in addition to the scarcity of educational programs that suit the nature and degree of disability, and the lack of facilities, aids and educational means that help in their education, which are provided by the existing authorities on the education process in society.

3. The lack of knowledge of many marginalized and disabled people, especially in rural and remote areas, about their rights and their importance to them and their society. Therefore, enacting legislation and laws alone is not sufficient as long as these groups are unaware of their rights due to illiteracy and ignorance applied to their members.

4. Not providing special sections for the disabled that are integrated into the educational institutions for the ordinary, or if it is possible to provide special educational institutions for them and teachers specialized in their education according to the type of impairment, taking into account the adaptation of

curricula and teaching methods to the capabilities and capabilities of the disabled and the nature of the disability.

5. The apparent lack of funding for activities and projects that support the development of the level of education among the marginalized and the disabled, the scarcity of services provided, and the lack of training and rehabilitation opportunities in all areas, including the field of educational services.

6. Continuing war and political instability, which led to the absence or absence of security, and thus the inability to reach the largest number of members of society to provide the educational services they need.

7. The very low level of awareness of community members towards the issues of the marginalized and the disabled, and the extent of their need for programs and activities, as well as the spread of false beliefs about the marginalized, which were produced by the racist view of community members.

8. The complex geographical distribution of Yemeni society, where we find the districts, villages, and isolation are very sprawling and far apart, and there are no paved roads and means of transportation, which constitutes an obstacle to the provision of many projects and services, including education services.

9. The apparent lack of research and studies related to the issues of the marginalized and their problems in our Yemeni society.

Conclusions:

1. The increase in poverty and unemployment rates in Yemen due to the conditions that Yemeni society is experiencing.
2. The increase in the number of the marginalized and the disabled, given the local conditions of the increasing number of poor, armed conflict, child labor practices, violence and abuse, and the spread of the Corona epidemic, which draws attention to the importance of taking concrete action on the ground that would solve or reduce the problem.
3. The high dropout rates among the marginalized and the disabled due to the war, the increase in the rate of poverty and unemployment, the weakness of the educational system, the dispersal of the population, insufficient public funding, and the lack of institutional capacities to provide education services efficiently.
4. Failure to activate the legislative laws relating to the rights of the marginalized and the disabled in all aspects of life in general, and their right to education in particular.
5. Systematic social discrimination against the marginalized has limited their access to education, health care, housing and meaningful work.
6. The absence of official statistics for the number of marginalized people in Yemen.
7. The low level of education among the marginalized and the spread of illiteracy compared to other groups who are not marginalized, as this group considers the priority of livelihood first, then education.

8. The marginalized suffer from poverty and unemployment on the one hand, and low health services on the other. They complain of the deterioration of their health conditions due to their residency in neighborhoods and areas that lack basic public services and the necessary health services compared to the neighborhoods in which the rest of the other groups live in which good services are available.

9. Funding constitutes a significant obstacle to the design and delivery of sustainable educational programs for the marginalized and the handicapped, and the development of national capacities over time, and this requires comprehensive - long-term - training for national cadres.

Recommendations:

(a) Recommendations relating to the marginalized:

1. Obliging the state to set plans and adopt just national policies that guarantee the right of the marginalized to obtain adequate housing, basic services, education opportunities, free health care, employment opportunities, protection and social care, in a manner that guarantees every human being the right to life, living and human dignity as an inherent right, and ensuring its respect and protection is a mandatory duty of all authorities Country.

2. Enact a constitutional text that prohibits and criminalizes all forms of discrimination, slavery and servitude to individuals and groups belonging to racial, ethnic, religious and linguistic minorities. The state is committed to issuing all laws and

legislations to achieve this and to achieve equality among all groups of society.

3. Enact a constitutional text that guarantees the right of marginalized people and minorities to participation and representation at a rate of 10% of public jobs and to hold leadership positions in the civil and military bodies and representation in councils and elected legislative bodies. The state guarantees the issuance of the laws and legislation necessary to achieve this and to ensure their participation in public, civil and political life Access to industry and decision-making positions in all state institutions.

4. The need to take into account the characteristics of the marginalized and the disabled and their priority needs during the preparation and design of programs and projects supporting them.

5. The state should ensure the establishment of independent national bodies to protect the rights of minorities and groups belonging to ethnic and religious minorities, and the state takes all legal measures and legislation to achieve this, and harmonizes them with all international covenants and treaties related to the rights of minorities, including the marginalized.

