Tanmia Wa E'emar
(Development and Reconstruction)
Scientific Journal

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Tanmia Wa E'emar (Development and Reconstruction) is a research journal that deals with human and applied research and studies on development, reconstruction, community coexistence and peace, and aims to achieve the concept of scientific research in line with the development of knowledge and the scientific and technological revolution. This concept is to embody the partnership and cooperation between the academic and institutional efforts for the various local developmental areas, reaching as well the regional and international level through the following:

1. Creating a documentary set (research, studies, papers) in the social and practical developmental sciences.
2. Building a partnership through cooperation and partnership agreements with local and international bodies sharing the same interests.
3. Publishing relevant experiences to keep pace with scientific and specialized developments in the various developmental fields and peace.
4. Presenting studies that contribute to the advancement of the functions of institutions and bodies concerned with the areas of comprehensive development
5. Publishing research and studies that meet the conditions of publication in the fields of studies and scientific research in various developmental fields and specializations in both Arabic and English languages.
6. The journal publishes summaries of university research that have been discussed and approved in the field of reconstruction, development and peace, provided that the abstract is prepared by the researcher himself/herself.

Admission Conditions (Research, study, developmental Report, scientific paper):

7. The study must be characterized by the originality of the presentation, with the respect of the scientific research methodology recognized in the fields of study, research, human sciences and administrative fields as well as the natural (developmental) sciences.
8. The research must be written in a proper language, taking into ac-

count the rules of control, and it must be free from linguistic, grammatical and typographical errors.

9. The research mustn't be published or submitted for publication in another journal.

10.

11. The researcher must submit his/her research in a soft copy in a WORD file by e-mail.

12. The drawings, figures and graphs (if any) must be well presented, include titles and necessary explanatory data, and their dimensions and sizes should not exceed the page margins.

13. The number of the introduction words must not exceed 20 words.

14. The summary words in Arabic language must not exceed 200 words, and must not exceed 250 words in the English language.

15. The key words must vary between 2 to 5 words.

16. In the event that the researcher uses software or measurement tools such as tests, questionnaires, or other tools, he must provide a complete copy of the tools he/she used if it is not included in the body of the research or not attached to its appendices, and he/she must indicate the legal procedures that allow him/her to use them.

17. The number of pages of the research in its final form, including the abstract, references and appendices must not exceed forty pages with the following specifications:

- The space between lines should be 1.5 cm.

- The Arabic language writing size should be 14 written in (Simplified Arabic) and the titles in bold font style.

- The size of the English writing should be 12 and the titles should be written in (Times New Roman) bold font style.

- The page margins should be 2.5 cm on all sides and the page number should be at the bottom of the page in the middle. The research must show all the sources and references in the reference list, so that Arab and foreign references, if any, be listed as follows:

An example of documenting a research published in a journal:

In the list of references: Kokaz, Faisal Saddam (2019): Peace, Community Coexistence and a Course in Comprehensive Development and Overcoming Crises, Issue number 7 p. 65 to 90.

In the text: (Kokaz: 2019)

Example of documenting a book:

Abu El-Nasr, Medhat (2017): Sustainable Development (Concept - Its Dimensions - Indicators), Arab Group for Training & Publishing, Cairo, Egypt.

1. The sources and references in the research are documented according to the documentation methods recognized in the human and natural sciences. Documentation is done in the text by stating the last name and year of publication. The researcher should avoid writing the name of the reference in the margin, which, by following the APA system, is taking into account that the sources and references order is listed from the newest to oldest, followed by all links to the sites at the end of the list.

Publication Conditions in Tanmia Wa E'emar Journal:

1. The topics must be compatible with the goals of the Yemen Information Center (YIC) and relevant within the context of areas of development - community coexistence and peace - areas of reconstruction.

2. The topics must adhere to the basic criterion, which is the objectivity of the scientific presentation, and the researcher's impartiality in dealing with them.

3. The researcher must adhere to what was stated in the paragraph (Conditions of accepting the subject for publication: p. 3), and in the paragraph (Types of Research and Studies, p. 4).

4. A written consent is attached to the research by the researcher or researchers to transfer the copyright to the Yemen Information Center

(YIC), and the researcher has no right to publish it anywhere else.

5. The researcher bears full legal responsibility of the content of the topic, and the journal disclaims its responsibility for any rights loaded with the content that may expose the researcher to legal accountability.

Note: In the event that the research or study fulfills the conditions of publication in the journal, publication will be made free of charge, and there is a material prize for the best research or study, in addition to the medal of excellence in the annual conference of the center.

The Researches and Topics Respect the Following Methods:

First: Field Research

- The researcher submits a summary that includes the general objective of the research or study in which he/she mentions the main themes that have been addressed, along with a brief review of the most important conclusions, recommendations and proposals that have been reached.

- Field research should contain an introduction in which the researcher clarifies the nature of the research and the justifications for carrying it out, indicating the nature of the problem and the extent of its impact on the developmental reality and peace, and briefly clarifying what previous research has shown about this problem. This is followed by a presentation of the study questions or hypotheses through which a solution to that problem can be reached, then the researcher presents the limits of the research in which the results of the study were generalized, and then he/she mentions the semantic definitions (the concepts and terms contained in the research).Then he/she reviews the most important and most recent studies related to the topic, analyzes and discusses them, clarifying his/her comments on them. This is followed by a presentation of the research procedures and methodology followed, then a description of the research community, its sample, the type of tools used in collecting the data, and determining the extent of its validity and stability, then presenting the results of the research and discussing them and the

recommendations and proposals it reached. The research concludes by listing the sources and references on which it relied.

Second: Theoretical and Interpretive Research

- The researcher gives a summary that includes the general objective of the research or study in which he mentions the main themes that have been addressed, along with a brief review of the most important conclusions, recommendations and proposals that have been reached.
- The researcher presents an introduction to the research in which he/she clarifies the nature of the problem or topic under study, with determining the importance of the research and its role in adding new to previous knowledge, followed by a presentation of the topics to be analyzed and discussed so that they are arranged in a logical manner with what precedes or follows it as topics that lead in its entirety to clarify the general idea that the researcher aims to reach, provided that it includes conclusions, recommendations and proposals to solve the problem or remove the ambiguity surrounding the topic under discussion. Finally, the researcher attaches a list of the sources and references he/she relied on.

Scientific Paper:

A brief summary must be presented in which the researcher explains the purpose of the scientific paper, the results, and the most important terms (key words), then an introduction is presented that shows the problem that is related to the developmental aspect and its role in addressing it for the topic under study and their importance, followed by a presentation of the terms of the paper in a sequential and interdependent manner. Discussing and analyzing them in a scientific and logical way in order to clarify the general goal that the researcher seeks to achieve, and the researcher can use various means such as photographs, maps or graphical figures to enrich the topic and clarify it in a better way, after that the researcher will present the results of the scientific paper, then it is discussed, analyzed, and the relationship between the findings of the

paper and the theories related to the topic under study is clarified. After that, the researcher concludes the paper with a conclusion in which he/she mentions his/her findings in a clear and summarized manner, and attaches it to the list of sources and references he/she relied on.

Developmental report:

An executive summary is presented in which the researcher briefly explains the purpose of the report and his/her findings, provided that the report includes an introduction explaining the importance of the topic, then the terms of the report are presented in a logical and clear manner, and it is concluded with a comprehensive explanation of the results and what he/she can add to the field studied, then a brief conclusion with an attached list of the sources and references that have been relied upon.

All correspondence related to the journal shall be addressed at the following address:

Introduction:

Written by the Editor-in-Chief

Prof. Dr. Fathia Mohamed Bahshawan

The issue of the development is a preoccupation for all developed and developing societies in the world alike, on the basis that achieving it is a basic goal. In fact, Yemen is one of the countries that pays great attention to development and its issues.

The development is considered a voluntary, planned and conscious process that seeks to evolute and advance society, as well as to improve its conditions in various fields, in cooperation and coordination between the government and citizens. Indeed, community development is based on two important factors; the role of the people to be engaged in voluntary work to improve the conditions of their local communities by opinion, efforts or money, and the second role is played by the official authorities in providing all that is required to ameliorate the conditions of those communities, such as taking care of all their resources and working on their development to ensure their proper functioning such as paying attention to all its resources and moving forward towards progress, and this depends on the integration and solidarity of the official and civil efforts.

"Tanmia Wa E'emar" (Development and Reconstruction) magazine is concerned with community development and peaceful coexistence as they are the basis for achieving security stability and enhancing sustainability opportunities, and for reaching peace in society to ensure its stability and continuity as social peace is the one that preserves the souls, beliefs and rights and achieves harmony and peace among the components of one society.

The fourth issue that lies in your hands includes various researches in terms of topics; the first research sheds light on the reality of displacement in Hadhramaut, the extent of providing public services to the displaced, identifying the problems that they suffer from, and knowing the psychological, social and economic effects that affect them, and their impact on the individual, family and society.

The second research is on the requirements of the quality assurance and school accreditation in general education, addressing the extent to which the quality of general education outputs in Yemen has been improved by defining the requirements for their application, and then the research presented a suggested visualization for its application in the basic and secondary schools to reach high quality education.

The third topic in the issue is a developmental report that includes a theoretical background on the conflict in Yemen and its fields. It also touched on the obstacles and requirements of the reconstruction process, then presented a proposal on the mechanisms for the reconstruction in Yemen.

In conclusion, we wish the readers and those interested in the materials of development and reconstruction to enjoy and benefit.

Yemen Information Center
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The Displaced in Hadhramaut: Problems and Impacts

Social Study

Prof. Dr. Fathia Muhammed Bahshawan

25 June 2021

Study summary

The study aimed to identify the reality of displacement in Hadhramaut and the extent of providing public services to the displaced, highlighting the problems they suffer from, and identifying the psychological, social and economic effects on them, and their impact on the family and the individual. In order to achieve these goals, the current study adopted the descriptive analytical approach through the social survey method on the sample, and the researcher used the questionnaire tool to collect data, as this study was applied to a group of displaced families located in two camps in the city of Mukalla, which are Bwaysh and Ibn Sina camps, noting that the number of samples reached 53.

The study found that the main reason for displacement is the ongoing conflict in different regions of Yemen, and this has contributed to the lack of many displaced families from many basic services for life such as water, electricity and health services, as well as many children are deprived of completing education due to the lack of identification papers related to their educational levels, and the results of the study indicated that the absence of men in the refugee camps pushed some of the women who are in charge of supporting their families into being marginalized in the process of managing family affairs like distributing food so that they are isolated from camp management committees. In addition, the study showed a high rate of poverty with the spread of unemployment in the areas hosting the displaced, and the spread of some negative phenomena such as beggary, theft, kidnapping and others.

Introduction:

The problem of displacement is one of the problems that trouble the human conscience, and even one of the challenges that the international community has been facing for a long time. Today, this problem has become one of the most serious issues, especially with the increase in the number of refugees due to the multiplicity of reasons for asylum and displacement and their increasing. These groups are subjected to repeated suffering and violations of their rights in light of the weakness of the international protection mechanisms towards these groups, the failure of the international community to carry out its responsibilities towards refugees and displaced persons, and finally the entry of the humanitarian problem into the circle of states' interests.

Conflicts are human phenomena that as old as existence, and has been around forever. It has taken on an escalating character characterized by extreme violence and weakening its participants. The war also has devastating impacts on various aspects of life and exacerbates its effect on women, especially the economic effects and the increase in poverty rates among families.

There is no doubt that everyone is harmed in conflicts, each according to his situation. Men are preoccupied with conflict and their absence causes disruption in the family and the social fabric, while women and children are particularly affected. In all conflicts, sanctities are violated, the conflicting parties cross all red lines, and many physical and sexual crimes and other heinous crimes are committed.

Yemen has been suffering in most of its regions from tragic conditions since the start of the internal fighting and external interference. Many of the population were subjected to various types of violations and violence under the weight of the prolongation of the crisis and conflict in the country, which harmed the interests and capabilities of the Yemeni people, in addition to the killing and injuring of thousands of civilians, most of whom were women or children, and the destruction of homes as a result of the internal war. A report issued by the United Nations Development Programme stated that the conflict in Yemen has caused a twenty-year decline in human development. This ongoing conflict since 2014 has had devastating consequences, including the

deaths of about 250,000 people directly as a result of violence or indirectly due to the lack of health care and food shortage. The conflict has wide-ranging negative effects that make Yemen among the most conflict-devastating countries(2019 :الأمم المتحدة) .

The ongoing conflicts have led to the displacement of thousands from hot spots, and as a result of this displacement, many women have been subjected to violations or violence, in addition to the loss of property or housing, psychological or physical suffering during the process of displacement to camps that lack the minimum means of decent living such as housing and food, or the lack of health services and loss of privacy in the camps, which are characterized by the cramming of a number of families in a tent or in one room, or using one water cabinet. Many psychological problems have also emerged, which are cases of psychological pressure that exceed the human ability to bear and return to a state of permanent balance after that, and their impact on children is more than others. In addition, the psychological effects of conflicts differ among the people who experienced them, either directly or indirectly, and their reactions vary by the extent to which they interact with and are affected by the event.

Hadhramaut governorate is one of the governorates that received large numbers of displaced people. Since 2015, it has been a destination for those forced to leave their areas. In the same year, it received the displaced of Aden and Abyan, whose number exceeded 50,000 IDPs (Statistics of the High Relief Committee in Hadhramaut Governorate: 2015). Hadhramaut is still receiving displaced families from conflict areas, while the total number of displaced families in the coast and valley of Hadhramaut reached 8,831 families, equivalent to 41,957 individuals (الوحدة التنفيذية لإدارة مخيمات النازحين، صادر في يناير: 2021)

With the increase in the number of displaced people to different areas, and some areas in particular, this clearly causes pressure on the resources of the areas to which they have been displaced, especially with the poor economic conditions that the country suffers from in general, which affects the quality of services in particular.

This study deals with the displaced in Hadhramaut, the problems they are facing, and the consequences of their displacement.

Study problem:

Displacement is one of the modern social phenomena that have occurred in human societies and caused a loss of security and safety and a world that lacks the most basic elements of normal and social life. The separation of the individual from his society or the environment in which he grew up and the temporary refuge in a different society and unfamiliar culture is a problem that entails the adoption of new structures that may be different of the previous life, leading to a lack of adaptation and social and psychological incompatibility, and the emergence of problems for individuals and families and the serious and semi-permanent social, economic and psychological consequences thereof.

Among the negative effects are the economic costs resulting from the displacements represented in providing emergency social assistance and general services to the displaced such as tents, food, water, health care and education, as well as the capital costs that can be provided to the displaced, such as building housing complexes, schools, clinics and other infrastructure that the displacement area cannot meet all the needs of the displaced.

It is possible that the effects of the increase in the displaced people's demand for public services will be negative on the host community, which is reflected in the decrease in the quality of services provided and pressure on them, and there could be multiple negative effects in the future on some economic indicators such as higher prices, wages of workers, rent of housing units and other indicators of human development, and this is what happened in Hadhramaut. As a result of the armed conflict in Yemen, Hadhramaut governorate, the largest governorate of the Republic of Yemen, has witnessed a tragic and stifling situation that lies in the exacerbation of many crises in the humanitarian, service and health aspects and others, due to the influx of displaced people to escape the conflict in some of the cities from which they came, such as Al-Jawf, Saada, Amran and Hajjah, Hays, Tihama, the West Coast, Ibb and Taiz.

Hence the problem of the study, which is represented in studying the

conditions of the displaced in Hadhramaut, the problems they face in the displacement community, and the effects of displacement, whether on the host community, on displaced individuals or on families, arised. The study problem was developed in the following main question:

What is the situation of the displaced in Hadhramaut, the problems they face and their effects on the family, the individual and society?

A number of sub-questions emerge from this main question:

- What is the reality of population displacement and the extent to which the provision of public services to the displaced has evolved?
- What are the problems encountered by the displaced in the displacement community?

The Importance of the Study

The importance of this study stems from the fact that it is the first scientific study, according to the researcher's knowledge, that sheds light on the displaced people in Hadhramaut, and it comes in light of the scarcity or perhaps the absence of such studies in Hadhramaut. The study will contribute to the knowledge of a problem which effects have become clear on displaced families as a result of displacement, insecurity and the transition to a new environment that may be inappropriate, bounded by anxiety, constant tension and loss of property, in addition to a review of the social, economic and psychological problems and effects of the displaced in the displacement community, and analysis of quantitative data and quality.

Objectives of the study:

The main objective of the study is to identify the conditions of the displaced in Hadhramaut and the problems they face and their effects on the family, the individual and society. Sub-goals emerge from this objective:

1. Identifying the reality of population displacement and the extent to which public services are provided to the displaced people.
2. Shedding light on the problems faced by the displaced.

3. Identifying the psychological, social and economic effects of the displaced, and their impact on the family, the individual and society.

Study Concepts

Displacement Concept:

Linguistically, the word "displacement" in Al-Ain dictionary goes back to the root (displace), meaning move away, and the house was displaced, which means it has "moved away," (الفراهيدي؛ المخزومي، (162 And in the Mu'jam Maqayis Al-Lughah (Arabic dictionary) the word "Displace" refers also to move away. And "the house was displaced" which means moved away, and "a displaced country", and "the water was displaced" which refers to the water scarcity. It is said: I have displaced the well: I drew all of its water .(418 :1979 ،الرازي؛ أبو الحسن) .

Conventionally, displacement is defined as the permanent or temporary movement of individuals and groups within the same state from one governorate to another and from one local community to another. That is, displacement is when a person leaves his area to settle in another place.

The phenomenon of displacement is a demographic, social and economic phenomenon, which is directly affected by various internal and external factors, as well as by political conditions as well, especially conflicts, which are among the most important factors and causes of the phenomenon of displacement.

Many scholars and researchers used the concept of displacement to describe the population who was obliged to leave their homes forcibly from a place of settlement to another place of migration within the country (7 :م2007 ،جركوج).

Al-Shamiri (2015) defined it as a mass movement due to conflict, unemployment, or starvation carried out by the people to escape the bombing and hostilities that push them to forcibly move

(14: 2015 ،الشميري) , and in another definition (2011) it is the process of fleeing entire communities, as if they are regions, villages, or cities

of all age groups, forcibly and suddenly as a result of emergency circumstances, from their places of residence to alternative housing within the same country that is prepared by self-efforts by this country or with assistance from other countries (الشميري، 2011: 115-116).

Others define the displaced as a group of people who have been forced to flee, or to leave their homes or places of habitual residence, or who have been forced to do so as a result of armed conflict, general-impact violence, human rights violations, natural or man-made disasters in an effort to avoid the consequences, and who have not crossed the recognized international borders of the State. IDPs were also defined as people who left their homes or their ordinary places of residence and have been forced to do so in order to avoid the effects of the conflict or as a result of the outbreak of violence (حمادي، 1985م، 159).

Procedural Definition of Displacement:

Displacement is when a person moves from his place of residence in his homeland to another place within the scope of his homeland to settle elsewhere in search of security and stability; and the displacement may be due to conflicts, wars and natural disasters.

Theoretical Framework

First : Types of Displacement

Displacement is one of the phenomena that result from conflicts, disasters and wars, and it varies into:

- **Prolonged Displacement:**

The displaced has to live for a long period of time suffering from forced isolation from his origin country without a glimmer of hope of return. And when they stay for long periods, their needs may disappear, and the challenges and problems facing people change with time, whether with growth or aging, and as years pass, they fall into oblivion and long moral stiffness away from home.

- **Optional Displacement:**

It is the movement of many displaced people from their areas to other areas to earn a living that is not available to them in their original areas, and throughout history, a large number of displaced people have returned to their homes after they earned enough money in those areas.

- **Forced Displacement:**

It is one of the most detrimental and immediate effects of disasters and conflicts, and in some cases even before any danger has occurred, facilitating the movement of the scheme is one of the most effective ways to reduce deaths and injuries, but having to flee the home, especially when return is not possible until unknown period, tends to humanitarian needs and exposes people to increased risks associated with their displacement, making them more vulnerable to future disasters.

Displacement, whether short or long-term ones, poses many challenges in terms of provision of basic services, social cohesion, and individual and collective well-being; as high levels of displacement affect sustainable development and undermine development gains on a large scale, especially if the needs of those affected are not adequately met (تقرير الأمم المتحدة، 2008م: 7).

Displacement Reasons:

There are many reasons behind the displacement of individuals to areas other than their original homeland, including:

The absence of the rule of law, and the lack of commitment by states, governments, and non-governmental or quasi-governmental groups to the Charter of the United Nations, human rights charters and international conventions at the national and international levels(سلمان؛ فرج، 2017م: 11)

− Weak security and stability caused by civil wars
− Lack of freedoms
− Feelings of persecution and fear of fate
− Environmental disasters such as drought, desertification, earth-quakes...etc., which are exposed to certain areas within the same

country.

- Some areas were subjected to ethnic cleansing as a result of the civil war
- Local and regional conflicts in some regions, such as the wars in the Middle East, South Africa, and the former Yugoslavia.

Occurrence of famine in one area, forcing its owners to move to other areas(خمس، 2016: 47)

- Problems Facing IDPs

One of the most important problems that IDPs face is the need for shelter, followed by employment and food. The majority of IDPs live in rented houses, but their financial resources dwindle with time and rents rise. Others live with families or friends in crowded conditions, and some live in collective settlements or public buildings, and they are subject to eviction by local authorities or property owners, and hundreds of thousands of them live in camps.

These living conditions lack basic needs such as clean water, sewage networks, and electricity, which has made them a major factor in the humanitarian crisis facing the internally displaced, in addition to the deterioration of health care for these displaced persons, which increases their incidence of serious diseases (مركز الدراسات الاستراتيجية والدولية، د.ت).

Forced displacement also leads to many problems, the most important of which are:
1- Disintegration of the social fabric and the strengthening of the spirit of counter-violence.
2- Weakening the educational and cultural level.
3- Spreading of many destructive manifestations associated with crime.
4- Continued political and economic instability.
5- Disintegration of good values and the spread of the negative ones, revenge, and values that violate Islamic law.(هيغل، 2016).
6- Low level of health, and the high rate of loose labor (children).
7- High rate of unemployment and the increase in the poverty rate.
8- Spreading of marginal and parasitic occupations.

Displacement Effects

Conflicts often affect the individual, the family, and the society. In many respects, economic, social and psychological destruction is caused, and the human beings is greatly affected. They may feel powerless and unable to work, and they make them self-minded, giving up on their future, their lives and those around them. So they cannot contribute to the building of their society affected by the many frustrations of conflict disasters. As a result of the displacement of individuals or communities, the economic, social and psychological aspects have been affected, and this is explained in the following:

Social Effects:

Conflicts affect people directly. It leads to family fragmentation, forcing people to leave their homes and flee to other places in the hope that they will be safer. The social effects include:

1- Widowhood and loss of a spouse:

Widowhood changes the social and economic roles of women at home and in the community, impairs women's personal security, identity and capacity, and changes the structure of the family. The wives of the missing suffer from the problems experienced by widows, but without an official recognition of their status which create many psychological problems for them

2- Increase number of families headed by women:

In the context of the absence of heads of displaced families in refugee and IDP camps, many women find themselves heading their families and becoming the only responsible for managing their families' affairs. At the same time, they are marginalized, which hinders the process of managing their families' affairs by distributing food, isolating them from camp management committees, and in many cases even looking at them as victims only and not as heads of their families.

3- The emergence of defects in the division of social work:

For most female-headed families, alternative sources of income are out of their reach. If there are several people responsible for the family, they can divide the work tasks among them, but for a woman who is the only one in charge, it is often impossible for her to perform all these tasks. In addition, families headed by women are often subjected to sexual or other exploitations, as a result of economic poverty, lack of alternative means of livelihood or social protection due to the loss of male family members.(الصادق، 2009م:17-20).

4- Effects of conflict on children:

Studies conducted by UNICEF on the impact of conflicts on children have proven that one million children have been killed around the world due to conflicts, 4.5 million children have been disabled, millions have been displaced, and tens of millions have suffered from bad psychological conditions that have led them to depression, which directly leads to losing their educational future and depriving them of their childhood. They get used to hearing loud and frightening sounds that create an atmosphere of panic and depression, in addition to the diseases they are exposed to due to the lack of health, psychological and physical care, which exposes them to malnutrition and infection with some transmittable diseases due to the lack of hospitals and a safe health service (الحسن، 2013).

Despite all the warnings, the bitter reality of childhood in the world is increasing and worsening. In some countries, the majority of them are plunged into the fields of conflict, where they are exploited, mutilated and killed without pity or mercy, and there are children under the age of seven who are forced to join the ranks of the fighters and take part in the battles. Among the social effects on them are:

− Homelessness, as a result of family loss or family separation.
− Child exploitation (CHILD ABUSE)), and the increased rate of child labor due to the loss of father and older brother and the inability of the mother alone to sustain or earn a living.
− Disabilities, due to lethal weapons such as landmines that do not differentiate between civilians and military. Many of them have their limbs amputated, which requires high-cost rehabilitation programs

to adapt them to the psychological and physical conditions of disability.

- Spread of a culture of violence, and this usually happens to children in conflict areas, where they are affected by experiencing violence and injustices so a spirit of revenge is born in them. What reinforces the culture of violence are the films and materials broadcasted by the media on the conflicts among different groups.
- Orphanhood, the loss of the father makes the family one of the special cases because the father is one of the pillars of the family; rather, it is based on them and armed conflicts are among the most important causes of orphanhood.

5- **Value Deterioration**

The existence of conflicts, insecurity and normal relations among members of society, makes societies lose the exercise of social control, families lose those abilities, and then the value structure of societies collapses and they lose their advantages or characteristics, especially the defeated societies; This was pointed out by Ibn Khaldun in his theory of the suvservience of the defeated to the dominant party and the adoption of his civilizational and cultural values because defeat on the battlefield is followed by psychological and social defeat.

6- **Poverty**

Poverty is one of the most important effects of conflicts, for the following reasons:

- Many people lose their livelihoods.
- Directing a large proportion of the national income to confront the conflict.
- Damage to the economy and infrastructure.
- High prices as a result of transport risks and scarcity of goods.

Poverty prevents the fulfillment of basic needs, which upsets the individual's internal balance and makes him feel deprived which results hatred towards the rich classes, especially in the absence of methods and means of social solidarity(الصادق، 2009م: 17-20).

Economic Effects:

The economic level is one of the most important categories affected by the displacement process. Many scholars believe that social life is shaped according to the economic and social factor. Among the effects of conflicts on humans and the environment are their impact on the economy as well, through the following:

- Destruction of infrastructure, buildings and facilities.
- Reducing the level of the working class and exposing the state to more foreign debts.
- Disrupting the economic activity of the state.
- The state is exposed to financial inflation, which leads to the loss of public funds, and thus the loss of confidence in the financial systems.
- It makes the state need a large financial cost in order to cover the expenses of the conflict.
- Exposing the state to economic collapse due to the resignation of investors and tourists, and then the decline in the national GDP.(2021 ،الحديد).

One of the important effects of the population displacement process is the flooding of the cheap labor that is not commensurate with the dimension of work, through the displaced population that work at very low wages, which leads to the grumbling of the workers of the country who work in the same professions. Also, under-age groups leave school for the purpose of obtaining income, and this leads to a high unemployment rate in the host governorates and the spread of negative social phenomena such as beggary, theft, kidnapping, prostitution and others.

Psychological Effects:

Conflicts leave many psychological effects, and they differ among people who have experienced them directly or indirectly, and people's reactions vary by the extent of their interaction with the event and the extent to which they are affected by it. During the conflict, individuals try to avoid risks with all their strength and stay alive. Some of them express the state of shock by crying and intense anxiety, and others adopt "postponement", which is the psychological process during which the

individual lives a semi-normal state immediately after the trauma, and the psychological symptoms resulting from the trauma appear after the threat has passed for a while, and these symptoms include acute anxiety, hallucinations, a noticeable increase in movement, absence from the present, sometimes, and a feeling of guilt, noting that these symptoms may turn into physical problems such as stuttering and involuntary urination in young children.(الحديد، 2021).

The psychological effects on children resulting from the presence of conflicts vary according to the age stage the child is going through, which requires dealing with them in a special and different way from others because they are still going through a stage of intellectual, physical, emotional and social maturity. The child's exposure to the pressures of conflicts has many and far-reaching effects because it affects the development and construction of his personality, his internal standards of right and wrong, and affects the control of his aggressive reactions, in addition to the health problems that cause him to affect the nerves.

Many specialists have mentioned the child's lack of awareness, in most cases, of what the situation he is witnessing during conflicts, and on the other hand, the child may not be able to express his pain and sorrows that he went through during that, and his internal conflicts and feelings turn into words that push him to use other methods of expression which may appear in the form of aggressive behavior later.

Second: The Displaced in Hadhramaut

 1- **An overview of Hadhramaut Governorate:**

Hadhramaut Governorate is located on the coast of the Arabian Sea in the eastern part of Yemen. It is bordered on the North by the Kingdom of Saudi Arabia, on the South by the Arabian Sea, on the West by Shabwah governorate, and on the East by Al-Mahra governorate.

The governorate is divided into four distinct geographic regions: the coastal plain, the mountains and plateaus, Wadi Hadhramaut, and the northern desert plain that extends into the Rub' Al-Khali (Empty Quarter) desert.

Its area is estimated at 193,032 km2, and thus constitutes about 30%

of the total area of the Republic, and it is the largest of its governorates by area. The governorate is divided administratively into two parts: the first consists of the districts located on the coastal strip and the highlands, which includes 12 districts, and the other part consists of districts extending along the valley and the desert and includes 16 districts, reaching 28 districts in total.

The governorate is characterized by the diversity of its economic activities depending on its different regions, with the economic activity distributed according to geographical regions; Agricultural activity, in terms of plants and animals, ranks first for most of the population and is concentrated in valleys, especially in Wadi Hajar, Wadi Hadhramaut and other valleys, and its most important products are dates, henna, tobacco, mangoes, papayas, bananas and vegetables, where agricultural crops account for 5.8% of the country's total agricultural production. Many members of the population, who are the Bedouins living on the slopes of the mountainous interior region, the valleys and the central and western regions, is engaged in sheep-farming. As for the coastal plain, its inhabitants are predominantly engaged in fish activity because of its long sea coasts rich in fisheries, which are famous for their high quality. They are also engaged in commercial activity and limited agricultural activity, animal husbandry and honey production. The Hadhramaut governorate has some mineral wealth, including oil fields in the central and western regions, and to a large extent huge reserves of natural gas, in addition to some minerals such as gold.

According to the 2018 population projections, The governorate has a population of 1,582,441. The poverty rate in the governorate is estimated at 61% for the year 2017 AD, according to the Central Statistical Organization (CSO) (Yemen's Economic and Social Updates Bulletin Issue Nᵒ 29, November 2017), and thus ranks fifth in terms of poverty level among the governorates of the Republic(2021 ،الحنشي).

2-   **The Displaced in Hadhramaut**

The humanitarian crisis in Yemen is the worst in the world as a result of the ongoing conflict. A high proportion of people in Yemen face death,

hunger and disease more than any other country. The degree of suffering is almost unprecedented, with 80% of the total population requiring any form of humanitarian assistance and protection, an increase of 84% since the outbreak of the conflict in 2015 AD, and 20 million people needing assistance to secure their food, while 14 million Yemenis are in dire need of humanitarian assistance (2019 ,خطـة الاستجـابة الإنسانية).

During the year 2019 AD, the conflict displaced 11,646 people in December, bringing the total number to more than 413,000عن تقرير) .الوضع القائم، 2020)

The issue of displaced people from the scourge of the conflict in Yemen has come to the forefront of the reports of most international organizations, and in the latest report, the United Nations Population Fund (UNFPA) states that the number of displaced people as a result of the conflict in Yemen has risen to about 4.3 million people, about half of them are women, and 27% of them are under the age of 18, clarifying that three quarters of the displaced in the past three years are women and children.

The conflict escalation in Yemen and the ensuing humanitarian crises have weakened the position of women and girls in Yemeni society, with the result that women's protection mechanisms have almost eroded, increasing their risk of abuse and violence. Approximately 76% of the displaced in Yemen are women and children. In the midst of all the difficulties, women remained strong and resilient. The report adds that in most cases, women bear the burden of supporting their families.

Another report on the situation of the displaced people in Yemen showed that Yemen is still classified as the largest humanitarian crisis in the world, with the displaced still in need of protection, shelter and life-saving relief and health services. As a result of the renewed conflict over the governorates of Marib, Sana'a and Al-Jawf; About 5,000 families were forced to flee their homes, according to recent information on the United Nations Population Fund (UNFPA) (2020 ,تقرير عن وضع النازحين).

The report indicated that the displacement across Yemen has risen to 7% in light of the escalating conflict and the deteriorating humanitarian conditions, and that the current crisis is forcing more people to leave

their homes in search of safety, and that more than three million people live precarious lives fraught with dangers and struggle to meet their basic needs. The report also confirmed that a large number of displaced people is trying to return to their homes, with an estimated increase of 24%.

The report reflected a disturbing picture of the lives of the displaced people, the challenges they face, and the basic needs they lack, primarily food, shelter and drinking water. The displacement is also affecting host societies, as pressure increases on their scarce resources. The majority of the displaced, about 62% of them, reside with their relatives or friends, while others live in inadequate shelters (2016 ،تقرير الأمم المتحدة).

It should be noted that the problem of the displaced people has had a clear impact on the displaced families as a result of displacement. Insecurity and the transition to a new environment may be inadequate and limited by anxiety, constant tension and loss of property, as well as the psychological impacts that affect individuals, significantly women and children. All of which place the society in the face of challenges that emerge through basic needs, including food, shelter and drinking water, low levels of education and services in the camps and low cultural frameworks. The displacement also affects the host societies, increasing the pressure on their scarce resources, leading to a high unemployment rate and the spread of negative social phenomena such as beggary, theft, abduction, prostitution and others.

Thousands of displaced people have flowed into the Hadhramaut governorate, coming mostly from the southern governorates (Aden, Abyan, Lahj, and Al-Dhale), and were distributed in homes and camps for the displaced in Seiyun, Mukalla, and Tarim. The local authorities announced that the number of displaced people had risen to more than 50,000, with children and women representing about 80% of the volume of displaced people in the camps.

According to the information provided by local relief organizations, there are about 14 camps on the coast of Hadhramaut "alone" to accommodate the displaced, and the number of displaced people has reached more than 20,000 displaced people living in a difficult situation of poor living services and contaminated drinking water, which makes them vulnerable to multiple diseases (Khoshafah, 2015).

A new wave of displacement began in March 2020, and large numbers of families have flowed from Al-Jawf Governorate as a result of the recent events. This has increased the workload of organizations, particularly in Wadi Hadhramaut, which includes large groups of displaced people in the Al-Abar district, northern Gharan region, to which 680 families were displaced, while the rest of the families went to the main districts of the valley (Seiyun, Tarim and Al-Qatn).

Al-Abr district has the largest gatherings and camps for the displaced, while there are two small camps in Seiyun district, the first in the Maryama area and the second in the Maduda area, and the rest are in gatherings in separate areas of Seiyun. According to the statistics of the March 2020 report of the Displaced Persons Committee of the Civil Society Organizations Union in the Hadhramaut Valley and Desert Governorate, the number of displaced families in the valley exceeds 5,328, of which 2,000 families are in the camps of the Al-Abr District.

The situation of the displaced persons' camps in Hadhramaut portends a humanitarian catastrophe, as the displaced people living in the Al-Abr desert continue to suffer due to the lack of safe drinking water, and more than 5,000 displaced people complain about the difficulty of obtaining water purchased at exorbitant prices.(العيدروس، 2021).

Table 1: Displaced People Camps in Hadhramaut according to Health Cluster Bulletin 2020 AD

O	Camps	Region	Number of Displaced Families
1	Bwaysh Camp	Al Mukalla	60
2	Ibn Sina Camp	Al Mukalla	19
3	Samoon Camp	Ash-Shihr	55
4	Al Khazan Camp	Ash-Shihr	40
5	Maryama Camp	Seiyun	221
6	Maduda Camp	Seiyun	10
7	Al-Abr Camp	Al-Abr	2445
8	Al-Jabiyah Camp	Al-Abr	25
9	Women Bazaar site	Seiyun	234
10	Shahuh site	Seiyun	162
11	Housing and Shafi'i site	Seiyun	84
12	Airport site	Seiyun	45
13	The Marginalized	Ghayl Ba Wazir	314
14	Al Rayyan gatherings	Ghayl Ba Wazir	314
15	Al Ghurfa site	Seiyun	63
16	Al Qarn site	Seiyun	317
17	Al Wahdah site	Seiyun	123
18	As-Sahhir site	Seiyun	136
19	Al Houta site	Seiyun	24
Total			**4691**

Source: كلستر الصحة، محور حضرموت، تدخلات الشركاء، 2020م.

The above table shows the number of IDP camps in Hadhramaut, according to the Health Cluster 2020 AD, which amounted to 19 camps across Hadhramout coast and valley. Many camps lack viable shelter, food, education and health care, in addition to the persistence of sandstorms in the desert camps, as happened to the displaced people camp in northern Al-Gharan in Al-Abr district in March 2020 AD; It was subjected to strong winds that uprooted tents, nets and water tanks,

and destroyed food items, according to reports issued by the Executive Unit for IDPs. 162 families were also affected, and 150 families completely lost shelter out of a total of 680 displaced families from Al-Jawf Governorate, which are included in the camp.

The number of displaced families affected by the rains in Bwaysh camp in Mukalla, Karshum and Muhainam camps in Al-Raydah and Qusay'ir districts reached 103. The damage was in tents and shelter, and food was completely spoiled.

Table 2: Number of Displaced Families in Hadhramaut Governorate in 2020 AD

	District	**Total Households**	**Total Individuals**
Hadhramaut Valley and Desert	Tarim	534	2831
	Al Soom	112	577
	Al-Qatn	165	980
	Amd	89	408
	Seiyun	2347	14,976
	Shibam	95	455
	Al-Abr	2,455	8,660
	Total	5,787	28,887
Hadhramaut Coast	Al Mukalla	1,927	7,309
	Ash Shihr	327	1,752
	Ad-Dees Ash-Sharqia	36	189
	Ghayl Ba Wazir	617	3,097
	Al-Raydah and Qusay'ir	137	723
	Total	3,044	13,070
Overall Total in the Governorate		8,831	41,957

The above table shows the number of families displaced to Hadhramaut Governorate for the year 2020 AD, distributed throughout Hadhramaut. Although the available data indicate that the number of displaced people in the governorate between January and October 2018 AD reached 18,654 (International Organization for Migration IOM), the reality of the situation, observation and viewing shows that the number of displaced people is much higher. Since 2015, Hadhramaut has been a destination for those forced to leave their areas. In 2015, it received more than 50,000 displaced from Aden and Abyan (Executive Unit for IDPs, 2021), and arranged for them the means to return to their areas after their stability.

Hadramaut continues to receive displaced families from conflict zones; The total number of displaced families in the coast of Hadramaut and its valley reached 8,831, equivalent to 41,957 individuals(الوحدة التنفيذية لإدارة مخيمات النازحين، صادر في يناير 2021).

Hadramawt has become a destination for the displaced people from all Yemeni governorates, owing to the security stability it has compared to other governorates, and all Hadhramaut cities - without exception - have become home to thousands of displaced people who live in apartments or with relatives. The increasing numbers of displaced people have clearly strained the resources of the areas to which they have been displaced, affecting the quality of services in particular.

And with the poor economic conditions of the country in general, they have put considerable pressure on the services in the governorate, especially water and sanitation services, health and education services, which made the currently available services unable to meet the increasing needs in light of their weak capacities and capabilities, which requires providing support and assistance to these service sectors in order to maintain the provision of services.

3- **Displaced Issues in Hadhramaut**

IDPs in and outside the camps in Hadhramaut governorate suffer from difficulty in accessing basic services, with a growing need to provide food for all individuals, in light of the continuing poor economic

situation of the country in general and the collapse of the local currency in particular, which has had the greatest impact on the abnormally increase in food prices in general and noticeable deterioration in the services provided.

The results of the multi-sectoral assessment of the governorates, including Hadhramaut, revealed that the population's access to basic services is very limited and does not meet the basic rights of a large segment of the population due to limited access to health care services, water and sanitation, livelihoods and education. Livelihoods are considered one of the basic needs that are rarely met in Hadhramaut for both the displaced peopole or the host community

(الوحدة التنفيذية لإدارة مخيمات النازحين، صادر في يناير 2021).

Women are the most affected by the conflict, as they face many problems such as deprivation of education and early marriage which has increased by 66% of girls

In a recent study (الوحدة التنفيذية لإدارة مخيمات النازحين، صادر في يناير 2021) by the Yemeni Women's Union, it was shown that the percentage of girls who got married before reaching the age of 16 was about 44% of the total sample, and that about one out of every three women in the 25-29 age group got married before reaching the age of 16،(الثور؛ الآنسي 2013.)

Underage marriages have become a form of negative social adjustment to the current situations of crisis and conflict, particularly in displacement societies, threatening the future opportunities for women's participation and empowering them to work in various political, economic and social fields.

Women inside the camp are unable to meet their personal needs, which are not always provided by humanitarian organizations on an ongoing basis, and this has a negative impact on their health, psychological state, and their interaction with the host community. A study to assess and identify the needs of the displaced in the Bwaysh area in Hadhramaut governorate for a number of 75 families showed that women and children are in desperate need of personal hygiene tools and pads, and these things are not available to them on an ongoing basis, as 85% of women urgently need personal hygiene tools; Where

the organizations ignore the special needs of some vulnerable groups in the displaced community, which is a violent denial of basic services. Also, women may be subjected to violence and exploitation as a result of the financial need of their families, due to their main responsibility in taking care of their families and providing their basic needs, in the absence of many heads of displaced households, and the lack of resources and difficulty in securing them, which makes them vulnerable to many forms of violence such as exploitation or extortion and other forms of violence to which displaced women are exposed.

Table 3: Cases of Violence in the Governorate referred to the Case Management Sector of the Mukalla Mothers and Children Hospital in 2019 AD

Month	Gender	Rape Cases	Children Smuggling	Abduction and harrassment	Children in Conflict with the Law	Lack of Community Resources	Child Labor	Early Marriage	Psychological and Physical Abuse resulting in Disability	Bastard	Domestic Violence	School Drop out
January	Male	-	-	-	-	6	4	-	-	-	-	-
	Female	-	-	1	-	1	4	1	-	-	-	1
February	Male	-	-	-	-	8	6	-	-	-	-	-
	Female	-	-	-	-	4	3	-	1	-	-	1
March	Male	-	-	-	-	2	-	-	1	-	-	1
	Female	3	1	-	-	-	-	2	-	-	-	-
April	Male	-	-	-	-	7	7	-	-	-	-	1
	Female	1	-	-	-	3	3	-	-	-	-	-
May	Male	-	-	-	-	5	3	-	-	1	-	-
	Female	-	-	-	-	2	3	-	-	1	-	-
June	Male	-	-	-	-	-	-	-	-	-	2	-
	Female	-	-	-	-	4	-	-	-	-	-	-
July	Male	-	-	-	-	1	4	-	-	1	-	-
	Female	1	-	-	-	2	1	-	-	-	-	-
August	Male	-	-	-	-	3	2	-	-	-	2	-
	Female	3	-	-	-	2	-	-	-	-	-	2
September	Male	-	-	-	1	5	3	-	-	-	-	-
	Female	1	-	-	-	4	-	-	1	-	-	-
October	Male	-	-	2	-	4	1	-	-	-	-	2
	Female	2	-	1	1	5	-	-	-	1	-	1
November	Male		-	-	1	3	2	-	-	-	-	2
	Female	2	-	-	-	3	-	-	-	-	-	3
December	Male	-	-	-	-	6	1	-	3		-	1
	Female	2	-	-	-	2	-	-	-	-	1	2
Total		15	1	4	3	82	74	3	6	4	5	17
						214						

Source: تقرير مستشفى المكلا للأمومة والطفولة للعام 2019

Some of the displaced in the host community in Hadhramaut are deprived of education and children are not admitted in State schools due to the lack of identification documents. Many displaced children tend to work because they are forced to contribute to the improvement of their families' income, so they choose "spots" as a place to sell tissue paper or mineral water, and some resort to beggary. More than 150 children in the Bwaysh and Ibn Sina camps in Hadhramaut have been deprived of education due to the lack of identification documents, and most of them have become engaged in hard labor that harms their health and exposes them to permanent dangers)(2012 ،العيدروس).

4- **Impacts of Displacement**

The lack of economic opportunities is the main factor that has led to the deterioration of the livelihoods of both IDPs, returnees, host and non-hosting communities, and the poverty rate in Hadhramaut has reached about 61%.

Less than half of the total population in 88% of the districts in the governorate has the ability to access sustainable and regular livelihoods, while they do not have the ability to access basic services.

Some research papers in a number of governorates, including Hadhramaut have shown the low rates of access to sustainable and regular incomes for displaced people and migrants, as well as for refugees in 96% of the districts assessed.

This high percentage of districts has access rates of less than 50% to livelihoods and basic services; The low intensity of work in the areas of displacement, the low-paid work of the displaced and the lack of livelihood opportunities, as the affected people seek to rebuild their lives and settle in the country of displacement, all of these drive the displaced to work in jobs that generate less income than their family used to, which can cause some family problems, and more than one family member going out to work; women often go out to work, especially if they are uneducated. Also, many children may withdraw from education due to lack of income (2019 ،التقرير الشامل للتقييم متعدد القطاعات).

Female-headed households in Hadhramaut also suffer from food insecurity more severely than male-headed households, and their

children may be exposed to displacement, work and deprivation. The highest numbers of female heads of household are found among IDPs and returnees 2019 ،التقرير الشامل للتقييم متعدد القطاعات).

Third: Previous Studies

The current study has presented several studies that have focused on the issue of displacement and its effects on individuals, and have been arranged from the newest to the oldest, as follows:

- Study (م2020 ،الحسين):The study aimed to identify the social and psychological effects of displacement, the difficulties faced by the displaced in service and health matters, the disruption of livelihood resources, and the living difficulties associated with the displacement that weigh on families and the head of the household. It also aimed to identify how to deal with problems and psychological pressures of children and the family as a whole, by examining the views of the concerned people (parents and psychological specialists), and finally identifying the legal problems that occurred during the displacement stage, such as marriages and births without documentation or even obtaining official documents as proof, and knowing the role of the authorities responsible for the camps in dealing with these problems. The researcher used two types of primary and secondary data sources. The secondary included research and reports containing information and data about the displaced and their problems inside Syria. The primary data was quantitative data, which is data collected by creating a questionnaire. As for the tool, the researcher used the questionnaire by conducting interviews with information providers with five different categories: parents, social counselors, psychiatrists, camp management officials and judges. One of the most important results of the study is the increase in the number of forcibly displaced people after the Russian military intervention in 2015. Forced displacement and waves of displacement have increased unprecedentedly in the modern era, and social, economic and psychological effects have emerged on the displaced, their families and their family relations, and several problems have emerged between the displaced and the host communities.

- Study (2019 ،عباس): The study aimed to identify the impact of terrorism and the displacement crisis on human security, which has shocked the Iraqi society as it affects the psychological, social and economic conditions of the individual, family and society. The research sample consisted of 200 displaced people - 100 males and 100 females - and the study used a social survey on a sample of displaced people in Khaymat Al-Iraq complex, and the "backup form" as a tool for research, and the most prominent results of the research is that the vast majority of the sample confirms the responsibility of the official local authorities and international organizations to assist the displaced, and that the majority of the sample feel embarrassed to be called displaced people, and wish to return to their original areas of residence, and were unable to impose their customs and traditions in the hosting areas; some of them live in camps and others share housing with others, and that severe depression is the most common mental illness they are exposed to.

- Study (2019م ،أحمد): it aimed at identifying the negative social effects of displacement in Darfur camps; The conflict in Darfur has led to the displacement of a large segment of the community and the migration of many displaced people to the villages. The researcher used the analytical and comparative descriptive approach and the statistical method, and used the data collection tools from participatory observation, interviews and questionnaire. The study concluded that most of the families in the camp expressed their desire to stay and not return for lack of security, as there are no security or police stations in the camp. This indicates the existence of good social relations prevailing among the displaced, but it also showed the existence of some harmful behaviors among young people such as drug alcohol use, and that there is a psychological impact on the displaced individuals, either by losing some family members or by not knowing the whereabouts of their families.

- Study (2019م ،عبد العزيز): The study aimed at identifying the nature of assistance leading to the social integration of the displaced people. Also, identifying the determinants of the social integration of the displaced into the Kurdish society, and developing a strategy that takes into account the solutions and approaches to the issue of

societal security for the displaced in the Kurdistan regions and facilitating their integration with the host community. The researcher used the descriptive approach based on the integrative, anthropological, and the social survey methods. As for the tools used, they were observation by participation or coexistence - non-random interviews. As for the sample size, the researcher selected (250) families displaced to the city of Erbil and its affiliated areas. The study reached the following results:

The deteriorating security conditions and the fall of large parts of the governorates under the so-called ISIS have forced them to leave their homes and flee to Iraqi Kurdistan in search of security and safety away from violence, killings and arrests, as the number of displaced people in the Kurdistan region reached more than two million.

The displaced have positive and other negative effects on the host community. The positive is represented in an increase in the size of the market, an increase in the number of consumers of goods, which creates new job opportunities, higher house rents, and competition for housing. As for the negative effects, they include beggary, an increase in the population of the city, competition for public services, and the spread of informal housing.

The study showed that the majority of the displaced (71%) are not integrated, compared to 29% of those who are integrated with society, and who prefer to return to their areas after security and normal conditions are restored.

- Study (جعفر، 2015م):it aimed at identifying the positive resilience of the displaced adolescents based on the variable age (12, 14, 16, 18) yearss old, gender (male or female), and the recognition of the significance of differences in positive flexibility in both the displaced and the non-displaced according to the variable age (12-14-16-18) years and gender (male or female). The research sample included 160 male and female adolescents from the displaced and the same from the non-displaced. The researcher used the Abbrahim Scale (2009), which consists of 58 items, and the results proved that the displaced and non-displaced adolescents have positive flexibility for all ages covered in the research, and that there is no effect of the

age and gender variable among the displaced adolescents, there is no effect on the age variable among the non-displaced adolescents, and that females are more flexible than males.

- Study (الصادق، 2009م) :Its purpose is to study some of the psychological and social effects on Sudanese university male and female students coming from conflict areas, and the research sample was from students in the Darfur region. The study relied on the descriptive analytical curriculum, and the researcher used the interview tool and group discussions with the research sample of students. The study reached a number of results, the most important of which are: that there is a significant correlation between psychological and social effects and the level of social coexistence of male and female students coming from areas of civil war, and that there is also a disparity in the psychological, social and economic effects on Darfuri male and female students, and that there are differences in the degree of reflection on wars between Darfuri male and female students in favor of female students, and that the conflict has a negative impact on the academic achievement of Darfuri male and female students.

- Study (عبد الله ،2005) :The study aimed at identifying the problems of the Palestinian refugees inside the camps, and how they were able to adapt to the tragic refugee conditions, why they refused to settle in the hosting areas, and what possibilities they had for return or compensation? What is their position in the peace process?

The study reached the following results:

The refugees faced tragedy inside the camps, especially those who did not meet the definition of the relief agency.

Negotiating the refugee problems will be a very difficult challenge on the Palestinian side. It is essential for the Palestinians to prepare for a strong negotiating strategy.

The Palestinian and Arab expectations regarding the refugee issue are bound by their awareness of the possibilities available for a just solution.

- Study (كافي، 2001م) :Its aim is to highlight the problem of conflict in the areas of the Nuba Mountains, study its causes and effects,

and highlight the global impact on the triggering and prolonging of conflicts in the Nuba Mountains region, in addition to contributing to the development plan that will help achieve national unity and stability. The researcher used the historical and descriptive analytical method and the case study. He also used the interview tool and conducted it with some professors interested in studying this region and interview the people of the region. The main findings of the study were that development is the means to solve civil problems, and that the impact of the international system on the persistence of the problem is clear, and that the impact of the armed conflict in Southern Kordofan on birth-based economic and social development was also evident.

- Study (سلمان وفرج، 2017م): Its aim was to analyse the reality of population displacement, highlight problems faced by the displaced people, and identify the economic consequences of population displacement in Iraq. The study concluded that sectarian conflict and insecurity were among the main causes of displacement in time and in the future if efforts were not combined to eliminate sectarian discord and work seriously to restore national security, prevail over the rule of law and activate the judiciary, and that some of the displaced have lived in places they have never been acquainted with, such as camps, buildings under construction, schools and places of worship such as mosques, Husseiniyas, churches or others, and then lost security and safety. The study also found that there were many social problems among the displaced in the camps, including: family disintegration, widowhood of women and orphanhood of children, poverty, need, hunger, exploitation, and that there are also numerous economic consequences due to the population displacements that occurred in Iraq, including the financial burdens that the government bears as a result of the forced displacement, which is represented in the large spending requirements, especially in providing security in return for the scarcity of funding.