6. The post-conflict government should implement a comprehensive national strategy to improve access to education, health, housing and public services for marginalized communities, and should provide opportunities for technical and vocational training to improve employment opportunities for them.

7. The government must include the Marginalized among the beneficiaries of the Social Welfare Fund, and this would contribute to alleviating extreme poverty in the Marginalized community.

8. Countries, donor institutions, and humanitarian organizations must insist on including the marginalized in the programs they support or implement in Yemen, and they must take steps to ensure that humanitarian and development assistance programs reach marginalized communities, for example through cooperation with civil society organizations that represent the marginalized.

9. Paying attention to the homes of the marginalized and introducing the necessary services to the neighborhoods in which they live, including water, health and educational services, through the concerned authorities in the Ministry of Social Affairs and Labor, the Ministry of Health, the Ministry of Education, and the cooperation of NGOs and local councils in the governorates.

10. The introduction of educational services to the marginalized neighborhoods, especially the neighborhoods far from schools, so that the children of these neighborhoods cannot attend school for all levels.

11. Providing job opportunities for the marginalized and poor families through productive income-generating projects, the Social Fund for Development, public works projects and other civil bodies and private sector projects, including anti-poverty projects in governorates and cities.

12. Focus on basic education for the marginalized and literacy programs among them through the Ministry of Education, NGOs and local councils, and work on exempting students from tuition fees and providing them with food aid, including girls.

13. Providing the necessary loans to the marginalized due to the spread of small income-generating projects, including handicrafts and projects that enable them to improve their incomes, and work to reduce the strict rules on loans according to the special circumstances of these groups.

(b) Recommendations relating to the disabled:

1. The necessity of activating international legal obligations, which oblige states to cooperate in ensuring the rights of the disabled in all areas of life in general, and in the field of the right to education in particular.

2. The necessity of developing and activating national punitive legislation to ensure tougher penalties for anyone who tries to exploit people with disabilities, whether at the individual level or at the level of civil development organizations and institutions.

3. The government should endeavor to put in place laws that would contribute to providing a barrier-free environment for the natural inclusion of persons with disabilities in society, through freedom of movement and the use of various means of communication, and emphasizing the right of persons with disabilities to obtain an education appropriate to their abilities. In order to improve opportunities for the development of their capabilities, independence and participation, by providing an

appropriate and comprehensive environment that contains various aids, cadres and qualification means to serve them.

4. Establishing an accurate database on persons with disabilities, provided that this data includes statistics and addresses of persons with disabilities in order to facilitate communication with them and the delivery of services to them.

5. Adding tasks to the tasks of the disabled, which is to follow up on the cases of people with disabilities, in addition to carrying out awareness and rehabilitation courses for parents of the disabled, in order to familiarize them with their most important problems and needs and how to alleviate their suffering.

6. The state must allocate specific budgets to advance the rights of persons with disabilities in society, as most of their rights require financial costs that require the government to identify and include them in its strategic plans and annual budgets.

7. Providing many educational, vocational and training opportunities and services for the disabled in proportion to the type of disability, which enables them to adapt to the new lifestyle.

8. The Ministry of Education should establish vocational and technical education facilities that have the capacity to provide services to persons with disabilities in both rural and urban communities, and coordinate with the Ministry of Civil Service and Insurance to employ persons with disabilities to work in the school system as school teachers as well as to work in any program Linked to comprehensive or special education.

9. Activate and issue legislation that guarantees the right of persons with disabilities to social integration and equality with the rest of society, and work to activate and issue national laws that guarantee the enrollment of persons with disabilities to enroll in education in regular schools.

10. The need for the various media to play an active role in improving society's attitudes towards persons with disabilities, through awareness raising, publications, seminars, and so on.

11. Encouraging research by the state, civil society organizations and specialized institutions (care and rehabilitation of persons with disabilities), especially experimental and laboratory research, in the field of persons with disabilities in order to identify more of their problems, so that the programs of care, guidance, rehabilitation and social and psychological services for them can be modified and improved.

12. Providing large areas of buildings that are rented or built by associations, so that the disabled can practice various types of physical sports for the purpose of breathing and entertainment, due to the difficulty of their movement independently, and the difficulty of training in clubs far from their homes or in open spaces.

13. The necessity of organizing educational and guidance programs for persons with disabilities, which include targeted cultural seminars and the practice of hobbies, which allows them to have a greater ability to invest their energies and positive potentials, and their self-understanding.

14. The Department of Comprehensive Education should be interested in conducting courses for teachers and students without disabilities in integration schools on how to learn different communication skills with persons with disabilities.