Comments on the Previous Studies

The current study benefited from previous studies that focused on the issue of conflict and its various effects on individuals and society. The researcher benefited from the previous studies in defining the theoretical framework and in building the study tool (the questionnaire) in order to reach the effects of the conflict on the displaced individuals in Hadramout Governorate.

Foruth: Methodological Procedures in the Study

1- The Study Community

The study community consisted of IDPs camps in Hadhramaut Governorate

2- The Study Sample

A random sample was selected to represent the study community, where two campsites were chosen in the city of Mukalla, one camp located in the Ibn Sina area and the other located in the Bwaysh area, which is one of the rural areas of Mukalla. These two camps include thos IDPs from the northern regions who fled to Mukalla to escape the conflicts. Alamal Women's and Sociocultural Foundation is in charge of campers; it supervises and manages them and provides for the needs of the displaced people.

The study sample consisted of a group of families residing in two camps in the city of Mukalla, namely the Bwish camp, which includes 40 families, and the Ibn Sina camp, which includes 16 families.

3- The Study Method

The current study adopted the analytical descriptive approach through the social survey method of the sample using the questionnaire, in order to collect information from its sources and work on describing and analyzing it, and relied on some information from primary sources: statistics, reports, research, books, specialized scientific sources.

4- **The Study Tool**

In order to achieve the purpose of the study, the researcher developed a tool (a questionnaire) to identify the nature of displacement in Hadhramaut and the problems facing the displaced and their impact on them at the individual and family level. The study tool was designed based on the following sources:

- Research literature: The researcher referred to the scientific references related to the problem of the study.
- Previous studies: The researcher reviewed previous studies which literature contained a broad theoretical framework and measurement tools used to build the current study tool.

The researcher used a semi-structured interview she prepared as follows:

Stage 1:

After reviewing previous studies, the main axes of the tool were identified. The questionnaire included a number of primary paragraphs and data through which the social characteristics of the sample were identified and certain variables that might lead to the occurrence of the problem. It also included statements that are answered by placing a sign in front of one of the answers (Yes, sometimes, no). It also included 50 services provided to the displaced and the problems and effects faced by the displaced, and identified the main axes of the tool represented in the services provided to the displaced by the research community. After this axis, it included 12 statements, and about the social problems faced by the displaced, 19 statements were identified, while the third axis dealt with the effects of displacement in 19 statements, in addition to the preliminary data that the study sought to identify. The researcher formulated the statements to suit the objectives of the current study, the nature of the sample members, and what is to be measured.

The authenticity of the tool has been confirmed through several actions:

- Authenticity and constancy procedures
-

Stage 2:

- **Procedures Authenticity:**
  (a) **Apparent Authenticity (Arbitrators Honesty)**

In its initial form, the tool was presented to 5 arbitrators, who are specialists in sociology and psychology, and in light of their opinions, some statements were deleted, others were added, and others were reformulated, so that the number of statements for the services axis reached 14 statements, the problems axis reached 19, and the axis of effects reached 14.

(b) **Content Authenticity**

After arbitration, the tool was presented to a number of 10 displaced families in the Bwaysh camp (as a survey sample) to test the ease of the statements and their comprehension, as well as the appropriate response period for the tool and response method. In light of the modifications, the service axis statements reached 14, the ones related to the problems faced by the displaced reached 19, and the ones related to the consequences of displacement reached 14.

Stage 3: The Tool Stability

The stability of the tool is one of the necessary procedures that emphasize its objectivity and validity to achieve what it was designed for. The stability of the tool has been verified through re-testing; The tool was applied to a sample of 10 displaced people in the Bwaysh camp - the spatial field of research - who met the criteria for selecting the study sample, then the tool was re-applied seven days later. The Pearson correlation coefficient was used to measure the degree of correlation between the responses in the first and second applications, with a correlation coefficient of 0.89, which indicates the stability of the tool and its applicability.

5- **The Study Domains**
- Spatial domain: The study tool was applied in Ibn Sina camp and Bwaysh camp for the displaced in the city of Mukalla, Hadhramaut governorate.

- The human domain: This study was applied to a sample of 53 families residing in the two camps that the governorate established for this purpose after the increase in the number of displaced people.
- Time domain: The study began in May 2021 AD, while the scale was applied in April of the same year.

6- **The Statistical Methods Used**

This data analysis study was based on the Statistical Package for Social Sciences (SPSS). In order to answer the various questions of the study, reliance was placed on descriptive statistical procedures, using statistical tools appropriate to the nature and type of the available data, which are as follows:

- Frequencies and percentages.   - Weighted average.

- Correlation coefficients.   - X^2 level of significance.

7- **The Study Results**

The Social Characteristics of the Study Sample

Table 4: Study Sample Characteristics in terms of Gender

Variables	Frequency	Percentage
Male	50	94.3
Female	3	5.7
Total	53	100

The above table shows that most of the families living in the camp have a head of household; Male-headed households amounted to 94.3%, while female-headed households amounted to 5.7%, which indicates that the residents of the two camps are families that have been displaced from the conflict areas with their entire members.

Table 5: Study Sample Characteristics in terms of Age

Variables	Frequency	Percentage
20-30	13	24.5
31-40	23	43.3
40+	17	32.1
Total	53	100

The above table shows that 43.3% of the study sample is between 31 and 40 years old, while 32.1% is 41 years old and more, and 24.5% is between 20 and 30 years old. It is noticeable that most of the camp residents are of an age that allows them to work, as we find that most of them have their own business, but this wage does not allow them to leave the camp and rent accomodation for them and their families due to the current high rents.

Table 6: The Study Sample Social Status

Variable	Q	Percentage
Married	49	92.5
Widow	3	5.7
Divorced	1	1.9
Total	53	100

It is evident from the above table, which shows the characteristics of the study sample in terms of social status, that 92.5% of the total sample is married, i.e. there is a head of household who has been displaced with the family, 5.7% of the sample is widowed, and 1.9% is divorced.

Table 7: shows the Number of Family Members of the Study Sample

Variable	Q	Percentage
Less than 3	6	11.32
Between 3 and 5	25	47.17
More than 6	22	41.6
Total	53	100

The above table shows that households consisting of 3 to 5 individuals ranked first with a rate of 47.17% of the total sample, then families consisting of 6 members or more ranked second with a rate of 41.6% of the total sample. Finally, the households consisting of less than 3 members reached a percentage of 11.32% of the total sample. It is noticeable that a large family bears heavier burdens, and in many cases, cannot meet all its needs, which exposes them to many household problems.

Table 8: Shows the Educational Level of the Study Sample

Variable	Q	Percentage
Reads and Writes	20	37.7
Primary Education	24	45.3
Secondary	4	7.5
Intermediate Education	5	5.9
College Education	0	0
Higher Education	0	0
Total	53	100

The above table, which shows the characteristics of the study sample in terms of the educational level of the displaced, shows that the percentage of those with primary education ranked first, reaching 45.3%, and the category (reads and writes) ranked second with a percentage of 37.7%, while 9.5% of the study sample have an average education, and the lowest percentage (7.5%) of the study sample are those who obtained their high school degrees, which means that most of the displaced are from the simple category that had to leave their homeland and migrate to Hadhramaut.

Table 9: The Type of Profession Practiced by the Study Sample Prior to Displacement

Variable	Q	Percentage
Public Official	1	1.9
Private Employment	45	84.9
Craftsman	4	7.5
Expatriate	0	0
Private Company Employee	0	0
Unemployed	3	7.5
Total	53	100

It is evident from the above table, which shows the characteristics of the study sample in terms of the occupational status of the displaced people prior the displacement, that the first rank is private work, with a percentage of 84.9% of the total sample, and crafts work ranks second with a rate of 35.8 % of the total sample. 5.7% is found unemployed, and 1.9% work as public officials.

Table 10: The type of Current Occupation Practiced by the Study Sample in the Area of Displacement

Variable	Q	Percentage
Public Official	0	0
Private Employment	47	88.7
Craftsman	3	5.7
Expatriate	0	0
Private Company Employee	0	0
Unemployed	3	5.7
Total	53	100

From the previous table, which shows the characteristics of the study sample in terms of the current professional status, it is clear that the private employment ranked first, with a percentage of 88.7% of the total sample, and craft work ranked second with a percentage of 5.7% of the

total sample, and these job may be low-paid jobs insufficient to meet the needs of the family, and it was found that 5.7% of the sample were unemployed, dependent on what the institutions provide them.

Table 11: The Reasons behind the Displacement of the Study Sample Members

Variable	Q	Percentage
Conflict	53	100
Insecurity	0	0
Better job found	0	0
Total	53	100

The above table shows that the displacement was due to the conflict, as the percentage reached 100% of the study sample.

Table 12: Monthly Income Level os Study Sample Members

Variable	Q	Percentage
Less than 30.000 Ryals	40	75.5
Between 40.000 and 50.000 Riyals	13	24.5
60.000 Riyals and more	0	0
Total	53	100

The above table shows the characteristics of the study sample in terms of the family's monthly income level: 75.5% of the research sample has a monthly income of less than 30.000 Yemeni riyals, while 24.5% has a monthly income between 40.000 and 50.000 Yemeni riyals, and these amounts are insufficient to meet the family's needs as a result of the high cost of food or housing rent etc. However, the camp provides them with monthly food baskets in addition to some of the needs provided by the institution in charge of the two camps.

Table 13: Accomodation Type of the Study Sample Members

Variable	Q	Percentage
Camp	40	75.5
Ground Floor Housing	4	7.5
Apartment	9	17.0
Total	53	100

It is clear from the table that shows the characteristics of the study sample in terms of the type of housing in which the family resides that 75.5% of the research sample live inside a camp, and 17.0% live in apartments outside the camp but near it it, and that 7.5% of the sample live in ground floor houses outside the camp as well.

Table 14: Characteristics of the Study Sample in terms of Services Provided to the Displaced (D=53)

O	Statement	Yes Q %	Sometimes Q%	No Q %	Total Weights	Probable Average Weight	X2 Level of Significance
1	Providing a tent for each family	16 30.2	4 7.6	33 62.3	89	1.67	14.13
2	Providing a room for each family	15 28.3	1 1.9	37 69.8	84	1.58	7.07
3	Providing monthly subsidies for families in the form of food baskets	44 83.0	7 13.2	2 3.8	14 1	2.66	12.9
4	Providing monthly subsidies for families in the form of cash amounts	17 32.1	10 18.9	26 49.1	97	1.3	4.98
5	Subsidies given are insufficient	28 52.8	14 26.4	11 20.8	124	2.32	4.19
6	Available electricity services at the camp	16 30.2	29 54.7	8 15.1	114	2.15	7.45
7	Available health clinic inside the camp	4 7.5	1 1.9	48 90.6	62	1.16	5.85
8	Lack of drinking water	21 39.6	8 15.1	24 45.3	103	1.94	6.04
9	Buying water at exorbitant prices	32 60.4	5 9.4	16 30.2	122	2.30	9.55
10	Damage to housing during rainfall	24 45.3	6 11.3	23 43.4	107	2.01	7.39
11	Available educational services for children	6 11.3	6 11.3	41 77.4	71	1.33	3.32
12	Easily provides me with my work	2 3.8	25 47.2	26 49.1	82	1.54	5.92
13	No congestion inside the camp	13 24.5	7 13.2	33 62.3	86	1.62	4.56
14	Camp management care for the cleanliness and order of the camp	16 30.2	18 34.0	15 28.3	99	1.86	5.21

The above table shows the services provided to the displaced people inside the camp as follows:

- 62.3% of the sample believes that the camp does not provide a separate tent for the family, and 32.1% believes that the camp provides them with individual tents for each family. 7.6% of the study sample believes that the camp sometimes provides them with individual tents, and this may be due to the fact that the camp is sometimes overcrowded as a result of receiving IDPs. The total weights for this statement reached 89, and the weighted average reached 1.67. This statement is indicative; where the ratio of X^2 reached 14.13, which proves the existence of statistically significant differences.
- If the camp is a house, then no room is provided for each family, where the statement reached 69.8% of the study sample; 28.3% answered that they were provided with separate rooms for each family, and the total weights for this phrase was 84, and the weighted average was 1.58, and this statement is indicative, as the X^2 ratio reached 7.07, which proves the existence of statistically significant differences.
- The majority of camp members (83.0%) believe that the Foundation provides monthly subsidies in the form of food baskets to families in the camp to which they belong, and the total weights for this phrase reached 14, and the weighted average reached 2.66, and this statement is indicative as the X^2 ratio reached 12.9 which proves the existence of statistically significant differences.
- 49.1% of the study sample believes that no monthly subsidies is provided to families in the form of cash, while 32.1% of the study sample believes that this is done. The statement about the subsidies given to the displaced in the camp being sufficient for the family, the study sample was 52.8%, so 26.4% believes that sometimes it is insufficient for families. To the fact that the institution cannot meet all the needs of individuals due to the lack of interest of officials or international organizations to provide all the needs of families, and the total weights for this statement was 97 and the weighted average reached 1.3, and this statement is indicative, as the X^2 ratio reached 4.19 which proves the existence of statistically significant differences.
- The sixth statement was about electricity services being sometimes available; the study sample reached 54.7%, 30.2% of the study sam-

ple believes that the camp provides them with electricity, and this can be due to the fact that the institution cannot provide them with "a generator of electricity when it is out, as the city suffers from sustained power outage in general." The total weights for this statement reached 114, and the weighted average reached 2.15, and this statement is indicative, as the X^2 ratio reached 7.45, which proves the existence of statistically significant differences.

- 90.6% of the study sample confirmed that there is no health clinic available inside the camp, while 7.5% of the study sample believes that there is a clinic inside the camp, indicating that officials and organizations did not care about the displaced in terms of providing medicines or a small clinic; The institution cannot provide all the needs of the camp members, and the total weights for this statement amounted to 62 and the weighted average reached 1.16, and this statement is indicative as the X^2 ratio reached 5.85, which proves the existence of statistically significant differences.

- 45.3% of the study sample believes that drinking water is not lacking, while 39.6% of the study sample believes that drinking water is lacking in the camp, leading people to buy water at exorbitant prices that are not suitable for them, and as it is known, it is the result of water scarcity or the existence of some repairs, as water may be cut off from the population, and as a result of the large number of residents, which caused insufficient water as it is given every day to a neighborhood, and the total weights for this statement reached 103, and the weighted average reached 1.94. This statement is indicative, as the X^2 ratio reached 6.04, which proves the existence of statistically significant differences.

- The tenth statement was about the extent to which the displaced were affected by the rainfall and it showed that 45.3% of the study sample was affected by the rain, and this may be due to their presence inside the camps, while 43.4% of the study sample were not affected by the rain and this may be due to their presence inside the camps. The total weights for this statement reached 107, and the weighted average was 2.01, and this statement is indicative, as the X^2 ratio reached 7.39, which proves the existence of statistically significant differences.

– In the eleventh statement, 77.4% of the study sample confirms that there are no educational services for their children, while 11.3% believe that educational services are available for their children, and this is due to the fact that many of the displaced do not have proof of identification for education, but the institution in charge of the camp sought to enroll some in schools, and the total weights for this statement reached 71 and the weighted average reached 1.33, and this statement is indicative, as the X^2 ratio reached 3.32, which proves the existence of statistically significant differences.

– The twelfth statement was about the lack of easily employment for the displaced, as 49.1% of the sample were unable to find jobs; The majority of them relied on their own work, while 47.2% of the study sample believes that sometimes they find work easily, and this is due to the fact that the majority of the displaced have fulfilled their primary education only, which leads the individual find it hard to get employed easily, and the total weights for this statement reached 82 and the weighted average reached 1.54. This statement is indicative, as the X^2 ratio reached 5.92, which proves the existence of statistically significant differences.

– As for the thirteenth statement, 62.3% of the study sample believes that there is no congestion inside the camp, while 24.5% believes that there is congestion inside the camp, and this may be due to more than one family sharing one room, and the total weights for this statement reached 86 and the weighted average reached 1.62, and this statement is indicative, as the X^2 ratio reached 4.56, which proves the existence of statistically significant differences.

– As for the fourteenth statement, 34.0% of the study sample see that the camp administration sometimes care about the cleanliness and order of the camp, while 30.2% confirms that the camp administration care about the cleanliness and order of the camp, and the total weights for this statement reached 99 and the weighted average reached 1.86, and this statement is indicative, as the X^2 ratio reached 5.21, which proves the existence of statistically significant differences.

Table 15: Characteristics of the Study Sample in terms of Problems Faced by the Displaced (D=53)

O	Statements	Yes Q %	Sometimes Q %	No Q %	Total Weights	Degree of Fulfilment	X^2 Level of Significance	Order
1	My family lacks help and support	49 92.5	3 5.7	1 1.9	154	2.90	17.85	1
2	I am disturbed by the change of residence	24 45.3	17 32.1	12 22.7	118	2.22	7.36	10
3	I am unable to provide my family's daily needs	24 45.3	27 50.9	2 3.8	128	2.41	8.49	9
4	I lack privacy in the camp	12 22.6	16 30.2	25 47.2	93	1.75	4.53	15
5	I work in low-paid jobs	15 28.25	13 24.55	25 47.2	96	1.87	0.48	19
6	I have a lack of income which makes me unable to meet most of my needs and my family's	36 67.9	16 30.2	1 1.19	141	2.66	13.74	2
7	I get annoyed with other people's perception of me because of my current situation	11 22.7	24 45.3	17 32.1	98	1.84	5.09	14
8	I find it difficult to be with more than a family in one room	11 20.8	8 15.1	34 64.2	83	1.56	3.77	18
9	I suffer from free time because I'm unemployed	30 56.6	21 39.6	2 3.8	134	2.52	9.17	8
10	Lack of identification certificate for children	19 35.8	18 34.0	16 30.2	107	2	5.43	13

11	Children's lack of access to schools	22 41.5	13 24.6	18 34.0	110	2.07	6.45	12
12	Discomfort because of financial instability	37 69.8	13 24.5	3 5.7	139	2.62	12.87	3
13	I feel sad because of my current situation	36 67.9	16 30.2	1 1.9	141	2.66	9.96	7
14	I'm helped by the people in the area where I often live	37 69.8	15 28.3	1 1.9	142	2.67	10.08	6
15	My family and I suffer from health issues	8 15.1	23 43.4	22 41.5	92	1.73	4.41	16
16	I worry a lot about my family because of our current situation	42 79.2	9 17.0	2 3.8	146	2.75	10.53	5
17	We suffer from sustained power outages	31 58.5	22 41.5	0	137	2.58	11.51	4
18	I avoid making new friends with the people of the region for fear of problems	6 11.3	23 43.4	24 45.3	88	1.66	3.96	17
19	My family lacks help and support	26 49.1	8 15.1	19 35.8	113	2.13	7.07	11

By viewing the above table, which illustrates the main problems faced by the displaced people within the camp, the following is evident:

- All the expressions are statistically significant at the level 0.01 among the responses of the study sample, where the statement Nº 1 ranked first with a degree of fulfilment 2.90, which is a high degree; 92.5% of the total sample of the study confirmed that families lack help and support, and this may be due to the lack of aids coming from international organizations for the displaced, or the lack of attention to them from a social and psychological point of view. It may also be due to the lack of financial capabilities of the community.

- Statement N° 6 ranked second, with a verification degree of 2.66, which is a significant degree. 67.9% of the total sample of the study confirmed that they suffer from low income, which makes them unable to meet most of their needs and the needs of their families, and this is due to the fact that most of them work in low-paid jobs and with a very low monthly salary, and hence, the head of the household cannot meet all the needs of the family with the increase in food prices.

- Statement N° 12 ranked third with a verification degree of 2.26, which is a significant degree; 69.8% of the total sample of the study confirmed that they feel disturbed by the financial instability, due to their presence in an environment other than their own, in addition to the absence of a separate home for them and their families, which makes the head of the household feel insecure.

- Statement N° 17 ranked fourth with a verification degree of 2.58, which is a significant degree; 69.8% of the total sample of the study confirmed that they suffer from constant power outage, a problem not only for the displaced, but for the entire city.

- Statement N° 16 ranked fifth with a fulfillment degree of 2.75, which is a significant degree, as 69.8% of the total sample of the study confirmed that the head of the household suffers from anxiety about his family because of their current situation, and this is one of the psychological problems that the displaced suffer from as a result of their displacement to another area, leaving their homes and properties that have been destroyed by the conflict.

- While statement N° 13 ranked seventh with a degree of 2.66, which is a significant degree, as 69.8% of the total sample of the study confirmed that they feel sad because of their current situation and because of the prolonged conflict and their inability to return to their cities, which was also a psychological problem for the camp.

- Statement N° 9 ranked eighth with a degree of 2.52, which is a significant degree, as 56.6% of the total sample of the study confirmed that they suffer from free time, and this is due to the fact that many of them are unemployed or may find part-time work, which is not enough to meet their needs, and may force the head of household to oblige his children to sell items on the streets.

- Statement N° 3 ranked ninth with a degree of 2.41, which is a significant degree, as 56.6% of the total sample of the study confirmed that the head of the household is unable to provide the daily needs of his family, which may cause him psychological or social problems with his family or lead him to resort to other methods to meet these needs, which may sometimes amount to crime.
- Statement N° 2 ranked tenth of the problems faced by the displaced, which explains that they feel disturbed by changing their residence, and the degree of fulfilment for this statement reached 2.22, which is a great degree, as 45.3% of the total sample of the study confirmed that.
- Statement N° 19 ranked eleventh, and the degree of fulfilment for this statement reached 2.13, which is a great degree, as 45.3% of the total sample of the study confirmed that the family lacks help and support, which is intended for parents, organizations or responsible authorities who did not provide them with sufficient assistance, whether financially or morally.
- Statement N° 11 ranked twelfth of the problems that the displaced person and his family suffer from, and the degree of fulfilment for this statement reached 2.07, which is a significant degree, as 41.5% of the total sample of the study confirmed that the children are not enrolled in schools, and this is due to the lack of identification certificates (official papers), but some institutions have worked on helping them enrolling their children to schools.
- Statement N° 10 ranked thirteenth in terms of the problems faced by the displaced, and there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 30.2% of the study sample confirmed that the children haven't got any identification certificates which caused them not to get enrolled in schools, while 35.8% of the study sample possessed identification certificates for the children, so they were accepted into schools, and the fulfilment degree reached 2.00, which is a degree located at the average level.
- Statement N° 7 ranked fourteenth, and the degree of fulfilment reached 1.84, which is a degree located at the average level, where there are statistically significant differences at the level 0.01 be-

tween the responses of the study sample to this statement, as 45.3% from the study sample confirmed that the look of others annoys them sometimes because of their current situation.

– Statement N° 15 ranked fifteenth, and the degree of fulfilment reached 1.73, a degree located at the average level where there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, and 69.8% from the study sample confirmed that they suffer with their families from health issues as a result of the situation in which they live, in many cases the head of the household cannot provide medicines to the sick member of his family as a result of the high prices. Nevertheless, the Foundation worked to help many patients, whether by entering the hospital or performing some surgeries.

– Statement N° 17 ranked sixteenth of the problems faced by the displaced and their families, and the degree of fulfilment for this statement reached 1.66, which is a degree located at the average level, as 45.3% of the total sample of the study confirmed that they avoid establishing new friendships with the people of the region, while 43.4% of the sample sometimes establish new friendships with the people of the region, and they prefer to do so with the residents of their region; Therefore, we find residential communities of people from one area in a certain place.

– Statement N° 5 ranked seventeenth of the problems faced by the displaced and their families, and the degree of fulfilment for this statement reached 1.87, which is a degree located at the average level, where 47.2% of the total sample of the study confirmed that they do not work in low-paid jobs.

– Statement N° 8 ranked eighteenth of the problems faced by the displaced and their families, and the degree of fulfilment for this statement reached 1.56, which is a degree located at the average level, where 64.2% of the total sample of the study confirmed that they do not suffer from distress for being with more than one family in one room.

Table 16: Impact that the Displaced Faces

O	Statements	Yes Q %	To a certain extent Q %	No Q %	Total Weights	Probable Average Weight	X² Level of Significance
1	The camp affected my habits and traditions	26 49.1	8 15.1	19 35.8	121	2.28	7.70
2	We don't have many friends who sympathize with us	40 75.5	11 20.8	2 3.8	144	2.7	10.53
3	There are social partnerships between the people inside the camp and me	28 52.8	18 34.0	7 13.2	127	2.39	8.38
4	Many family disputes after displacement	5 9.4	6 11.3	42 79.2	69	1.30	3.69
5	Some intermarriages took place inside the camp	8 15.1	16 30.2	29 54.7	85	1.60	3.64
6	I was able to adapt to the new environment	38 71.7	6 11.3	9 17.0	135	2.54	10.57
7	Some of my family members appeared in some bad phenomena such as theft, addiction and others	2 3.8	1 1.9	50 94.3	58	1.09	8.55
8	Problems are solved inside the camp	36 67.9	15 28.3	2 3.8	140	2.64	9.85
9	Violent behavior among children has emerged	4 7.6	4 7.5	45 84.9	65	1.22	4.83
10	Wife-beating behaviors have emerged	2 3.8	1 1.9	50 94.3	58	1.09	8.55
11	We are always accompanied by stress and anxiety	20 37.7	29 54.7	4 7.5	122	2.30	7.8

12	Decline of children's health level	34 64.2	13 24.5	6 11.3	134	2.52	9.87
13	Decline of children's educational level	34 64.2	15 28.3	4 7.5	136	2.56	12.49
14	I like to go back to my city	21 39.6	29 54.7	3 5.7	124	2.33	8.04

Given the above table, which shows the characteristics of the study sample in terms of the effects that the displaced face inside the camp, it becomes clear that:

- In Statement N° 1, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, where 49.1% of the total sample of the study confirmed that "the camp affected their customs and traditions", and the degree of fulfilment for this statement was 2.28, which is a significant degree located at the high level, as individuals acquired new habits that are compatible with the society in which they live, and some habits that may not be compatible with their living in the displacement society have disappeared.
- In statement N° 2, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 75.5% of the total sample of the study indicated that they "do not have many friends who sympathize with them", and the degree of fulfilment for this statement reached 2.7, which is a high degree located at the high level. The individual may not be able to easily make new friends when he changes his place of residence and becomes accustomed to a certain lifestyle, or because individuals do not integrate with the displacement community.
- In statement N° 3, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 52.8% of the total sample of the study indicated that "there are social participations between individuals within the camp", and the degree of fulfilment for this statement reached 2.39, which is a high degree located at the high level, due to their feeling that they

are facing the same problem, and that the conditions of their presence in the camp are the same; The reason for the displacement of all camp members is due to the existence of the conflict.

– In statement N° 4, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 79.2% of the total sample of the study indicated that "there are no family disputes between family members after displacement," and the degree of fulfilment for this statement reached (1.30), which is at the average level.

– In statement N° 6, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 71.7% of the total sample of the study indicated that they "were able to adapt to the new environment", and the reason is because it is one environment and similar in terms of customs and traditions, and the treatment that the displaced people receive from the people of the area is good. The degree of fulfilment for this statement reached 2.54, which is a high degree located at the high level.

– In statement N° 7, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 94.3% of the total sample of the study indicated that "some bad phenomena appeared in some family members, such as: theft, Addiction, etc." This may be due to unemployment and the failure of some individuals to find work, which causes some problems for the family, or the failure of the head of the household to fulfill all the needs of its members. The degree of fulfilment for this statement reached 1.09, which is at the average level.

– In statement N° 8, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 67.9% of the total sample of the study indicated that "problems are solved inside the camp" because there is an administration inside the camp that solves the problems faced by the displaced. The degree of fulfilment for this statement reached 2.64, which is a high degree located at the high level.

– In statement N° 9, there are statistically significant differences at the level 0.01 between the responses of the study sample to this

statement, as 67.9% of the total sample of the study indicated that "no violent behaviors appeared between children", and the degree of fulfilment for this statement reached 1.22, a degree that lies at the average level.

- In statement N° 10, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 94.3% of the total sample of the study indicated that, "no cases of violence or wife-beating behaviors appeared." The degree of fulfilment for this statement reached 1.09, which is at the average level.

- In statement N° 11, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 54.7% of the total sample of the study explained that "tension and anxiety always accompany them", and this is due to their sense of insecurity or what they were exposed to during the conflict, fleeing their country and being displaced to another region. The degree of fulfilment for this statement reached 2.30, which is a high degree located at the high level.

- In statement N° 12, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 64.2% of the total sample of the study indicated that, "the health level of the children has declined." The degree of fulfilment for this statement reached 2.52, which is a high degree located at the high level, and this may be due to the lack of family income, dependence on the father and the large size of the family, so the head of the household cannot meet their financial demands, and many health problems appear, in addition to the high cost of medicines and hospitals.

- In statement N° 13, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 64.2% of the total sample of the study indicated that "the educational level of the children has decreased", and the degree of fulfilment for this statement is 2.56, which is a significant degree at the high level, due to the lack of school certificates confirming their entry into schools or the inability of the family to educate their children.

– In statement Nº 14, there are statistically significant differences at the level 0.01 between the responses of the study sample to this statement, as 54.7% of the total study sample indicated that they "sometimes prefer to return to their cities." The degree of fulfilment for this statement reached 2.33, which is a high degree located at the high level.

Study Results

The study reached the following results:

– Most of the displaced were displaced to Hadhramaut governorate with their entire family, where the size of some families reached more than six members.
– The underlying cause of displacement is the existence and persistence of the conflict and the lack of security in their homeland, which forced them to flee.
– Most of the displaced people in the camp are low-income or under-educated individuals, as most of them are graduates of primary education. Thus, when they came to work, they did not find the right job, which was paid enough for them and they received minor jobs which were poorly paid enough to meet their needs and their families'. This is what prompted some sons to work to hekp their fathers.
– The family depends on baskets and financial subsidies provided by the camp to individuals, with the support of international or local organizations.

Services Provided to the Displaced

– Monthly food baskets for each family, in addition to cash aid in some cases, but the aid given is not sufficient due to the large size of the family.
– Poor availability of basic services inside the camp sometimes, such as water and electricity services; Water outages force the displaced to buy drinking water, while the power outage is the situation of all the people in the country

- Lack of a clinic inside the camp.
- Congestion within the camp, resulting in the loss of privacy.
- Some children are unable to enroll in schools because there is no proof of identity (identification papers).
- The camp administration is concerned with the cleanliness and order of the camp.

Problems Faced by the Displaced

First: Psychological Issues

- The family's lack of support and assistance as a result of insecurity.
- Difficulty of accepting the environment because it is different from their environment.
- Sudden - and unplanned - displacement from one environment to another, which made the process of adaptation difficult and increased the psychological impact on the displaced.
- Dissatisfaction with his presence inside the camp and his loss of privacy.
- Dissatisfaction with his inability to meet all the requirements of his family.
- Lack of trust in those around him, which causes him to worry and feel insecure.

Second: Social Issues

- The social problems of the displaced are numerous and have expanded to include all the negative vocabulary found in the societies from family disintegration to women's widowhood, children orphanhood, poverty, need, hunger, and exploitation.
- The unemployment rate among the displaced has increased, and if one of them finds a job, he works in simple handicrafts, the wages of which do not meet the needs of the family.
- The children were not able to enter schools for lack of identification (official papers), which may be due to the fact that the family was unable to take all its belongings, especially in the most conflicted areas.

- Some young people acquire behaviors that lead to their use of some intoxicants and drugs or theft...etc.
- The prevalence of child labor among many displaced households to sell some cheap items such as tissue boxes or car wipes in order to help in the family's income.
- The existence of some health suffering in some families and the inability of the head of households to treat them.

Third: Economic Issues

- Lack of job opportunities, which makes him work in low-paid jobs.
- The low daily wage of the individual, which causes problems with the family as a result of his inability to provide for its daily needs.
- The financial instability of the displaced makes him feel disturbed.

<u>**The Impact of the Conflict on the Displaced**</u>

- The increase in poverty and the spread of unemployment in the areas hosting the displaced, and the spread of other negative phenomena such as beggary, theft, abduction, etc.
- The increase in the number of displaced people in some of the governorates to which they were displaced will inevitably increase the demand for housing in these governorates, thereby increasing the rent and housing prices, in addition to the widespread of the phenomenon of slums and the encroachment on public property and its exploitation by some displaced families in light of the state's inability to solve the original problem.
- The emergence of some bad behaviors among many of the displaced, including theft, addiction, wife beatin, etc.
- Stress and anxiety always accompany the displaced person, due to his lack of sense of safety and the long period of displacement.
- The inability of children to complete their education, which leads to a low educational level for many of them.
- The low level of health of members of displaced people's families.

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Annex 1

Research Tool

Displaced in Hadhramaut – Problems and Impacts

First: Preliminary data about the respondents:

1. Gender: Male ☐   Female ☐

2. Age: Less than 20 ☐   Between 21 and 30 ☐
   Between 31 and 40 ☐   More than 40 ☐

3. Marital Status: Single ☐   Married ☐
   Widowed ☐   Divorced ☐

4. Number of family members:
Males number ☐   Females number ☐

5. Educational Level:
   Reads and writes ☐   Primary education ☐
   Secondary ☐   Middle School ☐
   College ☐   Higher education ☐

6. Occupation type you used to practice before the displacement:
   Public official ☐   Private employment ☐
   Craftsman ☐   Expatriate ☐
   Private company employee ☐   Unemployed ☐

7. Current occupation type:
   Public official ☐   Private employment ☐
   Craftsman ☐   Expatriate ☐
   Private company employee ☐   Unemployed ☐

8. Displacement Reason:
   War ☐   Insecurity ☐
   To find a better job ☐   Other (mention) ☐

9. Monthly Income:
   Less than 30.000 Riyals ☐
   Between 40.000 and 50.000 ☐
   More than 60.000 ☐

10. Accomodation Type:

Camp	Ground floor housing	Apartment	Other (mention)

Second: Date on Family Composition

O	Full Name	Age	Kinship	Status			Occupation	Work Address	Monthly Income
				Social	Educational	Health			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

All children residing with the head of the household are included in one common living.

Services Provided to the Displaced:

O	Statements	Yes	Sometimes	No
1	Providing a tent for each family			
2	Providing a room for each family			
3	Providing monthly subsidies for the family in the form of food baskets			
4	Providing monthly subsidies for the family in the form of cash amounts			
5	The subsidies given are insufficient			
6	Available electricity services in the camp			
7	Available health clinic in the camp			
8	Lack of drinking water			
9	Buying water at exorbitant prices			
10	Damage to housing because of rain			

11	Available educational services for children			
12	Easily provides me with my work			
13	No congestion inside the camp			
14	Camp management care for the cleanliness and order of the camp			

Problems Faced by the Displaced inside the Camp:

O	Statements	Yes	Sometimes	No
1	My family lacks help and support			
2	I am disturbed by the change of residence			
3	I am unable to provide my family's daily needs			
4	I lack privacy in the camp			
5	I work in low-paid jobs			
6	I have a lack of income which makes me unable to meet most of my needs and my family's			
7	I get annoyed with other people's perception of me because of my current situation			
8	I find it difficult to be with more than a family in one room			
9	I suffer from free time because I'm unemployed			
10	Lack of identification certificate for children			
11	Children's lack of access to schools			
12	Discomfort because of financial instability			
13	I feel sad because of my current situation			
14	I'm helped by the people in the area where I often live			
15	My family and I suffer from health issues			
16	I worry a lot about my family because of our current situation			
17	We suffer from sustained power outages			
18	I avoid making new friends with the people of the region for fear of problems			

The Impact that the Displaced Faces inside the Camp:

O	Statements	Yes	Sometimes	No
1	The camp affected my habits and traditions			
2	We don't have many friends who sympathize with us			
3	There are social partnerships between the people inside the camp and me			
4	Many family disputes after displacement			
5	Some intermarriages took place inside the camp			
6	I was able to adapt to the new environment			
7	Some of my family members appeared in some bad phenomena such as theft, addiction and others			
8	Problems are solved inside the camp			
9	Violent behavior among children has emerged			
10	Wife-beating behaviors have emerged			
11	We are always accompanied by stress and anxiety			
12	Decline of children's health level			
13	Decline of children's educational level			
14	I like to go back to my city			

A Suggested Visualization to Ensure the Quality and School Accreditation for General Education Institutions in Yemen

Analytical Research

Dr. Fathia Muhammed Al-Hamadani

July 28th 2021

Summary:

Education remains the great force for building peoples and nations, as it plays a role in the development of human forces which is reflected in the development of those peoples. Therefore, the current research aims to improve the quality of general education outcomes in Yemen by presenting a suggested visualization for the implementation of the quality assurance and school accreditation system in primary and secondary schools. The research relied on the descriptive survey method, as the reality of general education quality indicators was identified and the difficulties faced, in addition to knowing the concept of quality and school accreditation in education, discussing the requirements for its application in schools, and reviewing the experiences of countries in applying quality assurance and school accreditation at the schools. Thus, the research reached several results, the most important of which are:

1. The indicators of general education in Yemen showed the low level of quality of the educational process, which contributed to the low level of student achievement, especially that the educational process in general education schools in Yemen faces many difficulties in many areas, including: the field of school administration, teacher advancement and their training, infrastructure (school building and laboratories), school curriculum and community partnership.
2. The process of applying quality assurance and school accreditation contributes to improving the performance and the quality of educational outputs, in light of administrative, legislative, financial, and educational requirements. The quality assurance and school accreditation models also indicated that the process of obtaining school accreditation is carried out by specialized bodies and according to specific criteria, through self-evaluation and external evaluation (accreditation).

Keywords:

Chapter One

In light of the rapid global changes, such as globalization and the diverse knowledge revolution in various technical, technological and economic fields, many administrative systems that worked to overcome the difficulties resulting from these changes were found, and quality management represented the most administrative orientations to reform the reality of many institutions, and succeeded in overcoming the obstacles facing various systems, whether economic or educational, and this is due to their role in improving the performance level of institutions and focusing on satisfying the beneficiaries of their services.

The attention of many of those in charge of educational institutions has turned towards the application of quality management in schools on the basis that quality in education has become a global goal that many educational systems in the world seek to implement, in addition to the role of education in the process of human resource development, which represents the most important stock of knowledge that the countries possess. Therefore, the education reform movement received the attention of those interested in the educational process greatly, to the extent that some thinkers called the current era the era of quality as one of the main pillars of a management model that is more adaptive and in line with the international and local changes facing education in general (حسين، 2005: 113).

The interest in the quality of education has emerged more clearly as a result of the view of education as a long-term investment that must compete and seek to satisfy all beneficiaries of the educational process (students, teachers, parents, society), where students aspire to possess skills and competencies that help them enroll in the labor market, while parents aspire to rehabilitate their children, and society seeks educational outcomes that contribute to the various areas of development to build the country (الخضير، 2000: 14).

In fact, quality in education focuses on the educational product, which is the main objective of the educational process. Hence, it aims to raise

the efficiency of educational institutions through various development and improvement processes. Indeed, high-quality education is a global goal, so many educational systems seek to apply quality in order to work on the development of human resources in these institutions, as the stock of knowledge possessed by these resources is considered the most important resource in the current era (Al-Haj Ibrahim, 2014:108).

Quality management enables the management of the educational institution to analyze the difficulties in the correct scientific methods and deal with them through corrective and preventive measures to prevent their occurrence in the future, as well as to raise the level of awareness among all the elements of the educational institution, and to work in a team spirit to implement the quality system to promote the academic value of the educational institution at the local level or global(ضحاوي والمليجي، 2010: 287).

The quality assurance approach is one of the quality systems that relies on continuous feedback and one of the most important methods of measuring quality in educational institutions, due to its role in attempting to prevent errors and appropriately exploiting the available resources, in addition to giving confidence to the beneficiaries of education outputs; that is, it is a means of ensuring that errors can be avoided as much as possible. "The process of quality assurance in education requires examining objectives, content, resources, expected outputs, programs and courses" (Al-Ahmad et al., 1999: 13), and two ways are available to ensure quality within the educational institutions:

1. **Accreditation:** It is the method that focuses on the inputs of the educational system, as this method assumes that if there is a high quality of the inputs, this will be reflected in the quality of the outputs.
2. **Evaluation:** This method focuses on the importance of evaluating the outputs of the system (حسين، 2005: 42).

School accreditation appeared as one of the mechanisms for achieving quality in schools, which refers to the process of evaluating the quality of the educational level at the educational institution, which is carried out by a specialized body in the light of specific criteria for the various fields of the educational process. It is, indeed, a form of

external evaluation based on evaluating the performance, productivity and inputs, so it is considered an essential process in developing the reality of education in a way that guarantees quality and excellence in goals with a degree of efficiency and effectiveness(حسين، 2005: 198).

Furthermore, school accreditation represents the cornerstone of educational institutions' efficiency and quality assurance of their outputs. And in order to achieving it, the evaluation and quality assurance must be implemented in form of measures and systems leading to the access to accreditation. (عودة، 2020: 2). The school accreditation aims at raising the education quality and preserving it, ensuring accountability, supporting responsibility for all organizational aspects in the educational institution, operating within specific levels and criteria for evaluation of all aspects of the educational system in schools, and enhancing the community's confidence in recognized institutions. School accreditation also provides the opportunity for those interested in education outputs to learn about the quality of their certificates and the skills they obtained according to qualitative standards for the level of educational service and its components (مجيد والزيادات، 2008: 271-272).

School education represents the most important stages of education because it is the basis of the entire educational process and its role in the lives of individuals, as it lays the first foundations for building the personality of the individual, while secondary education continues to build that personality; They - that is, the basic and secondary education - deal with young people in sensitive age stages, in which their mental and creative abilities unfold, their preparations and tendencies are formed, their skills and attitudes grow. The amount of skills, knowledge and abilities developed during these stage affects later life, whether they engaged in the labor market or wished to continue their education or settled socially and psychologically (الحاج، 2008: 7). Therefore, many regional, Arab and international countries have been interested in applying quality assurance and school accreditation to maintain the quality of educational outcomes for schools.

The education system in Yemen is one of the systems that are still in the early stages of introducing quality to improve the educational outcomes quality for general education through the Ministry of

Education establishment of the Higher Council for Quality Assurance and Accreditation in 2013 AD, preceded by the School Development Department and the General Secretariat for Excellence. However, there is no actual impact of these administrations in general education schools, and the annual Audit Committee of the Strategy for the Development of Primary Education for the years (2009-2015) confirmed that the strategies that were developed for basic and secondary education did not reap their fruits well, due to the many problems they faced during implementation, the most important of which are:

Absence of a follow-up and evaluation mechanism, poor utilization of available resources in activities, unrealistic strategic plan in developing activities that is not compatible with the capabilities of schools (المطري، 2018: 6).

In the same context, the study of the Educational Research Center for the year (2000 AD) revealed the low level of achievement in the outputs of basic education, and this is due to many reasons, the most important of which are: the weak abilities and skills of teachers, the lack of the role of supervision and educational guidance in carrying out its tasks, the weak role of the family in following up on their children, the lack of the use of educational aids in the process of developing students' abilities and skills during the course of the educational process (قطاع التعليم: 2000؛ therefore, the current research turned towards advancing the role of general education outputs in Yemen, joining Arab and international developments, and benefiting from contemporary administrative trends, in order to support the role of education in achieving development.

Research Problem:

General education is the fundamental building block of education for its important role in the development process through its outputs, which may enter the labor market or the various universities and disciplines to develop their skills further. Hence, many of those interested in the quality of its outputs and in improving its quality are looking to the introduction of school accreditation, which is one of the modern administrative orientations by which the quality level of the educational process within schools is

judged through basic requirements to achieve its role in the process of improving performance and the quality of outputs. Therefore, the current research seeks to present a vision to ensure quality and school accreditation in general education institutions in Yemen in order to improve the quality of educational outputs by introducing the main question:

What is the suggested scenario for quality assurance and school accreditation in general education schools in Yemen?

The following questions arise from it:

1. What is the reality of the quality of education in general education schools in Yemen?
2. What are the obstcales facing quality assurance and school accreditation in general education schools in Yemen?
3. What is the concept of quality assurance and school accreditation in academic education?
4. What are the experiences of countries in ensuring the school's quality and accreditation in schools?
5. What are the requirements to ensure quality and school accreditation in schools?

Research Objectives:

The current research aims to build a suggested visualization to ensure quality and accreditation for general education schools in Yemen, by identifying:

1. The reality of general education institutions in Yemen (basic education - secondary education).
2. The obestcales facing quality assurance and school accreditation in general education schools in Yemen.
3. The concept of quality assurance and school accreditation in general education and its objectives, importance, and fields.
4. Experiences and standards of some countries in applying school accreditation for general education schools.
5. Requirements for ensuring quality and school accreditation in general education schools.

Research Importance:

The importance of the research is highlighted through:

- Presenting the reality of the general education, which includes the basic and secondary education and analyzing it.
- Determining the most important challenges and difficulties that the general education system encounters in Yemen, which involves most of the age groups of both genders constituting the nucleus for building the community in the future.
- The benefit that the Ministry of Education will obtain from the results of the current research to correct the imbalances in the reality of schools, and the other reforms they require.
- Research attempt to come out with practical results to be implemented on reality and what can ensure the education quality in Yemen through the vision that was built accordingly to the research result.
- Yemen's need to carry out an educational advancement that includes all components of the education system, starting with basic and secondary schools, which are the basis for the process of building qualified manpower to join universities or the labor market.
- A practical research attempt to monitor the weakness in the general education system in Yemen in order to address solutions and treatments to ensure the quality of education and the application of school accreditation.
- Presenting a suggested visualization for the application of school accreditation in general education institutions in Yemen.

Search Terms:

The current research relied on the following terms:

    1- Suggested visualization: The researcher refers to the procedures, requirements and standards by which quality assurance and accreditation are ensured in general education schools in Yemen in order to improve the level of performance and the quality of educational outputs.

2- Quality:

− **Quality is a language:** as explained by Ibn Manzur in his Dictionary of Lisan Al-Arab (The Arab Tongue), its origin is "goodness", and "good is the opposite of bad, and good was added to the object, which means its quality was improved, and I made something good so it became better, and making something better is like it, and he added some quality and improved the object, meaning he brought good in word and action".(ابن منظور،1997: 411).

− **Quality idiomatically:** is "the suitability of the product for use" (عبوي، 2006: 132) And quality is "that the administrative processes are carried out without any error, tampering, or deficiency and from the first attempt, and that the satisfaction of the beneficiary of the service is satisfied"(سباعي، 2005: 50) .

3- Quality Assurance:

It is defined as "a term that carries the implications of preventing failure, and ensuring that the required standards are achieved from the first time, by proposing policies and implementation mechanisms that include achieving quality system processes within the educational institution" .(عاشوراء، 2010: 152)

As for quality assurance in education, it is "the set of activities, methods, procedures, and measures that are taken to control the degree of quality of the educational product in order to meet the labor market in the best and most appropriate cost possible. In other terms, it is the totality of the technical methods and activities used in the administration by which a high-quality service can be performed" ،عبد العزيز وعبد العظيم) 2005: 474).

−   Procedural Quality Assurance is: a set of administrative processes and policies by which an educational institution is evaluated according to pre-determined quality standards.

4-   **Accreditation:**

Accreditation in the Arabic language comes from the verb "to count on", and relied on it in the sense of rest on and rely on, and depend on

the thing, i.e. he aimed, "It is said: the president counted on the matter, approved it, and ordered its enforcement" (726 :1985 ،أبو حرب). In the English language, the term "accreditation" is used to mean "giving or granting a certificate of confidence to something that has attained the highest standards of quality" (Tenth Indian Reprint, 2003: 12).

Accreditation is defined idiomatically as "the authorization, decision, or approval of something, such as permitting individuals to be studied or confirmed and approved to an authority or educational institution on educational activities after meeting the required conditions or criteria to carry out such tasks" .(267 :2005 ،البناء وعمارة)

→ **School Accreditation:** "It is the recognition granted by the quality assurance and accreditation bodies concerned with educational institutions to a school, which shows that the school has an effective system or many that guarantee the achievement of quality and continuous improvement in line with the desired standards."(عاشور،). .(152 :2010

→ **Procedural School Accreditation**: It is a standing and approval provided by an official body specialized in school accreditation for general education schools in return for them meeting the minimum standards and requirements of the Accreditation and Quality Assurance Authority.

5- Standards:

They are "yardsticks, checkpoints, or benchmarks, by or through which the levels and objectives achieved are checked. Standards describe in detail the characteristics of the requirements and conditions to be met, and above all they provide the quantitative and qualitative basis on which an evaluation conclusion is drawn." (94 :2007 ،البهواشي).

6- General education Schools:

General education schools in Yemen are defined as: educational institutions supervised by the Ministry of Education, and they are:

→ **Institutions of Basic Education:** It is a unified general education for all students in the Republic for a period of 9 years, and is compulsory from the age of six, in which the trends and tendencies of students are discovered and their own abilities are developed (وزارة التربية والتعليم، 2005: 7)

− **Secondary Education Institutions:** This is the education that allows students who have obtained the unified basic stage certificate to continue developing their scientific and specialized knowledge. This specialized stage takes three years, after graduating from it, students can go out to the labor market directly, or start their own education, and it offers many options for them in the light of their abilities, preparations and tendencies in the light of educational guidance for these choices (وزارة التربية والتعليم، 2005: 8).

→ **General education Procedurally:** The researcher refers to the stages of general education in Yemen, which include basic education schools and public secondary education in Yemen.

Search Limits:

− **Objectivity limits:**

The research includes general education in Yemen (basic and secondary), quality assurance and school accreditation in schools, requirements and standards, their stages, models and experiences of quality assurance and school accreditation of some countries.

− **Spatial Limits:**

General education schools in the Republic of Yemen.

− **Time limits:**

The research was conducted in 2021 AD.

Chapter Two

1- The Theoretical Framework:

This part of the research deals with the theoretical framework through many axes, namely:

The first axis: the quality of public education in Yemen, its indicators and obstacles.

The second axis: quality and school accreditation in education.

The third axis: previous studies.

The Fourth Axis: Countries' experiences in ensuring quality and school accreditation in schools.

Yemeni schools

These axes were presented as follows:

The first axis: the quality of public education in Yemen, its indicators and obstacles.

This axis deals with the indicators of the quality of general education by presenting the indicators of general education in the schools of the Republic of Yemen, which are as follows:

First: Indicators of the Quality of General education:

General education, with its two parts (basic and secondary), has received great attention due to many considerations, the most important of which are that it covers a high percentage of the community segment

of the age group 7-18 years old, in addition to that, it is the nucleus and the first step for establishing education in general, where a general education graduate acquires basic skills. that helps him enroll in various educational institutions, such as institutes or universities. Therefore, the Ministry of Education was established by Decree Nº 16 for the year 1963 AD to take over the management of general education, which currently includes basic and secondary education, and from here the indicators of general education were presented during the period between 2008-2014 in order to identify its reality, and the most important problems that face it and limit its ability to raise the quality level for this type of education.

1- Students:

−   **Indicators of Enrolment of Basic Education Students:**

Indicators of primary education in the period from 2009-2014 AD showed an increase in the number of enrolments from 4,327,450 students in 2009 AD to 5,143,923 students in 2014 AD, with an average annual growth of 3.35%. The average growth of males reached 2.89 compared to females 4.43 which was in favor of females, as the Ministry of Education is making a lot of efforts to support the process of their enrolment in schools, and despite this increase, the percentage is still low.

Table 1: Development Rates of those Enrolled in Primary Education during the Period from 2008/2009AD to 2013/2014AD

Academic Year	Males	Growth %	Females	Growth %	Total	Growth %	% of Females to Total	% of Females to Males
2008/2009	2498675	-	1828775	-	4327450	-	42.26	73.19
2009/2010	2522886	0.97	1879793	2.79	4402679	1.74	42.7	74.51
2010/2011	2667272	5.72	1989118	5.82	4656390	5.76	42.72	74.57
2011/2012	2675184	0.3	2030412	2.08	4705596	1.06	43.15	75.9
2012/2013	2781782	3.98	2159077	6.34	4940859	0.05	43.7	77.61
2013/2014	2874518	3.33	2269405	5.11	5143923	4.11	44.12	78.95
Average		2.86		4.43		3.53	43.28	76.31

Source: المجلس الأعلى للتخطيط، 2015: 10

– **Indicators of Internal Efficiency of Primary Education:**

The internal efficiency indicators for basic education schools include everything related to students in terms of failure, passage, and dropout. These indicators for the year 2014 AD showed the following:

– An increase in the level of educational waste in the failure and drop-out rates of students, and a decrease in the completion rates of the school stage; thus, the higher the volume of educational waste is, the lower the quality of the educational output will be.
– The educational environment in schools does not represent an attractive environment for many students so the dropout rate goes up.
– An increase in the dropout rate for females is clear despite the existence of many projects that support their enrolment in education, such as the nutrition project provided by the World Food Program, the primary education development project, and the conditional cash donation project in rural areas.

– The high dropout and failure rates indicate that the educational environment in primary schools was not attractive to students (المجلس الأعلى للتخطيط، 2015: 15).

Table 2: Internal Efficiency Indicators
in Primary Schools for the Year 2014

Statement	Grades 1 – 6			Grades 1 - 9		
	Males	Females	Both Genders	Males	Females	Both Genders
Average Failure Rate	9.7	7.7	8.9	9.62	7.3	8.62
Average Passage Rate	84.1	84.7	84.4	83.42	85.05	84.12
Average Dropout Rate	6.1	7.6	6.8	6.96	7.65	7.26
Average Completion Rate	52.3	47.5	56.4	32.2	29.3	37.7

Source: 11 :2015 ،المجلس الأعلى للتخطيط.

– **High school Student Enrolment Indicators:**

The number of students enrolled in secondary education increased during the year 2008-2009 AD from 580,829, in which the number of male students reached 374,317 and the number of female students reached

206,512, while the number of students enrolled in the year 2013-2014 AD reached 730,434 students, the number of males reaching 435,472 students compared to 294,962 females, with an average annual growth of 4.74% for both genders, and 7.43% for females which is higher than the male classes, at a rate of 3.12%, and this is due to the Ministry's role in encouraging girls enrolment in secondary education.(المجلس الأعلى للتخطيط، 2015: 15)

Table 3: Evolution of Enrolment in Secondary Education during the Period from 2008/2009 AD to 2013/2014AD

Academic Year	Enrolment						% of Females to Total	% of Females to Males
	Males	Growth %	Females	Growth %	Cumulative	Growth %		
2008/2009	374317	-	206512	-	580829	-	35.55	55.17
2009/2010	363316	-2.94	211583	2.46	574899	-1.02	36.80	58.24
2010/2011	382708	5.34	232883	10.07	615591	7.08	37.83	60.85
2011/2012	393777	2.89	248296	6.62	642073	4.3	38.67	63.05
2012/2013	415487	5.51	274839	10.69	690326	7.52	39.81	66.15
2013/2014	435472	4.81	294962	7.32	730434	5.81	40.38	67.73
Average	-	3.12	-	7.43	-	4.74	38.70	63.21

Source: المجلس الأعلى، 2015: 15.

Indicators of internal efficiency of secondary education:

The national rate of passage in secondary education reached 87.70% for both genders, 84.80% for males and 92.30% for females, while the national drop-out rate for both genders was 3.71%, for males 5.51% and 0.58% for females. Hence, the recurrence rate was 8.59% for both genders, 9.69% for males and 6.85% for females.

Table 4: Internal Efficiency Indicators

in Primary Schools for the Year 2014

	Grade 1		Grade 2		Grade 3				
				Cumulative					
			Statement						
	Males	Females	Males	Females	Males	Females	Males	Females	Total
Failure	10.18	6.88	7.68	4.94	11.15	8.96	9.69	6.85	8.59
Passage	78.28	86.2	91.29	95.04	86.55	97.7	84.80	92.30	87.70
Dropout	11.53	6.92	1.02	0.02	2.3	-6.67	5.51	0.58	3.71

Source: المجلس الأعلى للتخطيط، 2015: 16.

Under the leadership of the Ministry of Education, Yemen has adopted a modern approach to the development of general education by setting development strategies for the primary and secondary levels. These strategies focused on the quantitative aspect without paying attention to the quality of education and educational services provided to students, which in turn affected the quality of outputs. The decline in the level of students in the basic education stage, which has remained until the secondary stage, has contributed to the low internal efficiency of secondary schools. The results of the International Tests of Science and Mathematics for the basic stage (TIMSS) indicated this. It was also noted that there was a decline in the quality of education and a lack of students' skills in the reading and writing, which in turn contributed to the low efficiency of the internal system of secondary schools and hence the university stage(20 :2014 ،المجلس الأعلى) .

2- Curriculum:

The Ministry of Education has developed a curriculum for general education stages (1-12), which includes a set of subjects: the Holy Qur'an, Islamic education, Arabic language, mathematics, social studies (history, geography, civism, Yemeni society), English language, Sciences (physics, chemistry, biology), philosophy, psychology, statistics, physical education and arts.

The current curriculum focuses on the role of the student, that is based on the discovery of information. However, the reality of implementing

this type of curriculum lacks the appropriate environment at schools, as teachers do not possess the necessary skills and strategies for the success of this type of curriculum, with the Ministry's weakness in providing textbooks for all students. This is considered an obstacle in the process of achieving the objectives of the curriculum. In addition, the current curriculum lacks the necessary objectives to develop the capabilities and skills related to students' daily life, such as problem-solving skills and the use of information and computer technology, through which a graduate is prepared to fit into the labor market or to join universities . (البنك الدولي، 2010: 58-59).

In addition, there is a weakness in the practical and applied aspects of the courses of these curricula. Most of the laboratories suffer from a lack of resources and laboratory materials, and some suffer from not completing their equipment with the financial capabilities necessary for the teaching and learning processes, and some curricula need to be reformulated to suit the age level of students in the primary and secondary education stages .(المجلس الأعلى للتخطيط 2010: 43).

Moqbel's study showed that the curricula of the primary and secondary stages go one-way from the top to the bottom line, with poor alignment with rapid scientific developments, and their responses to the needs of society and the development requirements that Yemen seeks through its children, and their focus on the knowledge aspect largely, without taking into account the special needs of the development of personal social competencies for the students at this stage. In addition to relying on the textbook as a main means of communicating information; there is limited provision and use of educational aids, and this limits the role of the curriculum in developing students' abilities and skills, especially in scientific subjects .(مقبل،2010: 95)

3- Teachers:

The teacher is the cornerstone of the educational process. Yemen witnessed an increase in the number of teachers in the year 2008/2009 AD from 196,807 teachers to 223,322 teachers during the year 2013/2014 AD, distributed between primary and secondary education, and this is explained as follows:

- The number of educators for the year 2008/2009 AD for the pre-university education sector reached 162,785 teachers, and the number increased to 183,280 teachers during the year 2013-2014 AD.
- The number of non-educators for the year 2008-2009AD for the general education sector reached 33,957 teachers, and rose to 39,966 during the year 2013-2014 AD.
- The number of uninformed and working in the general education sector in the year 2008/2009 AD reached 65 teachers, and the number increased to 76 teachers during the year 2013/2014 AD.

Table 5: Numbers of Teachers Who Contributed to the Classes Schedule in Primary and Secondary Education from 2008 AD to 2013 AD.

Type	Stage	2008 – 2009 AD			Females %	2013 – 2014 AD			Females %	Increase Rate %		
		Males	Females	Cumulative		Males	Females	Cumulative		Males	Females	Cumulative
Educational	Primary	96185	28580	124765	22.9	99639	39215	138854	28.2	3.6	37.2	11.3
	Secondary Only	12891	4950	17841	27.7	13997	6540	20537	31,8	8.6	32.1	15.1
	Primary and Secondary	17464	2715	20179	13.5	20075	3814	23889	16	15.0	40.5	18.4
	Cumulative	126540	36245	162785	22.3	133711	49569	183280	27	5.7	36.8	12.6
Non-Educational	Primary	17284	13104	30388	43.1	16990	18075	35065	51.5	-1.7	37.9	15.4
	Secondary Only	1298	450	1748	25.7	1524	828	2352	35.2	17.4	84.0	34.6
	Primary and Secondary	1384	437	1821	24.0	1801	748	2549	29.3	30.1	71.2	40.0
	Cumulative	19966	13991	33957	41.2	20315	19651	39966	49.2	1.7	40.5	17.7
Unknown	Primary	32	12	44	27.3	25	34	59	57.6	-21.9	183.3	34.1
	Secondary Only	12	0	12	0.0	3	2	6	33.3	-66.7	-	-50.0
	Primary and Secondary	9	0	9	0.0	7	4	11	36.4	-22.2	-	22.2
	Cumulative	53	12	65	18.5	36	40	76	52.6	-32.1	233.3	16.9
Total Cumulative	Primary	113501	41696	**155197**	**26.9**	116654	57324	**173978**	**32.9**	2.8	37.5	**12.1**
	Secondary Only	14201	5400	**19601**	**27.5**	15525	7370	**22895**	**32.2**	9.3	36.5	**16.8**
	Primary and Secondary	18857	3152	**22009**	**14.3**	21883	4566	**26449**	**17.3**	16.0	44.9	**20.2**
	Cumulative	**146559**	**50248**	**196807**	**25.5**	**154062**	**69260**	**223322**	**31**	**5.1**	**37.8**	**13.5**

Source: المجلس الأعلى، 2015: 37.

According to Law Nᵒ 37 for the year 1998 AD, a post-secondary diploma represents the minimum scientific qualification for teachers of general education schools, and it is obtained from a teacher training institute. The appointment may be made according to the law for teachers without educational qualifications or from high school holders, depending on the needs by virtue of the presence of rural areas (https://yemen-nic. info/db/laws_ye/detail.php?ID=11548).

This has led to the appointment of about 40% of unqualified teachers in primary and secondary schools, in addition to the absence of a specific mechanism for the teacher evaluation process that includes important criteria and indicators for the evaluation process, including academic qualification, educational training and years of experience .(70 :2010 ،البنك الدولي)

4- School Buildings for General Education:

The indicators of the Supreme Council for Planning showed a quantitative development in the number of private schools for general education. The number of schools reached 17,136 during the academic year 2013/2014 AD, while the number of schools in 2008/2009 AD was 15,661 schools. This quantitative development is highlighted by the increase in the number of boys' schools, where in 2009 AD, the number of schools reached 1,160 and in 2014 AD 1,377 schools. While the female schools amounted to 1,040 and 1,248 non-mixed schools, respectively (2015: 22). This increase is due to the low enrolment of females in education, in addition to the enrolment of some of them in mixed schools. The number of primary schools also increased from 11,816 schools in 2005/2006 AD to reach 12,767 schools in 2013/2014 AD. This is due to the dispersal of the population and the rugged mountainous nature of Yemen, and the decrease in the number of secondary schools for males and females. We also notice a decrease in the number of independent secondary schools. This requires a review of urban secondary schools and district centers to face the problem of classroom overcrowding and the provision of appropriate educational equipment.

We also note an increase in the number of mixed schools (primary and secondary) from 3,524 schools in 2008/2009 AD to 4,005 schools during 2013/2014 AD, which in turn requires providing more independent schools in the future .(22 :2015 ،المجلس الأعلى للتخطيط)

Table 6: Distribution of Primary and Secondary Education Schools by Stages and Gender from

2008 to 2014 AD

Academic Year	Primary Only				Primary and Secondary				Secondary				Total cumulative			
	Boys	Girls	Mixed	Cumulative	Boys	Girls	Mixed	Cumulative	Boys	Girls	Mixed	Cumulative	Boys	Girls	Mixed	Cumulative
2008/2009	689	599	10528	**11816**	344	397	2783	**3524**	127	44	150	**321**	1160	1040	13461	15661
2009/2010	739	612	10466	**11817**	351	414	2744	**3509**	128	45	152	**325**	1218	1071	13362	15651
2010/2011	785	625	10966	**12376**	363	435	2934	**3732**	134	50	147	**331**	1282	1110	14047	16439
2011/2012	805	639	10876	**12320**	377	449	2954	**3780**	139	53	153	**345**	1321	1141	13983	16445
2012/2013	819	676	11144	**12639**	401	488	3019	**3908**	147	57	161	**365**	1367	1221	14324	16912
2013/2014	819	678	11270	**12767**	405	511	3089	**4005**	153	59	152	**364**	1377	1248	14511	17136
% Increase	18.9	13.2	7.0	8.0	17.7	28.7	11.0	13.6	20.5	34.1	1.3	13.4	18.7	20	7.8	9.4
Average	3.8	2.6	1.4	1.6	3.5	5.7	2.2	2.7	4.1	6.8	0.3	2.7	3.7	4.0	1.6	1.9

Source: المجلس الأعلى، 2015: 22.

General education schools in Yemen vary between existing buildings designed to be school buildings, numbering 14,751 schools, and between buildings not designed to be school buildings, numbering 1,182 schools, and temporary buildings in the form of (hangar - cabin - tent - hut) which number reached 335 buildings, and among improvised buildings (a mosque - outdoor - a cliff), and their number is 319 (The Supreme Council for Planning, 2014: 18). Most of these buildings do not meet the conditions of a school building, and they suffer from a scarcity of laboratories; where the science laboratories were distributed in urban areas at a rate of 0.70 laboratories for each school, and the number of science laboratories in urban areas was 2,145, of which 679 were laboratories for secondary education, while in the countryside there were 0.29 laboratories for each school, and 2,089 science laboratories in the rural, of which 619 are secondary education laboratories(المجلس الأعلى للتخطيط، 2015: 25).

These laboratories are characterized by a lack of laboratory tools, poor school administrations' interest in providing laboratory tools, poor safety conditions in existing laboratories, and low level of qualification of technicians, all of which affects the students' scientific abilities in absorbing the applied aspect of scientific materials. Computer

laboratories are also reduced in all schools where the overall average was 0.16 computer lab for each school. The disadvantage of the current labs is that the computers there are old and few, and the computer courses are weak, while the space of the labs is not proportional to the number of students, in addition to the weak financial allocations for equipping computer labs (المجلس الأعلى للتخطيط، 2010: 18).

Table 7: Shows the Evolution of the School Buildings in Primary and Secondary Education from 2009 to 2014 AD

Building by Type	2008/2019 AD	%	2013/2014 AD	%	% Improvement	Increase
Total Buildings	**15322**	**-**	**16587**	**-**	**-**	**8.3**
Existing Buildings:	**14550**	**94.96**	**15933**	**96.06**	**1.10**	**9.5**
- Buildings designed as school buildings	13687	89.33	14751	88.93	-0.40	7.8
- Building not designed as school buildings	863	5.63	1182	7.13	1.49	37.0
Temporary Buildings (Hangar, Cabin, Tent, hut)	**276**	**1.80**	**335**	**2.02**	**0.22**	**21.4**
Improvised Buildings (mosque, outdoor, cliff)	**496**	**3.24**	**319**	**1.92**	**-1.31**	**-35.7**

Source: المجلس الأعلى، 2015: 24.

Yemeni schools

5- General Education Schools Administration:

The school administration plays an active role in the success of the educational process; it is the movement of communication among all parties (teachers - students - mentors - administrators - the community surrounding the school - the family). An increase in the number of directors in school administration was observed during the period 2005-

2012 AD for all public sector schools (primary, secondary and mixed). During the year 2005/2006 AD, the number of directors increased from 11,992 to 13,532 general directors in 2011/2012 AD, with a growth rate of 12.84 in favor of 49.94%female directors compared to 10.16% male direcrors for primary and secondary schools

(المجلس الأعلى للتخطيط، 2012: 20).

Table 8: Evolution of the School Principals Number by Stages and Gender from 2005/2006 AD to 2011/2012AD

Stage	2005/2006			Females %	Males	Females	Cumulative	Females %	Males	Females	Cumulative
	Males	Females	Cumulative								
Primary	8078	543	8531		8728	699	9427		**8.05**	**54.30**	**10.50**
				5.31				7.41			
Distribution %	72.23	56.00	71.14		70.85	57.63	69.66		-	-	-
Secondary	277	34	311		293	44	337		**5.78**	**29.41**	**8.36**
				10.93				13.06			
Distribution %	2.48	4.20	2.59		2.38	3.63	2.49		-	-	-
Primary / Secondary	2828	322	3150		3298	470	3768		**16.62**	**45.96**	**19.62**
				10.22				12.47			
Distribution %	25.29	39.80	26.27		26.77	38.75	27.85		-	-	-
Total Cumulative	11183	809	11992		12319	1213	13532		**10.16**	**49.94**	**12.84**
				6.75				8.96			
Distribution %	100	100	100		100	100	100		-	-	-

Source: المجلس الأعلى، 2012: 27.

The reality of the indicators for school administrations in the general education sector indicates that most school directors are not appointed according to the criteria (qualification - seniority - specialization), but we find that many of the principals are holders of post-secondary and high school diplomas, and they are characterized by low levels of scientific and professional qualification, which affected their role in the school planning process and the follow-up and supervision of teachers during the implementation of the educational process(المجلس الأعلى للتخطيط، 2012: 21). In addition to the above, the relationship between the school administration and the surrounding community is weak as

there are no links of communication between parents and the school administration.(18 :2015 ،المجلس الأعلى للتخطيط)

6- **Funding:**

Expenditure on general education increased during the period 2008-2014 AD with an average growth rate of 8.49%, as it increased from 231.8 billion riyals during the year 2008 AD to 346.1 billion riyals, while the amounts allocated to general education during the year 2014 AD reached 374.2 billion riyals, which constituted 12.98% of the total public expenditure of the state and it accounted for 78.34% of the total expenditures of the education and training sector, and the volume of current expenditures during the year 2013 AD amounted to 315.2 billion riyals, and the volume of investment expenditures 30.9 billion riyals, which means that the largest share of that funding is spent on salaries and wages for workers in the general education sector like teachers, supervisors, administrators and other general education workers.

Table 9: Volume of General Education Expenditure and trends in the years 2008-2014 AD (One Million Riyals)

Fiscal Year	Public Expenditure	Expenditure on Education and Training	Growth %	Expenditure on General Education	Growth %	Public Education Share from:	
						General Expenditure	Expenditure on Education
2008	2,248,166	293,863	-	231,818	-	10.31	78.89
2009	1,847,960	303,585	3.31	239,778	3.43	12.98	78.98
2010	2,115,428	300,188	-1.12	236,122	-1.52	11.16	78.66
2011	2,097,353	336,387	12.06	278,184	17.81	13.26	82.70
2012	2,813,835	376,584	11.95	308,560	10.92	10.97	81.94
2013	2,826,981	420,046	11.54	346,182	12.19	12.25	82.42
2014*	2,883,532	477,679	13.72	374,224	8.10	12.98	78.34
Average	-	-	8.58	-	8.49	11.99	80.27

Source: المجلس الأعلى، 2015 :37.

7- Assessment:

Assessment is one of the important procedures to measure the quality of education in any educational system. However, general education schools in Yemen lack a specific body to carry out the assessment process for all elements of the educational process and its activities. Therefore, the exams that are set at the end of each academic year are relied upon to assess the students' academic levels. However, this process was not to fulfill the main objective accurately, as the process of setting these exams faces many difficulties, namely:

• Absence of standards that determine the level of achievement of students for each subject and for each level separately.

- Most exams measure students' memorization level without other skills such as thinking or problem solving.

- Teachers lack the skills to develop effective tests (البنك الدولي، 2010:) 60.

The results of the evaluation carried out by the International Association for the Evaluation of Educational Achievement (IEA) in 2008 AD showed a decrease in the level of educational attainment in primary and secondary schools, especially in scientific subjects (mathematics and science) (البنك الدولي، 2010: 51)

General education schools in Yemen depend on guidance or the so-called educational supervision, which basically lacks a specific mechanism to exercise its functions in the reality of schools, and this in turn affects the quality of educational outputs(المجلس الأعلى للتخطيط، 2015: 18).

Through the previous presentation, it is clear that the reality of general education in Yemen suffers from the following:

→ A decline in the quality level of general education institutions in Yemen.

→ A decline in the level of educational attainment of students in all stages of general education, where we find a clear weakness in the abilities of students to acquire the basic knowledge and skills required for the current and future stage.

→ An increase in the number of people enrolled in general education.

→ High failure rates from various general education schools.

→ The weakness of the current curricula and resolutions in developing the skillful, emotional and innovative aspects of many students.

→ An increase in the number of schools which is accompanied by a weakness in the availability of the capabilities of laboratories.

→ An increase in the number of non-educational and unqualified teachers.

→ Weakness of many teachers' abilities and skills in using modern technologies, in modern teaching strategies, and in preparing exams, which is reflected in the level of students' achievement and the development of their abilities and scientific skills.

→ Increasing in the number of school principals over the past years is offset by the weakness of their administrative and leadership abilities and skills.

→ Centralization of funding, and reliance on the government to provide the education budget, which is mostly spent on salaries that are meager to the requirements of life.

→ Poor infrastructure for laboratories, computers, libraries, and school furniture for many schools.

→ Absence of a specialized body for the assessment process according to educational standards and indicators.

Second: The Obestcales Facing the Quality of General Education in Yemen:

The general education sector in Yemen suffers from many difficulties, which have caused a low level of educational outputs quality.

These difficulties can be identified as follows:

– Severe centralization in decision-making by senior leadership.

– Low level of planning within schools, and the weak abilities of many directors of general education institutions to carry out strategic planning, and this is due to their low educational levels and the adoption of mediation in the process of their appointment

– Weakness of available resources, and this is a result of the schools' inability to find their own financial resources.(الصعر ، 2010)

– Poor performance and teaching capabilities of many teachers; as there are imbalances in the planning, implementation and assessment processes during the learning process due to the absence of post-appointment teacher training programs (مقبل،2010: 106) , in addition to the failure to adopt professional standards and conditions granted to practice the teaching profession, and the weak opportunities for training and professional development for teachers in the use of modern technology. and active teaching strategies, as well as weak guidance, supervision and follow-up, and low material and moral incentives for teachers.(المجلس الأعلى للتخطيط، 2014: 38)

– Weakness of the current curricula and resolutions in developing stu-

dents' abilities and skills in a way that supports them to join university education or the labor market.

- The school environment is inappropriate and does not have attractive factors for students; and the standard of equipment may be lacking in some schools.
- Focusing on the theoretical aspects of the courses and the weakness of the practical aspects.
- The weak role of school administration and the lack of criteria for the appointment and selection of school directors and leaders
- There are no specific criteria for the measurement and assessment process.
- The low level of community participation in the educational process, and the weak role of families in following up on their children's academic levels. (المجلس الأعلى للتخطيط، 2014: 38)

In sum, the educational process in general education schools in Yemen faces many difficulties, the most important of which are:

- Weak school administration, which is a result of centralization that limits the ability of school leaders to take decisions.
- Weak abilities and skills of school leaders in school planning, human relations, and communication with the authorities surrounding the school.
- Lack of professional development opportunities for teachers of their scientific abilities and skills.
- Lack of keeping pace with the various curricula and its various courses for all the needs of the current era.
- Low infrastructure of schools, such as laboratories and classrooms for many schools.
- Weak role of community participation in the educational process.

The second axis: The quality and school accreditation in education.

This axis deals with quality assurance and school accreditation by raising three topics: quality in education, quality assurance in education, and school accreditation, as follows:

1- **Quality in Education:**

Quality management in education refers to the quality of educational

services that can meet the needs of students, based on a set of requirements, standards, and procedures through which the desired goals of the educational institution are achieved with the least effort and in the best way as a whole .(ضحاوي؛ المليجي، 2010: 283)

A. Justifications for the Application of Quality Management in Education:

Quality is an administrative system resulting from global changes that have affected all aspects, especially the economic and educational, and among those changes that imposed the introduction of quality management as an administrative system:

- Economic changes resulting from the boom in technology, which requires a change in the quality of skills for the labor force required for the labor market.
- Expanding education and increasing demand for it requires the necessity to provide the best so that the outputs are appropriate to the needs of the current era.
- Increasing the student density that aspires to high quality student services.
- Success of the application of quality as a new administrative orientation in many educational institutions.
- Technological progress and information and communication systems and their impact on the educational process.
- The need to rationalize spending on education in light of the scarcity of financial resources available for the various educational systems.

- Social responsibility for education, which imposed the introduction of new administrative trends and proved their success.(أبو رحمة، 2018: 23)

B. Benefits of applying quality management in educational institutions:

Among the benefits envisaged by the application of generosity in educational institutions are the following:

- Developing education by identifying deficiencies in education inputs, processes and outputs.

– Developing the performance of all employees in educational institutions for continuous training within the quality activities.
– Developing the spirit of teamwork among all employees.
– Developing the skills and capabilities of all employees, including leaders, teachers, and technicians.
– Quality focuses on developing the processes more than defining responsibilities
– Taking preventive measures to prevent mistakes.
– The quality implementation provides many opportunities to communicate with educational authorities in the public or private sectors.
– Fulfilling the requirements of students, parents and the community in a manner commensurate with their aspirations.
– Identifying the forms of material and human waste, estimating their rates, and their impact on the level of internal efficiency of the educational institution (الشناوي؛ عيد، 2010: 236).

C. Principles of Quality Management in Education:

The philosophy of quality management is based on many principles that the administration can adopt in order to improve the quality of the outcomes of the educational process in schools, including:

– Focusing on the student: it is the basis of the educational process; therefore, services are designed in a way that meets his needs and expectations, and includes the quality of the student that he must acquire: skills, attitudes, and knowledge.
– Focusing on processes and results together: It means focusing on all the processes that are run within the school in general, not just the educational product.
– Prevention of errors before they occur: where standards are used to measure the quality of educational services.
– Teamwork: where teamwork is the best means for continuous improvement in the quality management approach.
– Following the scientific method: Quality management depends on making decisions in the light of facts, and adopting the scientific

concept in solving problems.

− Continuous improvement: This is through the educational institution's continuous improvement of all its operations and the services provided to students (72-74 :2005 ،حسين).

2. **Quality Assurance in Education:**

The quality assurance stage is one of the main strategies on which quality management is based because it depends on performing tasks to prevent errors in the sense of high-quality production, and this is what most educational institutions seek to raise the level of satisfaction of the beneficiaries of educational services(45 :2007 ،الزيادات ؛مجيد)

Quality assurance is a system based on feedback, through its role in trying to prevent errors and appropriately exploiting the available resources, in addition to giving confidence to the beneficiaries of education outcomes;, it is a way to ensure that errors are avoided as much as possible.

A. **Quality Assurance Functions in Education:**

There are three main functions of quality assurance in educational institutions, which are:

− Ensuring quality in processes (planning, design, teaching and learning) as well as continuous quality improvement in outputs (student learning outcomes, system experiences).
− Helping the organization make optimal use of resources to achieve quality and other strategic goals. This can be achieved by ensuring the quality of operations of micro-systems of financing, strategic planning, and management of those systems that achieve the efficiency and high accounting capacity of quality programs.
− Assisting the institution in obtaining the highest levels of confidence in its performance of all its responsibilities, and assisting it in obtaining consistent and homogeneous educational results and outcomes, including the capabilities and contributions of graduates.(144: 2007،محمد)

B. Quality Assurance Objectives:

The quality assurance system in educational institutions aims to achieve quality in the educational product through the following:

- Quality during the planning processes of the educational process.
- Setting goals for the quality policy and following up on its implementation from a comprehensive perspective.
- Designing budgets to control quality and following up performance in light of them.
- Knowing the tasks assigned to all employees of the educational institution.
- Knowing how to perform these tasks at a high level.
- Working to measure the quality of performance in light of the available requirements necessary to carry out the tasks and reducing the risks resulting from low confidence in the educational product and dependence on it .(168 :2007 ،حسين).

C. Quality assurance and mechanisms in educational institutions:

Since upgrading manpower and their skills has become one of the most important aspirations of many educational institutions, many developed countries have adopted the quality management system and established mechanisms to achieve it, including:

- Accreditation or licensure system prevailing in the education system in the United States of America.
- System of quality assurance in education prevailing in the British education system .(146 :2011،عاشوراء وآخرون).
- Quality control.

There are those who view the previous mechanisms as a guarantee of quality, but each mechanism is distinguished from the other as follows:

Quality Assurance and Control:

- The quality control system is a corrective system "because it is concerned with detecting errors in every step of quality" .(2005،حسين:
41) It is a dimensional process for the product or service, which goal is to take a specific action with regard to products or services

that, after examination and audit, appear not to be of the required level. Products or services and their disposal may be followed by other procedures to identify the causes of failure and recommendations for correction .(19 :2007 ،الزيادات ؛مجيد)

–   As for quality assurance, it is a preventive system because it is concerned with preventing errors from occurring at the first time,(،الحجار) 261 :2005) and it is thus a tribal process that is taken before production and providing the service, and its aim is to provide the product or service with a required and pre-determined quality. The process of quality control does not prevent failure, but rather refers to it, thus what prevents it is the process of quality assurance (الطائي وآخرون، 2008 :310).

Relation between Quality Assurance and Accreditation:

There is a close relation between accreditation and quality assurance, where accreditation is a method of quality assurance that is concerned with the comprehensive review and continuous evaluation of study programs (program accreditation) or institutional accreditation. The educational institution meets the accreditation requirements and standards set by the accreditation body, and performance is measured and evaluated in light of those standards. Accreditation is an emphasis on quality assurance, so educational institutions are looking for accreditation by specialized bodies that aim to:

–   Offer guarantees to beneficiaries and stakeholders in terms of educational institutions providing the minimum quality.
–   Encourage the development and improvement of educational institutions by examining and evaluating their activities, and issuing directives to raise their efficiency.
–   Encourage continuous self-assessment of the educational institution.

Quality assurance is a system that relies on providing pre-feeding, and a means of making sure that there are no errors. Accreditation is inseparable from quality assurance as it is concerned with evaluating objectives, content, activities, resources, educational levels and outcomes. Thus, quality assurance completes the accreditation process as the accreditation work and its stages are organized (عبد الهادي، 2005:),

(52 and (Al-Haj Ibrahim, 2014: 108)) explains that quality assurance is a tool for continuous improvement, while accreditation refers to an acceptable level of quality in an educational institution.

The researcher believes that quality assurance is a prerequisite for obtaining accreditation, which is concerned with passing a judgment on the educational institution, either with recognition or not, or with conditional recognition until the quality standards are fully met.

3. **School Accreditation:**

Accreditation is one of the quality assurance mechanisms that emerged in the United States of America as one of the voluntary means to ensure the quality of education in schools and universities, so that a thorough and comprehensive examination is carried out to identify the extent to which the educational institution meets the quality standards specified by the Accreditation and Quality Assurance Commission, and this is done in light of many stages by which the level of quality is determined in those institutions.

The school education sector adopts a comprehensive concept of accreditation based on three basic dimensions:

- The educational institution (the school) meets the quality standards.
- Continuing improvement in the school.
- The effectiveness of quality assurance and quality control in the school (quality and training unit, follow-up systems, accounting and accountability within the school) .(471 :2013 ،رشوان).

School Accreditation Objectives:

School accreditation aims to control quality, accountability, and transparency, while identifying the strengths and weaknesses through which the paths of imbalances that appeared in the assessment process are corrected, and working to improve them. It also helps students move among recognized educational institutions, because they work within the standards of defined by a single accreditation body, and aims to:

- Achieving the objectives of the academic and educational process.
- Maintaining a high level of education.

– Encouraging schools to compete to achieve education goals.
– Serving the community by providing high quality and efficient outputs.
– Raising the level of trust for the community surrounding educational institutions.
– Providing effective and attractive educational environments for students .(15 :2020 ،عودة).

School Accreditation Features:

School accreditation is distinguished from other modern administrative entrances and administrative mechanisms that follow the entrance to quality management, and these features include:

• Accreditation is an absolute necessity to ensure quality in education.
• Each accreditation system has advantages and disadvantages.
• Accreditation systems have various entrances; therefore, we notice that accreditation systems may differ from one society to another, but the common elements in the accreditation system are mutual , no matter how varied, so it is possible to benefit from accreditation systems from one society to another.
• Accreditation does not aim to categorize or rank the educational institution.
• Accreditation is a system that includes all education systems, whether school or university.
• It focuses on all aspects of the educational process from the beginning, all the way to the final product (the graduate).
• It enhances the credibility and trust of the local community in the educational institution .(16 :2018 ،العجرمي).

The Importance of School Accreditation:

The importance of school accreditation in educational institutions is evident through the multiplicity of its roles based on ensuring quality, improving the level of performance of all employees and contributing to the quality of outputs. Therefore, the importance of accreditation for schools revolves around the following:

• The importance of school accreditation is highlighted through its

role in the evaluation process, where strengths and weaknesses are identified within the school, and this contributes to developing and improving performance among all employees, so future plans are developed in the light of the evaluation results, as well as accreditation contributes to the participation process of all employees and those interested in the educational process in the process of creating the school's vision, mission and objectives. This creates an administrative climate in which there are many positive relations among employees within the school and other external parties (Mensching. Brian. 2012: 14).

- Emphasis on the educational institution's fulfillment of all quality standards prepared by the accreditation body.
- Giving the local community confidence that their children receive an education that meets the conditions of quality.
- Improving the level of students' performance in various cognitive, skill, social and emotional fields.
- Providing opportunities for community participation within the school community (العجرمي، 2018: 18).
- Ensuring the existence of an external assessment of educational institutions in line with modern procedures and policies.
- Improving professional and course services.
- Defining the vision, mission, objectives and activities, and providing an information system.
- Encouraging educational institutions to carry out an evaluation process that is based on general principles, standards and rules that encourage excellence in performance (العبري وآخرون، 2019: 349)

Types of School Accreditation:

The accreditation system in any educational institution depends on one of the following types:

→ **Institutional accreditation**: It is carried out through accreditation bodies so that it grants accreditation to the educational institution through its evaluation of the basic elements: vision, mission, goals, and material and human capabilities.

→ **Specialized or programmatic accreditation:** It is the accreditation that focuses on the quality of programs, professional, technical

materials and teachers, their academic qualifications, experiences and activities, students and their school records, and the learning resources available to implement those programs according to pre-defined criteria.

→ **Professional Accreditation**: it is concerned with recognizing the quality and competence of people to practice the profession of educating and teaching with high efficiency. This type of accreditation grants the school certificate of the profession from accreditation institutions carried out by specialized professional bodies ،الهاجري) . 2013: 510).

Areas of School Accreditation and Quality Assurance:

The areas of quality assurance and school accreditation vary, but they do not exceed the following areas:

– Philosophy and objectives of the institution: so that they are clear, and formulated in a way that enables them to be measured and realistic, with the process of writing them down, including the vision, mission and goals, and working to review them on an ongoing basis so that they are compatible with actual programs and practices.

– Institutional organization and management: providing an administrative system that achieves the goals, designing an organizational structure that contributes to achieving the goals of the educational institution, carrying out the evaluation process, and clearly activating all laws and regulations within the school.

– Teachers: The appointment process for faculty members is carried out in accordance with specific standards, conditions and qualifications, and that their numbers are proportional to the number of students, while providing the appropriate capabilities for the professional development process for them, and providing financial incentives.

•

– Student Services: Providing student services that contribute to the development of their personalities and skills in a way that supports the achievement of the educational institution's goals, with the need for these activities to take into account the individual differences

among students, and to provide records of students' achievement on an ongoing basis.

– Curriculum: to reflect the educational institution's philosophy, goals, and mission, and to provide it adequately for students, with the need for modernization in a manner commensurate with the needs of the times, and to meet the educational, social and physical needs of students, taking into account the differences among students, with the use of appropriate methods in the school assessment process.

– Funding sources: There should be stable, diverse and sufficient funding sources for the needs of the educational process, financial planning guides, and a good accounting system to control the planning of financial resources.

– Library and information service: Providing a library that includes many books, references, and audio-visual materials that support the teaching and learning process, while encouraging students to use them, providing modern technical equipment, and training them to deal with such equipment correctly.

– Assessment: setting specific criteria for evaluating students' learning and performance, using appropriate methods for the assessment process, and using those results in setting the institution's strategy.

– School capabilities: to provide the appropriate buildings, technical equipment and furniture, establish a security and safety system in order to ensure the preservation of institutional capabilities during its operation, and to use the school environment and its surrounding environment to activate the academic and educational process.

– Student life: The educational leadership is keen to provide written rules that organize the standards of behavior of students and inform them about them, rules for guidance and supervision in dealing with students' problems in a positive way, and programs that meet the needs and interests of students(218-222 :2005 ،حسين) .

School Accreditation and Quality Assurance Procedures:

School accreditation is carried out through several steps:

1. **Self-study:** It is the first step in the process of quality assurance, through which the educational institution can determine

its current conditions, so the indicators of reality are analyzed, which helps to develop a strategy for development and improvement based on measuring the rate of performance and achievement, and this process is carried out through the participation of individuals working in the institution (حسين، 2005: 176),in light of the criteria and requirements of the accreditation awarding body, and the areas of self-study include the educational institution's vision, mission and objectives, educational programs and activities, and the institution's financial resources(عبد العزيز، وعبد العظيم، 2005: 501-502). Educational institutions are committed to programs that request accreditation follow the steps of the self-assessment process, which are:

2. **External Assessment:** This is done by a committee consisting of an appropriate number of educators with expertise and experience in the field of accreditation, where the field visit to the educational institution is carried out to study the documents related to the institution, ensure the credibility of self-study, conduct interviews with members of the school community, review the self-study report and prepare a comprehensive report on the educational institution (Al-Abri et al., 2019: 352). Harvy and Virkucs (HARHY&VIRKUSC, 2008) stress the need for the committee members to have many capabilities, including:

- Full understanding of the accreditation standards and those of a good institution.
- Understanding the indicators of these standards.
- The ability to deal with various standards in the manner that corresponds to them.
- Maintaining complete confidentiality of the company's information.
- Relying on the real experience of working individuals and working with institutions.
- Holding interviews with the institution's staff, students and teachers.
- Assessing the visited institution in light of clear criteria.
- Working as one team to get comprehensive results.
- Providing an oral report that is identical to the written report (Abdulaziz and Abdulazim, 2005: 503).

3.   Final Decision (Accreditation):

In light of examining the documents and the results of the evaluation (self and external), the accreditation body issues one of the following decisions:

− Granting of accreditation.
− Postponing the approval until the weaknesses are fixed.
− Refusal of accreditation, and the school can submit a petition to reconsider the refusal of accreditation (Abdul-Alim, 2016: 9).

<u>Obstacles to Applying School Accreditation:</u>

(Maarouf 2018) and (Al-Ajrami, 2018) mention a number of obstacles that hinder the process of implementing accreditation in schools, as follows:

1- Administrative and organizational obstacles represented in:
− Centralization in making decisions.
− Weak community participation in the assessment process.
− Weak participation of teachers in the decision-making process.
− Instability of administrative workers and the speed of their change.
− Lack of understanding by many workers of the concept of quality assurance and accreditation.
− Failure to provide opportunities for school staff and the outside community to participate in the accreditation process.
− Spreading a culture of resistance to change in schools.

2- Financial Obstacles Represented in:
− Weak salaries and lack of incentives offered to participants in the process of applying accreditation within schools.
− The high costs of implementing school accreditation steps and stages.

3- Human Obstacles Represented in:
− Weak skills of the participants in the assessment process, including teachers, administrators and the local community.
− Weak spread of accreditation culture among school employees.

‒ Lack of professional development opportunities for teachers within the school.

(Al-Abri, and others: 2019) adds that among the obstacles facing the process of applying school accreditation in educational institutions is the weak dissemination of the cultures of quality and accreditation among the educational institution's employees, the lack of material, human and financial capabilities to implement them, and the lack of specialized cadres and expertise in the field of accreditation.

From the above, it is clear that school accreditation:

1) aims to ensure an appropriate level of quality for its role in achieving the objectives of the educational institution and improving its performance.
2) ensures that the educational institution meets the minimum standards of quality, and grants it an academic status among other educational institutions.
3) works to improve the level of performance of all employees through the process of training and continuous improvement to develop the capabilities and skills of all individuals belonging to the educational institution.
4) exercises its role in improving the performance of the educational process by ensuring the quality of the inputs to the educational process, and by providing an appropriate environment that supports the teaching and learning processes; this, in turn, is reflected in the improvement of educational outcomes.
5) contributes to the current and future planning process through the results, identifying the advantages and disadvantages of the educational system of the educational institution, providing opportunities to address the imbalances at the present time, and preparing and planning to avoid these difficulties in the future.
6) contributes to the provision of a database for the educational institution based on continuous documentation of administrative and academic processes, results of student achievement and other data that contribute to facilitating the stages of obtaining accreditation.
7) Among its most important fields and standards: vision, mission,

goals, curriculum, teachers, learning resources, students, and assessment.

8) It goes through two stages:

1. Self-assessment: a process carried out by a team from within the school; so that the quality level is determined.

2. External evaluation (accreditation): It is carried out by an external committee specified by the accreditation body so that the documents submitted after the self-assessment are verified, after which a decision is issued to approve the educational institution, postpone its accreditation, or withhold accreditation from it.

9) Among its most important obstacles:

− Weak support of senior leaders and their weak commitment to implementing the quality assurance system and school accreditation.

− Weak funding for the evaluation process in the school.

− Resistance to change by school staff.

Requirements for the Application of Quality Assurance and School Accreditation in Schools

Since school accreditation is a means of ensuring quality within educational institutions, it is characterized by many foundations that distinguish it from other quality entrances, including:

→ The necessity of awareness of all employees at their various administrative and academic levels in the educational institution of the importance of accreditation in order to contribute to the process of implementing the accreditation stages.

→ Having a clear and specific vision, mission and goals with the participation of all workers in the process of preparing them.

→ Providing effective leaders working to spread the culture of accreditation and quality among all employees, while identifying the material and human needs for the implementation of the stages of quality assurance and accreditation.

→ Working on accreditation and quality assurance practices in all matters relating to the learning process, whereby programs, courses, teaching methods, and assessment are designed in light of accreditation requirements.

→ Existence of a specific work program to implement the accreditation, its steps, requirements, and capabilities.

→ Working to spread the culture of teamwork among all employees (Al-Abri et al., 2019: 349).

(Majid and Al-Zayyadat, 2008) mentioned that the ingredients for the success of school accreditation in educational institutions are related to the following:

• Establishing an accreditation system in educational institutions provided or adopted by international bodies for accreditation and quality assurance, provided that these bodies have the correct and clear elements of work in a way that helps performance and work efficiently and objectively.

• Spreading the culture of quality assurance and school accreditation among all employees of the educational institution, by setting media plans to disseminate them so that everyone has an element of self-confidence in the need to improve performance to achieve the goals of the institution with high efficiency and then obtain accreditation.

• Ensuring the selection of administrative leaders with high skills and capabilities to facilitate quality processes and procedures, and then the procedures for obtaining accreditation.

• Building training plans for employees within the educational institution to carry out self-assessment and the ability to internal audit.

• Spreading cultures that support the quality system and its mechanisms within the educational institution, including:

→ A culture of honesty with oneself, a culture of knowledge communication, respect for new opinions and ideas, and benefiting from global knowledge.

→ Spreading the culture of achievement and productive work away from wasting time.

→ A culture of merit and eligibility in selecting educational leaders at various administrative levels away from courtesies and mediations so that the selection is made according to specific conditions and criteria.

→ Spreading a culture of reward and punishment in order to curb illegal transgressions (2008: 279).

In the light of these components and foundations, many studies and research have shown that the process of implementing the quality assurance system and school accreditation in educational institutions requires various requirements.

1) Developmental requirements: training teachers on active teaching strategies, spreading a culture of quality among students.
2) Financial requirements: Providing a budget for the accreditation application project independent of the school's budget, as well as motivating incentives for the school that obtained accreditation.
3) Human requirements: Providing training courses in the field of quality to train human cadres to carry out the assessment process, as well as specialized cadres in the process of supervising the process of applying school accreditation, forming a quality team within the school, working on their participation in the decision-making process with the presence of self-improvement in light of the self-assessment results, and ensuring appropriate financial incentives.
4) School Curriculum Requirements: Providing auxiliary materials for the curriculum and modern teaching aids, with enrichment materials.
5) Requirements for an appropriate school environment: Providing a special committee for security and safety, adequate lighting and ventilation inside school buildings, a library with modern books, as well as computer labs and buildings for people with special needs.
6) Legislative and legal requirements: Providing laws for incentives and promotions for teachers, and passing a law to increase the salaries of school employees.
7) Organizational requirements: Spreading a culture of quality, developing a plan for the educational institution, providing the necessary resources for the assessment process, activating the communication process within the school, and ensuring a transparent environment for all employees, regularly evaluating performance.
8) Requirements for activating community partnership: holding seminars with the local community to enhance cooperation with them and provide opportunities to participate in improving the school's environment, inviting parents to participate in preparing school plans (Abu Rahma, 2018: 116-117).

While the study (Ashura et al., 2011: 161) indicated that among the requirements for applying school accreditation are the following:

- Providing standards for the school accreditation process in light of the study of international standards, and working to provide and clarify them for all employees in educational institutions and developing strategies for their implementation.
- Continuous training and education for school staff on the concept of quality and school accreditation.
- Developing bylaws and regulations to give them flexibility to implement the accreditation process.
- Providing advanced technical systems that include a constantly updated information base on the educational system.
- Creating a culture that develops creativity and innovation and encourages teamwork within the educational institution.
- Adopting the method of preventive measures during the occurrence of problems.

Al-Maliki's study (2021) showed that among the requirements for applying school accreditation are the following:

- Effective educational leadership.
- Community partnership.
- School buildings.
- Planning for quality and continuous improvement.

The researcher believes, in the light of those studies and various models, that the system of quality assurance and school accreditation in school education institutions requires the following:

1- **Administrative Requirements:**
- Establishing a quality assurance and school accreditation commission.
- Continuously planning for quality in schools.

– Setting appropriate standards for school educational systems for many areas (school curriculum, school environment, teachers, learning resources).

– Spreading a culture of quality and accreditation among all employees of the educational institution.

– Legislative requirements:

– Setting appropriate regulations to ensure the application of the quality system and school accreditation.

2- Educational Requirements:

– Updating the curriculum in a way that contributes to the development of students' knowledge, skills and abilities which will help them face life outside the educational institution.

– Training the employees within the educational institution, and developing teachers professionally with all the new active education strategies and the use of modern technologies.

– Community participation requirements:

– Involving the community surrounding the educational institution and those in charge of the educational process in the process of developing and improving performance in the school.

3- Financial Requirements:

– Providing a financial budget to carry out the assessment process.

By studying the reality of the indicators of general education schools in Yemen, it became clear that they suffer from many difficulties in the areas of: school administration, school buildings, teacher development, curriculum, weak family and community participation in following up on the levels of their children, all of which contributed to the low level of quality of outputs basic and secondary schools, which prompted many employers in the labor market and universities to call for the need to reform the reality of education in schools to match their outputs with the requirements of those parties, even at the lowest levels of skill and knowledge. In addition, the present and future Yemen needs Yemeni cadres to build and develop it in all fields; therefore, the role of education in providing the appropriate outputs for the development process emerges.

The third axis: previous studies.

The axis presents some Yemeni, Arab and foreign studies that dealt with quality assurance and school accreditation in some countries, and they were presented from the most recent to the oldest as follows:

1- Abu Rahma Study (2018): Requirements for school accreditation standards to ensure the implementation of quality in general education schools:

The study aimed to develop a suggested visualization for the application of school accreditation standards for quality assurance in general education schools in Palestine by identifying the most important executive requirements for quality assurance in general education.

The study concluded that the most important requirements necessary to ensure the application of school accreditation standards in secondary education schools are the provision of legal legislation and financial resources that support quality processes.

2- Al-Shamiri study (2018): A suggested visualization to ensure the quality of pre-university education in the State of Kuwait:

The study aimed to develop a suggested visualization to ensure the quality of pre-university education in the State of Kuwait, through getting to know:

- The intellectual framework to ensure the quality of pre-university education.
- The reality of quality assurance of pre-university education in the State of Kuwait.
- The difficulties facing the process of controlling the quality of pre-university education.
- The experiences of some countries in ensuring the quality of pre-university education.
- The comparative aspects of the reality of quality assurance of pre-university education in some countries.

The study concluded several results, the most important of which are:

1) **The pre-university education sector in the State of Kuwait faces many difficulties, including:**

→ Weakness of administrative stability in the higher centers supervising education and its institutions.

→ Weakness of leadership skills of many pre-university school principals.

→ Weakness in the field of professional development for teachers.

2) **The process of achieving quality pre-university education requires many requirements, including:**

→ Determining the objectives of the learning stage and announcing them to all beneficiaries.

→ Developing the capabilities and skills of school leaders.

→ Raising the efficiency of teachers professionally.

→ Updating the curricula to keep pace with the aspirations and needs of the twenty-first century.

→ Preparing standardized evaluation tools to evaluate the performance of workers in the pre-university education sector.

→ Opening up areas for community participation.

According to these results, Al-Shamiri presented his suggested visualization to ensure the quality of pre-university education in the State of Kuwait.

3) **Al-Matari study (2018): a suggested model to prepare general education schools in Yemen for school accreditation.**

The study aimed to identify how general education schools in Yemen can be prepared for school accreditation, by identifying the entrances to preparing the school for school accreditation, and identifying the most prominent international experiences in accreditation and the most successful experiences of quality and improvement that have been applied in Yemen. The study reached many results, the most important of which are:

- The absence of the concept of quality and school accreditation in many schools.
- Lack of quality requirements in most public education schools.
- Weak financial resources in schools.
- level of community participation has improved as a result of spreading awareness of the importance of the relationship between the school and the family.
- Determining the availability of school accreditation requirements in general education schools in Yemen and building a model for preparing schools for school accreditation.

4) Md. Mahmood Alam: (2015): Quality Assurance in School Education:

The study aimed to clarify that the quality assurance mechanism in school education provides a wide scope for survival in light of the competition witnessed by the schools of education, whereby students are given a lot of values, knowledge and life skills that help them to practice their life affairs in an easier way, and this is done by providing an integrated educational environment elements in terms of teaching aids, teachers, learning environment and other educational elements, those that are evaluated according to quality assurance standards and indicators that are built with the participation of teachers, school leadership and parents.

5) Al-Sulaimani study (2014): Requirements for the application of total quality management in general education schools in Dhamar city

The study aimed to identify the requirements for the application of total quality management in general education schools in Dhamar Governorate. The study reached many results, namely:

1. One of the most important requirements for implementing quality management that general education schools need in Dhamar Governorate are:

$\rightarrow$ Supporting the higher educational administration with the application of total quality management and its commitment to do so.

$\rightarrow$ Spreading the culture of total quality in schools.

$\rightarrow$ Developing and selecting effective leadership in schools.

$\rightarrow$ Continuous administrative and educational development of the school.

$\rightarrow$ Strategic planning for schools.

$\rightarrow$ Development of human management for schools.

$\rightarrow$ Monitoring, measurement and evaluation.

2. There are no statistically significant differences at the level of (0.05) in the study sample's estimation of the requirements for the application of total quality management due to the variable of type, experience and qualification.

3. There are statistically significant differences on the level of significance (0.05) at the requirement of spreading the culture of total quality due to the job variable in favor of the administrators.

6- S.Parashar, N.sharma (2013): School quality assessment and accreditation (SQAA): A reform proposed by central board of secondary education to enhance the effectiveness of affiliated schools:

The study aimed to enhance the effectiveness of schools affiliated with the Central Board of Secondary Education (CBSE) by assessing and analyzing the initiative quality (SQAA) of secondary schools in India, infrastructure, leadership and user satisfaction, human resources, management and governance. All those interested in the educational process will participate in it, and this in turn will contribute to improving quality within the school, and to the ability to face challenges that hinder quality management.

7- **Ashur et al. (2011): Requirements for applying international standards for quality assurance and school accreditation on general secondary education in Egypt:**

The study aimed to identify the most important requirements for the application of quality assurance standards and school accreditation for secondary education in the Republic of Egypt, by identifying international standards for quality assurance and school accreditation, and the experiences of countries in ensuring the quality of general education, and identifying the most important challenges facing the application of quality assurance standards in Egypt.

The study concluded that the most important requirements for implementing quality assurance standards for secondary education in Egypt are:

- Establishing various committees for the purpose of studying global accreditation systems, formulating standards that are compatible with the education environment in Egypt, discussing international standards for quality assurance and determining implementation mechanisms.
- Developing administrative regulations and systems to ensure the quality of performance of tasks related to quality assurance and accreditation.
- Establishing an information technology system to improve the organizational performance of secondary education.
- Creating a general and integrated culture of encouragement, innovation and creativity.

8- **Al-Azani study (2011): The development of private pre-university education in the Republic of Yemen in the light of comprehensive quality standards:**

The study aimed to develop private pre-university education in the Republic of Yemen in the light of comprehensive quality standards by identifying:

- Stages of the emergence and development of private education in Yemen.
- The comprehensive quality standards against which civil pre-uni-

versity education in Yemen can be evaluated.
−   The reality of pre-university education in Yemen in the light of comprehensive quality standards.

The study concluded several results, the most important of which are:

Building a suggested visualization for the development of private pre-university education in the Republic of Yemen in the light of comprehensive quality standards. The areas of development included the following:

−   The field of school administration.
−   The field of the learner.
−   The field of school curriculum.
−   The field of the school building.

9-   Al-Shinawy and Eid (2010): Achieving Quality in Pre-University Education Institutions in Egypt:

The study aimed to develop a suggested visualization to achieve quality in pre-university education institutions in Egypt, by identifying:

−   The reality of applying quality in pre-university education institutions.
−   Knowing the suitability of the Egyptian quality assurance standards to the conditions and capabilities of these institutions.
−   Obstacles facing the process of applying quality in pre-university education institutions in Egypt.

The study concluded several results, the most important of which are:

•   The presence of many weaknesses in the areas of institutional capacity and educational effectiveness in secondary education schools affected the quality level of outputs.
•   The existence of many obstacles in the field of school administration, students, buildings and material equipment for the educational process, and strategies for applying quality, all of these obstacles contributed to the low level of quality of education for the outcomes of secondary education. In light of these results, the above-suggested visualization was developed.

10- **Study of Al-Madawi (2007): Requirements for the application of total quality in school administration at the general secondary education stage in the Kingdom of Saudi Arabia in the light of contemporary administrative thought.**

The study aimed to identify the requirements for the application of total quality in the secondary stage in the Kingdom of Saudi Arabia. The study concluded several results, the most important of which are:

1) Among the most important requirements of the total quality application process are the following:
   → Spreading the culture of total quality.
   → Monitoring the implementation of total quality.
   → Effective leadership.
   → Organizational Development.
   → Forming teams for continuous work and training.
   → Evaluating the performance of employees.
   → Effective Communication.
   → Planning for quality.
   →
2) The process of applying total quality faces many obstacles, including:
   → Lack of clarity in the quality message of the senior leadership.
   → Lack of work teams seeking to achieve quality objectives.
   → Weak methods of evaluating the performance of employees, and the absence of planning

Commenting on previous studies:

The current research differs from previous studies in terms of objective. It presents a suggested visualization to ensure quality and school accreditation for general education schools to be specific to Yemen, while most of the studies were about other countries, such as the study (Ashura, 2011) in the State of Egypt, and the study (Al-Shamiri, 2018) in Kuwait.

The current research on Yemeni studies is distinguished, where it focused on building the proposed vision to ensure the quality and accreditation of general education schools in Yemen, while the rest of

the studies aimed at different matters;

   – Al-Azzani study (2011) aimed at developing private pre-university education in the Republic of Yemen in the light of comprehensive quality standards, and thus focused on private education only.

   – Al-Matari study (2018) focused on preparing general education schools in Yemen for school accreditation, and the study relied on the axes of preparing for school accreditation.

   – Al-Sulaimani study (2014) aimed at identifying the requirements for the application of total quality management in general education schools in the city of Dhamar.

The current research benefited from previous studies in the following:

1) Determining the role of school accreditation and quality assurance in improving the level of educational outcomes, and specifying the requirements for quality assurance and school accreditation in the following:

→ Providing legislative, administrative, financial, educational, human requirements...etc.

→ Providing standards commensurate with the educational environment of the country.

→ Carrying out self and external evaluation.

2) Determining the most important areas and standards for quality assurance and school accreditation with the help of models for quality assurance and school accreditation for many countries that have agreed that the areas of school accreditation in schools are: the curriculum, the professional development for teachers, the school building, the school administration, and students' field, as well as the field of community participation.

3) Previous studies limited the stages of quality assurance and school accreditation into two stages:

→ Self-assessment stage.

→ External evaluation stage (accreditation).

The Fourth Axis: Countries' experiences in ensuring quality and school accreditation in schools.

The interest in the system of accreditation and quality assurance has emerged since the twentieth century through some specialized bodies to ensure the quality of the elements of the educational process, therefore, many countries have sought to implement the system of accreditation and quality assurance for many of their educational institutions, and many bodies have been established, some of which are international, and others local, within the borders of the state. The general image of these institutions and accreditation bodies was that it aims to ensure quality in educational institutions and is keen to achieve its objectives at a level that includes the availability of the minimum level of quality.

In addition to opening an avenue for community partnership through the development of new and various mechanisms to communicate with parents, students and the local community in order to achieve positive communication with them in decision-making and responsibility, and to employ their abilities and skills to improve the level of performance within educational institutions. Based on this, the current research presents many Arab and international experiences that represent bodies for granting school accreditation to schools, as follows:

1- **(ISO 9000) (ISO 9000) Model:**

ISO is a general term for a series of standards developed by the International Organization for Standardization (ISO), one of the global organizations that aims to develop global patterns and standards to determine the quality systems that must be applied. And (ISO) is a Greek word that means equal, similar or identical, a term that means that this product has been approved by the International Organization for Standardization.

The (ISO 9000) system has been developed to conform to the educational field in the version (ISO 9002), which includes 19 elements that represent an integrated set of requirements that must be met in the quality system applied in the educational institution in order to reach a high-quality educational service, as shown in the following table:

Table 10: Educational Applications of ISO 9002 Components

Key Elements of Quality Specifications	Educational Applications
Management responsibility scope	The readiness and commitment of the educational department to implement the quality system.
Review of contracts and conventions	Execution of contracts and agreements with the beneficiaries of service in or out of school.
Document and data control	Designing a system for the control of school documents.
Purchasing system	Determining the school's procurement requirements, data and contracts, and accurate evaluation of the suppliers of the educational process supplies.
Client control of resources	Verification of the quality of requirements supplied by learners or parents.
Product identification and follow-up	Determining the learner's level of achievement and following up on his/her improved performance.
Adjusting production processes	Continuous follow-up of the curriculum development and strategies for the teaching and learning processes.
Screening and inspection	Continuity of the inspection and testing process during the academic year and documentation of the results of this process.
Examination, inspection and measurement devices	Determining the tools used in the process of examination and inspection of the educational process elements.
Examination and inspection status	Determining the places of inspection and examination of the educational process elements.
Controlling the non-conforming products	Developing procedures and methods to diagnose and identify cases of success and failure in the outputs
Corrective actions	Correcting deficiencies or failures in the results of the educational process observed by the administration, parents or the society. Following up the learner's achievement to address their educational levels.
Storing, packaging and transporting	Determining the means and methods of document keeping and the requirements of the educational process. - Taking practical measures that facilitate the preparation of the needs of the educational process. Providing security and safety tools for students.
Qualification records	Quality record keeping and maintenance of educational process requirements.
Qualification internal review	Auditing and reviewing the quality system for all elements of the educational process.
Training	Determining and analyzing the training needs for educational, administrative and service functions.
Statistical methods	Means and methods for monitoring, reviewing and evaluating students' results.

Al-Azzani, 2011: 54 55

The process of applying these procedures in the educational field is carried out through the following stages:

- **Assessment stage**: At this stage, the general situation of the school is identified through the evaluation of all elements of the educational process in terms of material and human capabilities, the way the education system is applied, the results of student achievement, and the extent of the relationship between the school and the outside community.

- **The stage of development and quality documentation**: a quality manual is created, which includes procedures, work instructions and plans, in order to ensure obtaining the required quality system in cooperation with all school employees, and then approved by the higher management.

- **The stage of implementing the quality system:** at this stage, the quality system is applied to the school and its administrative and technical units. The qualified institution and the education department work team follow up and evaluate, and ensure that procedures and instructions of the quality system are executed and implemented.

- **The stage of preparing training programs**: Training programs are prepared for the various administrative levels of the school during the quality implementation period, with training materials distributed to all targeted employees for perusal.

- **The training phase:** the school staff are trained on the quality system (ISO 9002) and its applications so that the training which focuses on the best way to conduct the internal audit is implemented later for the rest.

- **The internal audit stage:** It is carried out by the work team in the school where the quality system is applied, and the aim of this process is to ensure that the school and staff implement the procedures and instructions, and to discover cases of defects that did not implement those procedures, followed by a review by the higher authority to verify the application procedures.

- **External review stage:** the certification body conducts an external audit to identify the quality system's fulfillment of the specified requirements and specifications, identify non-conforming cases, and take corrective and preventive measures to address them.

– **Licensing stage:** After external review by the certification body, and after ensuring compliance with the pre-determined procedures of the awarding body, the ISO certification is granted (Al-Shinawy and Eid, 2010: 246-247).

2-   US Experience in School Accreditation:

The USA is the leader in the field of accreditation; starting over (100) years ago. The accreditation was established in order to satisfy the community and the outputs of educational institutions, and to emphasize a specific level of quality.

Accreditation is handled by private and non-profit organizations, the goal being accreditation and quality control. These institutions and bodies adopt many standards and requirements, and the process of accreditation in general education institutions in the United States of America is necessary and essential for all first and second stage schools, to help these schools improve, provide external controls, support and provide feedback, and help school systems for continuous improvement.

There are many accrediting bodies and institutions including: New England American association, International and Regional Committee on Accreditation, Northwest Association of Secondary and Higher Schools, Southern Association of Colleges and Schools, and the International and Regional Committee on Accreditation was chosen because it is one of the most reputable bodies in many countries of the world.

American schools

International and Regional Committee on Accreditation:

It is an official and international accreditation body that specializes in evaluating schools, providing quality certification and accreditation for educational institutions. Since its establishment, it has accredited more than 32,000 schools in 100 countries around the world. It is distinguished by the fact that it encourages the school to raise the quality standards of education represented by this body, which are twelve standards as follows:

- Authority and administration: where the school is recognized and licensed.
- Vision, Mission, and Objectives: It requires the school to have its own vision, mission and objectives.
- Leadership and Organization: Provides effective leadership and organization that improve student achievement.
- Financial resources: The school should have financial resources to implement the educational opportunities specified in the school's mission and ideology.
- School facilities: the availability of functional capabilities and equipment that automatically support the school's mission and goals.
- Human Resources: Providing a highly qualified and trained team to support the students' learning process, and implement administrative work to achieve the school's mission.
- Curriculum: A quality school should deal with the curriculum and teaching methods that depend on research and stimulate the scientific abilities of students, so that the curriculum is clear and specific for cognitive goals, and that it encourages active interaction on a permanent basis to acquire basic information and skills in each field.
- Library, information and technology means: A high-quality school has a comprehensive and specific program for library and technology in a way that supports the school's mission.
- Assistance services and student activities: The school provides a network of services and activities that are concerned with the health, safety, development and education of students.
- General climate, citizenship, and behavior: The school provides an appropriate atmosphere for teaching, learning, and positive

relationships, and works to spread ethical and legal behavior among employees, and develop their decision-making abilities and responsible citizenship.

– Assessment, grades, and impactful results: A quality school achieves effective results in student learning, and its administration uses a system to assess and measure educational and practical performance.

– Continuous educational improvement: The school adopts a clear external approach to improving and developing the school (Abu Rahma, 2018: 68-69).

Accreditation Procedures in the United States:

The accreditation process in the United States consists of the following steps:

– The institution submits to the accreditation institution an application for accreditation.

– The institution requesting accreditation is required to submit the required documents for accreditation within a specified period.

– The institution requesting accreditation is visited and officials, professors, students and some graduates are interviewed to verify the accuracy of the documents submitted.

– Consultants from the profession agency required to be accredited in the concerned state join the evaluation team.

– A report on the institution requesting accreditation is submitted to the responsible head and given an opportunity to respond to what was stated in the report.

– A decision shall be made by or without accreditation. If an accreditation decision is issued for a period of 5 years, the institution must prove during this period that it continues to apply standards and introduce development for the better (Al-Rubaie, 2008: 433).

3-   **Egypt's Experience in School Accreditation:**

Egypt's experience is one of the pioneering Arab experiences in the field of school accreditation and quality assurance. The beginnings were with the Egyptian Ministry of Education announcing a national slogan,

"Quality for All"; therefore, a team was formed to build standards for school accreditation in (2002 AD) (Ashura et al., 2011: 158). Efforts continued until the establishment of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) in 2006 AD, which was granted independence with its subordination to the Prime Minister, and the regulations and systems regulating work in the authority were developed and built, and since 2009 the implementation process of the accreditation document began in Egypt's schools (Rashwan, 2019: 475). The school accreditation document included many areas and standards, namely:

A.   Institutional capacity, which includes five sub-areas:
1.   The field of vision and mission of the institution, which includes:
- Standard of vision.
- Standard message.
2.   The field of governance and leadership, which includes:
- A criterion for the availability of a good governance system.
- Standard of support for the learning community
3.   The field of human and material resources, which includes:
- Standard for human resource recruitment and development.
- The standard for the availability of the school building that meets the educational requirements.
- Standard for employing material and financial resources to support teaching and learning processes
4.   The field of community participation, which includes:
- A standard that provides an effective partnership among the institution, the family and the local community.
5.   The field of quality assurance and accountability, which includes:
- Standard internal system for quality assurance.
- Standard of self-assessment and continuous improvement

B.   Educational effectiveness, which includes the following sub-fields:
1.   The field of the learner, which includes:
- Standard of targeted learning outcomes.
- Standard of mastery of general skills.

- Standard of gaining positive emotional aspects.

2. The field of the teacher, which includes:
- Standard planning for teaching and learning processes.
- Standard for implementing teaching and learning currencies.
- Standard of using effective assessment methods.
- Standard for practicing effective professional activities.

3. The field of the curriculum, which includes:
- Standard for the availability of supportive practices for the curriculum.
- Standard for the availability of supportive extracurricular educational activities.

4. The field of educational climate, which includes:
- A standard that provides a supportive environment for teaching and learning.
- A standard that provides an influential environment in institutional relations and values (National Quality Assurance Authority, 2011: 18).

Egyptian schools

Stages of Accreditation in the Egyptian Experience:

The stages of accreditation in the Egyptian experience include four stages:

– The stage of self-assessment.
– The external assessment stage.
– The decision-making stage.
– Follow-up and re-accreditation phase.

Accreditation Procedures in the Egyptian Experience:

– The educational institution submits an application to the authority for accreditation, assuming that the institution meets the accreditation requirements.
– The Commission formally addresses the educational institution after ensuring that it fulfills the accreditation requirements, indicating that the application has been accepted within a period not exceeding 30 days.
– The educational institution pays the accreditation fees specified by the accreditation body.
– The authority provides the educational institution with models and forms for the accreditation process in order to start the assessment and accreditation process.
– The Authority shall explain to the educational institution the procedures that will be followed to carry out the assessment process.
– The Authority announces to the educational institution the results of the assessment within a period of time not exceeding 60 days, according to one of the two things:
• The educational institution fulfills the accreditation criteria and thus is granted accreditation.
• In the event that the educational institution does not meet some criteria, it is determined and clarified how the deficiencies will be addressed. The educational institution is given 15 days to respond to the commission, and also determines the period during which the deficiencies can be addressed, and it is assumed that it does not exceed 9 months, where the authority again re-assesses in order to grant the educational institution accreditation or not (Rashwan, 2013: 475).

4-   **Japan's Experience in School Accreditation:**

Japan is one of the countries that has created a leading position among various countries in various fields. In spite of going through difficult political conditions, it has taken care of the education process because it believes that it is the basis of development; that is why many quality scholars and pioneers have emerged, such as Edward Deming, Ishikawa, Joseph Juran, and others.

Japanese schools

The "Nisyo-Hyoka" accreditation system appeared in Japan in 2004 which is concerned with the evaluation of educational institutions individually according to the standards of the Japan National Quality Assurance Agency, which is an authorized body of the Ministry of Education, Culture, Sports, Science and Technology. Among the most important criteria of this body for carrying out the self-assessment process are the following:

- The institution's philosophy and objectives, the organizational entity, and its admission policies and systems.

- Administrative procedures and systems, and the policy of institutional decision-making.
- Developing institutional systems and organizing teaching and learning processes.
- The quality of the administrative body in the educational institution.
- The quality of students, life and school.
- The educational process, curricula, and capabilities (Al-Shall, and Amara, 2008: 341).

Accreditation Steps in Japan:

1) The educational institution conducts a self-study to determine its status, and all the inputs that it can provide in the accreditation process.

2) Balance between the requirements of the accreditation body and the reality of the educational institution through the report that will be submitted to the accreditation body.

3) External evaluation without visiting the educational institution, as a specialized committee in various educational fields discusses the reports and determines the requirements that must be met by the educational institution in order to obtain accreditation.

4) External evaluation with a visit by a team from the accreditation body to the educational institution in order to ensure that the requirements set by the accreditation committee are met (Al-Shall; Amara, 2008: 341).

Table 11: Standards for School Accreditation and Quality Assurance for ISO, American, Japanese, Egyptian Models

Field of Comparability	ISO	USA	Japan	Egypt
Body	**Independent**	**Independent**	**Governmental**	**Governmental**
Standards of school accreditation				
Enterprise philosophy and goals		**The vision and mission**	**The vision, mission and goals**	**The vision, mission and goals**
Institutional organization and management	- **Responsibility of the educational administration** - **Implementation of contracts and agreements with beneficiaries of the service within the school** - **Preserving and maintaining the quality records of educational requirements**	**Leadership and organization**	**Organizational entity, procedures and administrative systems**	**Leadership**
Teachers	**Identifying and analyzing the education functions training needs**	**Human resources**	**Education and teaching processes**	**Teacher**

Student services	- **Monitoring the students' educational process** - **Monitoring the achievement of learners to address their educational levels** - **Methods for monitoring, reviewing and evaluating the students' educational results**	Students' assistance services and activities	Acceptance policies	Learner
The curriculum	Follow-up the curriculum development and teaching and learning strategies	The curriculum	The curriculum	The curriculum
Funding sources		Financial resources		Financial resources
Library and information services	Purchasing system	Library and means of information and technology	Educational process	Financial resources
School capabilities	- **Identification of means and methods for the educational process** - **Taking practical measures to facilitate the processing of educational requirements** - **Identification of contract requirements and data for educational requirements**	School facilities	Capabilities	School building and financial capabilities
Assessment	- **Qualification internal review** - **Verification of the quality of requirements supplied by learners or parents.** - **Identifying the tools used in the assessment process** - **Continuity of the inspection and examination of the process elements**	Evaluation, scores and results		Quality assurance and accountability
Student life	Security and safety provision	General environment	Students quality and school life	Educational environment
		Continuous improvement, authority and management	Quality of the governing body	Community partnership

Prepared by the researcher with the help of:(الشناوي)، (عودة، 2020: 25)، (رشوان، 2013: 475)
(وعيد،2010: 246)، (حسين، 2005: 222–218)، (العزاني، 2011: 55–54).

It is clear from the previous table that the four experiences have been based on similar criteria that do not differ much from the areas of school accreditation for any authority in any country, and if there is a difference, it is due to educational diversity or different cultural and educational orientations of those countries by virtue of the fact that they represent bodies for four continents: European (ISO) , Asian (Japan), African (Egypt), American (USA), so the most important criteria addressed by these models focused on management and leadership, students, curriculum, material and human capabilities, teacher and administrator development, learning resources, and student assessment, as well as the educational institution, financial resources, and community participation in the administrative process within those institutions.

Lessons learned from Previous Experiences:

− School accreditation is carried out through associations, bodies, or governmental or independent organizations, and this is due to the administrative style in those countries. It's found that the American and ISO model is carried out by non-governmental bodies and organizations concerned with the school accreditation process, which is essential for all schools in the United States, while other countries, such as Egypt and Japan, are governmental authorities.

− School accreditation needs some kind of granting of powers and limiting the severe centralization and allowing a kind of freedom to issue decisions for the benefit of the educational process.

− School accreditation needs an official direction from the higher authorities to play its role in supporting the accreditation stages and working to provide its requirements.

− School accreditation is a coherent and participatory process among members of the school community and the local community and those interested in the educational process.

− School accreditation systems are similar in emphasizing the use of general standards that must be met by the educational institution wishing to obtain accreditation.

− Previous experiences showed that school accreditation procedures are very similar, starting with self-assessment and studying it, then visiting the external team and verifying the results of the self-assessment, then announcing the results of the visit whether the educational institution obtained accreditation or not.

2- **Research Methodology and Results:**

The current topic deals with the research method, and the results reached by the researcher, as follows:

A. **Research Methodology:**

The current research relied on the descriptive survey method, describing the reality of general education in Yemeni schools, and then carrying out the process of analyzing the indicators to get to know the reality in depth. The current research relied on reports and indicators issued by the Supreme Council for Planning, studies related to quality assurance in general education, and the experiences of countries in ensuring the quality of general education in order to reach a proposed construction for the implementation of the quality assurance and school accreditation system for general education schools in the Republic of Yemen.

B. **Research results:**

The research reached many important results, in which the disturbances and the crisis of the situation had a clear role, which are shown in the following:

1) Most general education schools in Yemen suffer from a low level of quality.
2) The low level of practical achievement of students in most levels and stages of general education, where we find a clear weakness in the abilities of students to acquire the knowledge and skills required for the stage they are studying.
3) The educational process in general education schools in Yemen faces many difficulties that impede quality, as follows:
− Difficulties related to the administrative aspect of the school.
− Difficulties specific to the workers and the development of their capabilities.
− Difficulties related to school buildings and laboratories.
− Difficulties related to the curriculum.
− Difficulties related to community partnership.
4) School accreditation ensures that the educational institution meets the minimum standards of quality, and grants it an academic status

among other educational institutions.

5) The experiences of countries have shown that quality assurance and school accreditation are carried out according to the following:

3. School accreditation is carried out through governmental or independent associations, agencies, or organizations.

4. School accreditation systems are similar in emphasizing the use of general standards that must be met by the educational institution wishing to obtain school accreditation.

5. School accreditation procedures are very similar; it begins with the self-assessment and its study, and then visit the external team and verify the results of the self-assessment, and then announce the results of the visit whether the educational institution has obtained accreditation or not.

6) The process of applying the quality assurance system and school accreditation requires:

– Establishing a quality assurance and school accreditation body.

– Setting appropriate regulations to ensure the application of the quality system and school accreditation.

– Continuous planning for quality in schools.

– Setting appropriate standards for school educational systems.

– Spreading the culture of quality and accreditation among all employees of the educational institution.

– Updating the curricula in a way that contributes to the development of students' knowledge, skills and abilities in a way that helps them face life outside the educational institution.

– Training for employees within the educational institution, professional development for teachers with all the new strategies of active education and the use of modern technologies.

– Community participation from those around the educational institution and those in charge of the educational process.

– Providing a financial budget to carry out the evaluation process.

Chapter Three

The Suggested Visualization

By reviewing the theoretical framework, and getting acquainted with the experiences of countries in applying the quality assurance and school accreditation system, which showed that these countries are in the process of continuous development of educational institutions through the application of processes, stages, standards and indicators of quality assurance and school accreditation with the aim of continuous improvement of educational outcomes, and through the researcher studying of the reality of quality in general education institutions in Yemen, which turned out to be still in the first steps of implementing the quality system and an urgent need to join the administrative developments whose impact is reflected on the quality of the educational output, therefore, the researcher was directed to develop a proposed vision for the application of quality assurance and school accreditation in general education schools in light of the requirements reached by the current research, through the following:

Figure 1: The Executive Components of Applying the Suggested Visualization
Source: Prepared by the researcher using the theoretical framework and research results

First: The Premises of the Suggested Visualization:

The process of implementing the quality assurance and school accreditation system in general education schools in the Republic of Yemen has been based on global and local premises, which are:

A. International Justifications:

– School accreditation is a necessity imposed by the changes of the current era. The progress of countries has become linked to the quality of education and its outputs, and its ability to meet the needs of the labor market.

– Facing global changes in the economic field, which dictates the aspiration for a distinguished educational system because ed-

ucation is the true means of facing global changes in order to form a citizen with effective capabilities in facing the changes around him.

– Technological progress based on a very large scientific and knowledge flow represents a challenge to the human mind and retrieving information and knowledge and using it in a timely manner, which pushes the country to adopt a quality system.

B.   Local justifications:

– The quantitative expansion of educational institutions in light of the sacrifice of quality in what is being offered contributed to poor educational outcomes, which was negatively reflected on students' graduation to the labor market or to enroll in universities.

– Increasing the number of people enrolled in general education in various schools, which requires quality in educational services.

– The weakness of the current curricula and its focus on knowledge and information that are concerned with memorization, thus neglecting the behavioral and skill aspects that will help students in their practical lives.

– The high cost of education, despite the fact that it is free, yet the process of spending on education urgently needs a successful and effective investment of the available resources

Sconed: Pillars of the suggested visualization success:

– Supporting senior leaders and their commitment to implement the quality system and school accreditation in general education schools in Yemen.

– Activating the principle of accountability according to the law to prevent abuses that may hinder the process of applying the quality system and school accreditation in general education institutions.

– Granting some kind of powers to school administrations to carry out the process of developing administrative processes within the scope of quality assurance.

Third: Objectives of the Suggested Visualization:

The general objective of the suggested visualization is to improve the quality of educational outcomes through the following operational objectives:

A.   Implementing the system of quality assurance and school accreditation in general education schools in Yemen so that it works on:
- → Raising the level of quality of education outputs.
- → Helping schools identify weaknesses and strengths in a realistic way and work to find appropriate solutions to develop them.
- → Raising the level of internal efficiency of schools.
- → Updating the current curricula so that students' abilities and skills are developed in a way that helps them practice some tasks outside the school environment.
- → Developing teachers' capabilities in a way that serves the educational process in a positive way.

B.   The Optimal Use of the Resources Available within the Schools.

Fourth: Requirements for Applying Quality Assurance and School Accreditation:

A.   Legislative Requirements:
- Establishing a system to ensure quality and school accreditation for general education institutions in Yemen.
- Providing legislative laws that support the processes of implementing quality assurance and school accreditation.
- Updating the current administrative and financial regulations and systems to give them flexibility during the implementation of the procedures for the school accreditation stages and the steps for their application.

B.   Administrative Requirements:
1)   Establishing an independent national authority for quality assurance and school accreditation that works on:
- → Establishing special committees for school accreditation to build complete standards and indicators for general education

institutions in Yemen by reviewing international, regional and Arab experiences.

→ Establishing units to ensure quality and school accreditation in all education offices in the governorates and educational districts.

→ Adopting a mechanism to activate international relations and exchange Arab and international experiences in the field of quality assurance and school accreditation.

→ Building a guide for quality assurance and school accreditation that includes accreditation standards and indicators that are applied, along with operational strategies for the stages of obtaining school accreditation.

2) Developing a strategy for general education, from which the strategic plans for schools can emerge.

3) Training the school community on strategic planning and preparing school plans in which the vision, mission and objectives of each school are clarified.

4) Spreading the culture of quality and school accreditation among all school employees.

5) Encouraging schools to carry out the evaluation process.

6) Spreading the culture of teamwork.

7) Encouraging the school community to be creative and innovative.

C.   Educational requirements:

1) Continuous training to develop teachers' capabilities and skills in the fields of teaching and learning.

2) Updating the current curricula so that it develops the students' abilities cognitively, skillfully and emotionally.

3) Providing the necessary infrastructure for the teaching and learning processes in all schools.

4) Providing a comprehensive and integrated database on the educational process in schools, starting with the admission and registration of students and ending with the final results for each academic year, in addition to information about teachers and the administrative and educational processes within schools.

5) Providing opportunities for community participation in the process

of developing the educational process and preparing plans for developing schools' performance in light of community participation.

D.   Financial Requirements:

1) Providing financial support to ensure quality and its implementation within schools.

2) Providing financial support to work on maintaining the current schools, and providing what is needed for the success of the educational process.

3) Providing incentives for those in charge of the self-assessment process in schools.
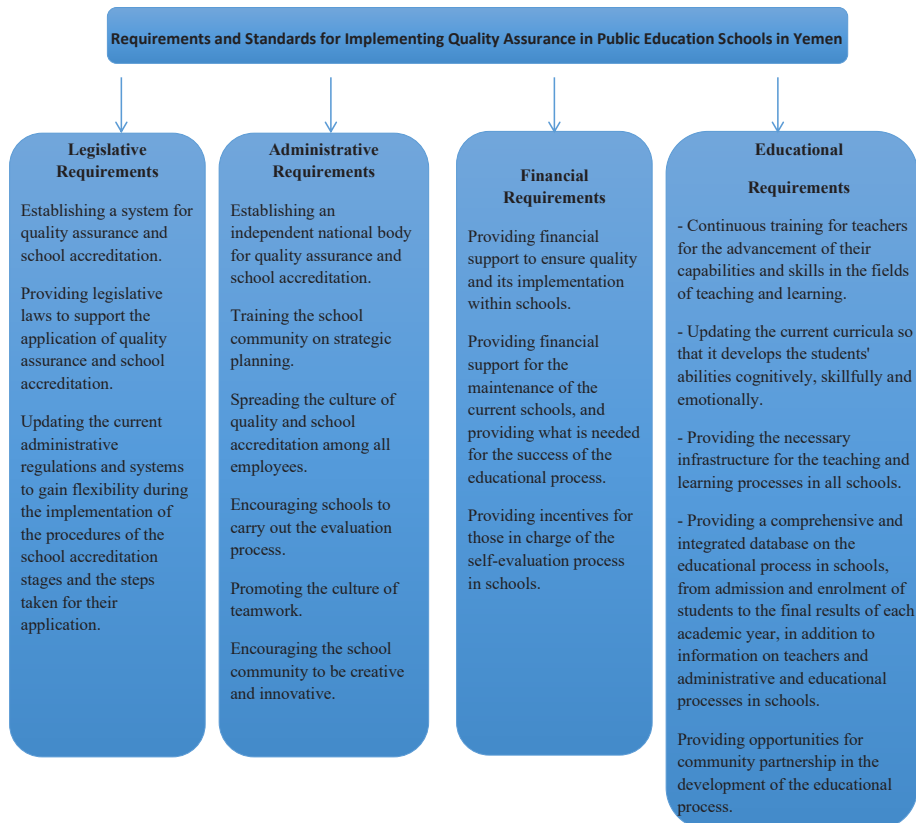
Figure 2: Quality Assurance Application Requirements

Source: The researcher based on the theoretical framework results.

Fifth: Suggested Criteria for Applying Quality Assurance and School Accreditation:

In light of the results of the survey of general education quality indicators in Yemen, it is clear that the educational reality suffers from many difficulties. Hence, proposed criteria were built based on the experiences that have been studied in the following areas:

School administration - school building and financial capabilities - teachers - school curriculum - community participation – assessment

- **The Field of School Administration**:
  - Standard vision, mission and goals.
  - Standard of democratic methods in the management of the educational institution.
  - An advanced administrative and financial system standard.
  - Institutional culture standard.

- **Teacher Field:**
  - Planning standard.
  - Standard teaching and learning strategies.
  - Practical subject area.

- **Curriculum Area:**
  - A criterion for providing supportive practices for the curriculum.
  - A standard for providing classroom and extracurricular activities.

- **Students Field:**
  - The standard of enabling the knowledge structure of the academic subjects.
  - Standard of mastery of basic skills.
  - Standard of enabling social skills.
  - The criterion of empowerment from the emotional aspects.
  - Mastery of general skills.

- **The Field of Material Possibilities:**
  - Appropriate school building standard.

- Standard supporting structure for the teaching and learning processes.
- Standard of employing financial and material resources to support the teaching and learning processes.
- Standard of educational resources for achieving learning outcomes.

- **The Field of Quality Assurance and Accountability:**
- A standard for providing an internal quality assurance system.
- Standard for self-evaluation and continuous improvement.

- **The field of community participation:**
- Standard for providing an effective partnership between the family and the educational institution.
- Standard of the institution's cooperation with the local community in activating the community partnership.

Sixth: Stages of Applying the Suggested Visualization:

The stages of applying the suggested model for applying quality assurance and school accreditation in educational institutions are as follows:

- **Preparation and Qualification Stage:**

At this stage, internal units to ensure quality and school accreditation must be established within schools under the leadership of the Educational District Unit affiliated to the Education Office of the governorate which is directly affiliated to the Quality Assurance and School Accreditation Authority. These units spread the culture of quality and school accreditation among all workers in the school community, in addition to training them to carry out self-assessment steps within the school.

- **Self-Assessment Stage:**

The school submits an application for school accreditation to the accreditation body, and then prepares a detailed self-study of the school accreditation standards and indicators by providing official documents that explain everything that supports self-study, and submits it to the competent committee of the accreditation body to form the foundation and basis for the external assessment process to be carried out by the accreditation body.

- **External Assessment Stage:**

The accreditation commission forms a committee of specialists to study the (self-study) documents submitted by the school wishing to obtain school accreditation, and this committee directly conducts a field visit to ensure the credibility of these documents to assess the school's performance level, in the light of which a report is prepared to be submitted to the accreditation commission.

- **Decision Stage:**

The accreditation body studies the report, self-study and external assessment, submitted by the school and the committee, and the process of publishing the decision is made public among all schools and the accreditation commission, as one of the following decisions is taken:

– Granting accreditation: This decision indicates that the school meets all accreditation criteria, and thus the accreditation certificate is granted.
– Granting accreditation with conditions: This decision indicates that the school is required to correct the errors in it in a way that supports it to obtain the accreditation certificate without conditions. The school shall be given an appropriate period of time to correct such errors.
– Refusal of accreditation: accreditation is not granted to the school for violating the standards, the laws and provisions of the commission.

• **Follow-up Stage (Post-Accreditation):**

This stage begins after the school has granted the accreditation certificate or granted conditional accreditation, as the accreditation commission conducts field visits during specific periods to ensure the school's commitment to accreditation standards and recommendations related to continuous improvement and development processes. If the school is not committed to the implementation of the accreditation criteria within the accreditation period, then accreditation is withdrawn.

Seventh: Obstacles to the Suggested Visualization:

– Weak support of senior leaders for the implementation of quality in general education institutions.
– Weak financial materials available for the application process of the quality assurance system and school accreditation.
– The resistance of the different administrative levels to change.
– Weakness in spreading the culture of school accreditation among members of the school community.
– Increasing the administrative burden in schools.
–

4- Suggestions
– Conducting a study on the obstacles to applying quality assurance and school accreditation in general education schools.
– Conducting a study on the professional accreditation standards for secondary school teachers.

5- Recommendations
– Working on the existence of permanent stability in the country in order to realize the role of education in development.
– Spreading the culture of quality at all administrative levels of the Ministry of Education.
– Paying attention to the development of administrative cadres for the success of their participation in the stages of school accreditation.

3- **Conclusion**

Primary education remains the starting point for Yemen's development and advancement due to its extensive role in building the capacities of generations in the basic skills of reading, writing and other life skills that remain with him throughout his life; therefore, most Yemeni families prefer that their children acquire basic skills in schools characterized by the quality of education, especially since the educational status is for schools that have educational cadres, and provide all the necessary laboratories and various educational means and provide opportunities for families to participate in addressing the difficulties facing their children, and it remains the basis that these families are looking for.

Since general education is the basis and most widespread in Yemen due to the population increase in the age group of 7-18 years, the process of improving it and providing educational services to its students is what we are trying to reach. Therefore, the application of the quality assurance system and school accreditation is the ideal solution available to everyone in order to reach the quality that we seek.

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A Proposal for Yemen's Reconstruction Mechanisms

Developmental Report

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Summary:

The current report deals with the causes of the conflict, the problems and the effects it left behind in Yemen, and highlights the concept of reconstruction and its fields, and the challenges that impede the reconstruction process in Yemen.

It also dealt with the requirements of reconstruction together with the requirements of political transition, security and stability, the importance of the governance system and the establishment of the principle of the civil state, in addition to the humanitarian assistance and administrative aspect requirements, the economic and social reconstruction, the infrastructure aspect, and the requirements of the gender equality.   The report concluded by presenting a proposal on the mechanisms of reconstruction in Yemen within six main axes, as it touched upon:

First: The mechanism for restoring stability and security through the implementation of national reconciliation, transitional justice, and reformulating security-related policies. **Second:** The mechanism for strengthening humanitarian interventions in Yemen, by activating the humanitarian aid system, which represents a package of integrated and coordinated measures in order to protect life and its continuity, maintain human dignity, ensure the protection of civilians, assist the return and integration of the displaced persons, and help reviving social and economic activity. **Third:** The reconstruction and economic development mechanisms that address criteria for bridging the gap between relief and development, in addition to building institutions and strengthening their independence to ensure economic management, in addition to the importance of building human capital capacities at the local and national levels through policy development, needs identification, and capacity building on the planning, implementation, monitoring and evaluation of all programs. The report also addressed the importance of preparing a technological database to support the reconstruction and development.

Fourth: The administrative reconstruction building mechanism represented in the establishment of a financially and administratively

independent public authority based on a sound institutional structure that adheres to transparency and impartiality in its work as there are suggested ways and mechanisms to improve the effectiveness of the human resources sector. **Fifth:** The mechanisms for the reconstruction of social development, which deals with the necessity of activating the concept of citizenship, consolidating its standards, involving communities to rebuild at the level of development partners, and achieving food security by strengthening social cohesion. It also reviewed the most important mechanisms and treatments for the main sectors affected by the infrastructure (housing, health, education, water and energy, transport and tourism sector). **Sixth:** The mechanisms of gender equality through the importance of working to activate the full participation of women in all aspects of the public life, and in the political and economic fields in particular, as well as finding legal frameworks for the effective implementation of constitutional provisions and laws that promote and protect the rights of women and girls. In conclusion, the report indicates that stopping conflicts has become an urgent necessity, and that initiating a dialogue of peace and national reconciliation and working to implement transitional justice is important to start reconstruction, and that the national interest must prevail over personal interests, and move forward in building the social fabric to modernize the institutional building in state systems of paramount importance, in addition to modernizing the judiciary, enhancing women's participation, allowing all segments of society to participate in political and economic life, and strengthening the economy by opening the door for investment and encouraging investors.

Keywords: Proposal, Reconstruction mechanism

Introduction

The current conflict in Yemen is not of the moment; rather, it is an accumulation of periods that were characterized by political and economic turmoil. Yemen did not face a situation similar to the current crisis, which is characterized by a stifling economic situation, a decrease in remittances from abroad, and a decline in export revenues of the country's natural resources, all while looming on the horizon signs of a coming extensive starvation. This must be taken into consideration and focused on restoring societal cohesion and building the social fabric unless the efforts that are being made - and will be made - for reconstruction will be a difficult process and may be wasted.

In any case, the recent conflict has devastating effects on the infrastructure and society as a whole. In fact, the World Bank indicated in one of its reports that nearly half of the water and sewage networks have been destroyed, and that nearly a quarter of the road networks have been partially or completely destroyed in ten Yemeni cities where the survey has been conducted during the year 2016, in addition to the decline in the production of electric power by half, and let's not forget the destruction of the educational facilities.

As the conflict has intensified since that year, the level of devastation is expected to greatly exceed those estimates, as there was no electricity in the main cities as well as in the remote areas.

At the beginning of 2017, the United Nations made it clear that Yemen was suffering the worst humanitarian crisis in the world, and that it was on the brink of famine if the situation was not remedied and conflicts and wars ended. Until April 2018, about 22.2 million Yemenis were in need of humanitarian aid, of whom 8.4 million people were at risk of starvation

As for the economy, it also suffered a decline in GDP by 47.1% between 2015 and 2017, while 40% of families lost their primary source of income. On February 27th 2021, the United Nations announced that Yemen was facing a widespread famine that threatens the lives of millions, and that funding for life-saving relief efforts is insufficient;

as tens of thousands of Yemenis are starving to death in this dire crisis, and the scarcity of resources leaves aid agencies unable to meet needs and save lives.

The United Nations also confirmed that the number of people who will directly suffer from starvation in Yemen is expected to reach 16 million people this year 2021. It also confirmed that there are nearly 50 thousand people who are already close to dying of starvation, and that 5 million more people are only one step closer to starvation.

It is unfortunate at the present time that there are no indications that the current crisis will end, and hence all parties must incline towards peace, work to end the conflict and resolve differences to stop the war, and operate on the systematic planning for the reconstruction process, which has become a necessity at all levels, as international experiences have proven the necessity of starting early in the planning for reconstruction.

The current report seeks to find a comprehensive set of proposed procedures and mechanisms that seek to meet Yemen's needs for reconstruction and prevent the escalation of conflict and the escalation of violence, focusing on the root causes and consolidating sustainable peace.

Report Objectives:

General Objective: Contribution to find suggested procedures and mechanisms for the reconstruction in Yemen.

Sub-goals:

- Determining the causes of the conflict in Yemen.
- Determining the problems and effects of the conflict in Yemen.
- Defining the concepts and areas for reconstruction.
- Identifying the challenges facing the reconstruction in Yemen.
- Contributing to the development of proposals and mechanisms for the reconstruction in Yemen.

Report Terms:

Proposal: Future methodological steps to be developed according to the type of difficulties and obstacles facing the reconstruction, in addition to the reconstruction requirements in Yemen revealed by the current report, in order to help the development and reconstruction specialists implementing reconstruction projects.

Reconstruction Mechanisms: It is a procedural package of executive steps that includes all axes of reconstruction, and the current report has identified them in: The Stability and Safety Mechanism - The Mechanism of Strengthen Humanitarian Interventions Means in Yemen - The Reconstruction Mechanism for Economic Development - The Administrative Reconstruction Building Mechanism - Social Development Reconstruction Mechanisms and Gender Equality Mechanisms.

Report Methodology: A number of primary and secondary sources and data were relied upon, in addition to historical information about the conflicts, noting that the deductive method was used in analyzing the data and information.

1. Geographical frame and time period of the report:

The report covers the period during which the conflict occurred from 2015AD to 2021AD, and deals with the effects resulting from it in all governorates of the Republic of Yemen.

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Chapter One
The Conflict in Yemen

After the outbreak of the armed conflict in Yemen since 2015 AD, as a result of the political differences that occurred between the political parties after being affected by the revolutions of the Arab Spring, which began in Yemen in 2011 AD, and since then the gap and differences among the political parties have increased and caused a wide rift in the social fabric. Hence, the intensification of conflicts has led to the emergence of other parties to the conflict, including those who demand the secession of Yemen and its return to what it was before the union. Despite the initiatives that have been taken in order to find the national reconciliation, all of them have failed due to the multiplicity of affiliations, and the absence of the nation's interest.

First: The Conflict's Reasons in Yemen:

- Absence of an effective role for the state, and the strong control of the various armed parties and groups.
- Dominance of the tribal system of government on which Yemeni society is still relied on.
- Not neutralizing the army from partisan and sectarian affiliations.
- Weak implementation of the law, and the supremacy of those with influence in formal and informal authority.
- Accumulation of political differences due to the previous events and revolutions in Yemen.
- Differences among the political parties following the emergence of the Arab Spring revolutions.
- Dominance of partisan, sectarian and personal loyalties instead of national loyalty.
- Lack of interest in merging civilian jobs and army units after the Yemeni unity and the war of summer 1994 AD.
- Exploiting the state's wealth for the personal benefits of those in power and wealth.
- Weak democratic awareness.
- Not focusing on solving the core problems that later caused a rift

in the societal fabric, such as the control of the influentials over the lands in the south and other different regions of Yemen.

- Deterioration of the economic situation and the high level of unemployment.
- Continuation of some parties of the stakeholders in fueling the conflicts.
- Weak state institutions in the performance of their tasks, as a result of the spread of corruption and nepotism.
- Weakness in making updates in the institutional building in line with the economic, social, political, technological and global changes.
- Neglecting and mismanaging the available resources in Yemen.
- The decision-making authorities focus on short-term development plans and fragile service infrastructure plans, at the expense of human capital and long-term economic, social and political plans.
- Weak educational policies, curricula and education outcomes.
- Weak health care services.
- Weak awareness of the importance of justice and fairness for all citizens alike.
- Weak awareness of the importance of justice and equity between the sexes.
- Weakness of the culture of control, accountability, and evaluation of businesses, projects, official and private bodies, and civil society organizations.
- Not counting the needs of future generations for services and economic resources.
- Absence of a natural resource management policy.

Second: The Problems and Impacts of the Conflict in Yemen:

There are many problems left by the conflict in all governorates of the Republic of Yemen, but the most important of them can be summarized through the following:

1- <u>Regarding the Humanitarian Aspect:</u>

- Conflicts have a significant impact on the humanitarian situation, and are left with enormous problems, but their magnitude can be

determined by the statistics provided by the United Nations, which may be as follows:

- Mass displacements from conflict areas, where the number of the displaced people reached one million until December 2018 AD, which put a burden on the displaced families and pressure on the resources of the areas to which they were displaced and the families that contained the displaced that suffer mainly from scarce resources.
- The high number of deaths due to the malnutrition, and the lack of health services and infrastructure, reaching 131,000 cases, according to estimations of 2019 AD.
- The increase in the proportion of the population living in extreme poverty to 40%, and cases of malnutrition to 17% of the population at least, of whom 14% are children who suffer from malnutrition.
- The spread of diseases and epidemics, for example, cholera, which has caused 2,600 deaths since April 2017 AD, as well as many diseases and epidemics that spread frighteningly, claiming thousands of lives, including (dengue-cholera-chikungunya) in addition to the Corona pandemic.
- The recruitment of children under the age of 18 years old.

2- <u>Regarding the Social Aspect:</u>

As the humanitarian situation is affected; this has negatively affected social life and its fabric, as represented by:

- Weakness of the societal fabric and family disintegration, as a result of the deteriorating economic, social and political conditions.
- The dominance of tribal systems instead of the rule of law, which led to the spread of sectarianism and regionalism.
- The high prevalence of crime of all kinds.
- Lack of attention to the rights of individuals and issues of gender equality and people with special needs.
- Psychological trauma and the negative effects of conflict on the members of society, especially children, the elderly and women.
- Weak educational services and the high dropout rate of students, especially females.

- Weak health and reproductive care services.
- Stirring up sectarian, tribal and partisan discord among the members of society.
- An increase in the number of immigrants to neighboring countries in search of job opportunities.

3- Regarding the Economic Aspect:

The economic aspect has been affected by the blockade and the spread of corruption, as preliminary estimations for the year 2015 AD indicate that the material and economic damage has exceeded 15 billion US dollars. The most important problems and effects of the conflicts on the economic side can be clarified as follows:

- The tyranny of party and tribal loyalties, at the expense of national loyalty, and the widening of the political and partisan differences gap.
- The division of the financial system between the North and the South, the interruption of salaries, and the suspension of oil exports.
- High foreign exchange rates against the local currency.
- The emergence of a wide discrepancy in the exchange between the users of the previous currency and the new currency.
- The issuance of local currencies without a cover (gold-cash), which led to the deterioration of the value of the currency.
- The decrease in oil and gas production to 90%, which led to the limited availability of the foreign currency in Yemen.
- The occurrence of a crisis in oil derivatives and the manipulation of their prices, in addition to the emergence and control of the black market.
- High food prices.
- The cessation of exports, and limited imports of goods and materials to Yemen.
- The flight of capital abroad, and the decline in the proportion of domestic and foreign investment.
- Lack of some medicines and necessary supplies.
- Weak purchasing power of the community due to the low economic level and the lack of sources of income.
- The emergence of poor and cheap copycat goods to be eaten by the

destitute, and the generally low quality of goods.

- The resort of the community members to exhausting the vegetation cover with wood, due to the gas crisis.
- The decline of the internal tourism movement, in addition to the lack of external tourism due to the absence of the state.
- Investment owners resort to transferring, investing, or establishing factories abroad instead of in Yemen.
- High and double customs duties, in addition to the high rate of taxes.
- A decrease in agricultural production by 39%, according to the 2016 AD estimations.

4- Regarding the institutional aspect:

Yemeni official and private institutions have been directly affected by the political situation and insecurity in the country. Their work was not neutralized, and they were forcibly involved in the ongoing conflicts, and this was clear in a number of points:

- Weak rule of State law versus the emergence of the sovereignty of the protagonists and stakeholders.
- Weakness and decline of the role of the official institutions.
- The spread of corruption, nepotism and mediation among the state organs.
- Weak operational and capital budgets, as a result of the decline in the state revenues.
- Neglecting the participation and representation of the members of society of both sexes on the political side, especially women and vulnerable groups, and limiting it to those involved.
- Weak role of the parties and democratic processes for the transfer of power.
- The emergence of armed entities outside the framework of the official authorities.

5- Regarding the Infrastructure Aspect:
- The deterioration of the status of services and infrastructure, and neglect of their maintenance.
- Many infrastructures have been destroyed and abused as a result of

the conflicts and the continuation of the armed conflicts.

- Interruption of development work in the development of infrastructure.
- The deterioration of the level of the services provided by the public facilities and services.

Chapter 2
Post-Conflict and Reconstruction Concepts and Fields

First: The Concept of Reconstruction

Some researchers, scholars and those interested may also address the concept of reconstruction in terms of the process of building what has been destroyed from the urban side (buildings) as a result of wars, conflicts and natural disasters, but this definition is considered truncated because it focuses on the reconstruction of dilapidated buildings only, forgetting the components of the social and urban fabric that are directly related to the cultures, histories and economies of peoples.

The concept of reconstruction is loaded with many meanings, and it is usually associated with repairing the damage caused by wars in countries that have suffered from the scourge of war, in addition to addressing the problems of conflicts and their political, social and economic consequences, with a view to rebuilding peace.

The researcher (Heit Waigbo) defines reconstruction as the opportunity to reformulate society, which would improve the living conditions of the community, and produce a better urban environment than the one that existed before. As for the researcher (Paradan), he defines the reconstruction as a set of operations and policies that are set in order to confront disasters and prepare for them before they happen, and then meet the local need during the disaster and rebuild what was damaged by the disaster after its occurrence, whether on the short or long-term level, so that these policies include all aspects of life, and they are concerned with reconstructing what was destroyed during the disasters among other contents, social, economic and cultural.

As for (Garcina), the reconstruction is an integrated concept that includes all the requirements of the transitional period from the post-war state to the state of stability and peace, including political, economic, social, and urban reconstruction (بيومي، 2017).

Second: Areas of Reconstruction:

The areas of reconstruction vary according to the damage caused by wars or natural disasters, in addition to a number of considerations related to the infrastructure of these countries. However, there is a number of important areas on which many researchers and concerned parties agree, regardless of the phases of reconstruction, long-term or short-term, and among these domains is the report of the African Union on the status of the post-conflict reconstruction and development policy issued in 2006 AD which included six activities, which are shown in the following:

- Restoring the sense of security and safety.
- Emergency humanitarian aid.
- Economic, social and environmental development.
- A system of good governance and political transformation.
- Human rights, justice and reconciliation.
- Gender equality.

The areas of reconstruction are classified according to the nature into two main sections:

1) Physical construction: it means everything that is included in the built physical environment, including buildings of all kinds, infrastructures and urban units.
2) Intangible reconstruction: It means everything that is included in the non-physical environment, such as economic reconstruction, building the social, cultural and political fabric, institutional and organizational reforms, and other components of the human societies.

Third: The General Timeframe of the Reconstruction Department Strategy:

The reconstruction strategy can be divided into three timeframes that can be illustrated by the following figure:

Figure 1 shows the timeframe for the reconstruction management strategies
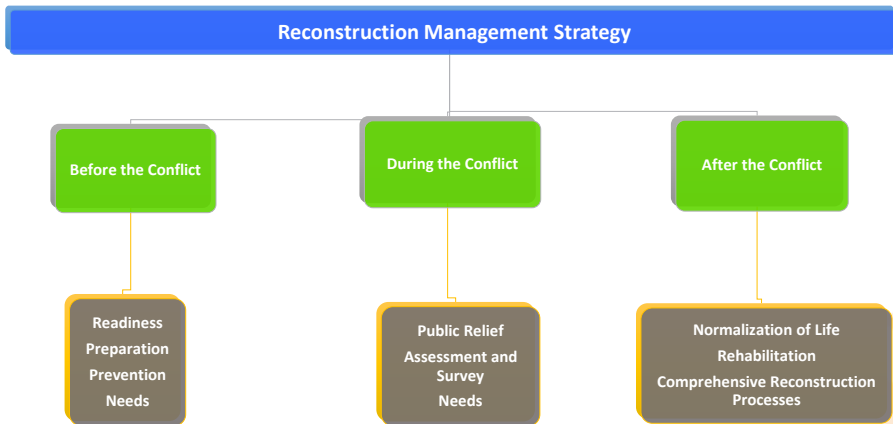
Source: (بشير، 2011)

The previous figure shows the timeframe for the reconstruction management operations strategies, which are divided into three phases, according to the following:

The First Stage: the Pre-Conflict Stage:

Preparation is made by setting expectations and possible scenarios, and based on this information, policies and strategic plans are developed and roles are distributed to prepare for the response in order to mitigate the impact of the conflict, and the role of prevention comes through taking preventive measures to prevent conflict.

The Second Stage: the Stage during the Conflict:

It can be called the emergency response phase, where the needs and damages are assessed and relief and rescue assistance are provided aiming at maintaining the survival of the community.

The Third Stage: the Post-Conflict Stage:

This stage requires rehabilitation first, including a set of interventions that ensure the restoration of the normal life and stability of the system, as well as the application of measures that prevent a return to the conflict stage because it is considered a critical period, followed by a period of rebuilding and reconstruction, which includes carrying out financial and physical repairs, and this period may last for years.

The areas of post-conflict reconstruction can be divided according to the purpose and types of interventions into three areas illustrated by the following figure:

Figure 2: Areas of Intervention according to the Purpose and Type of Intervention.
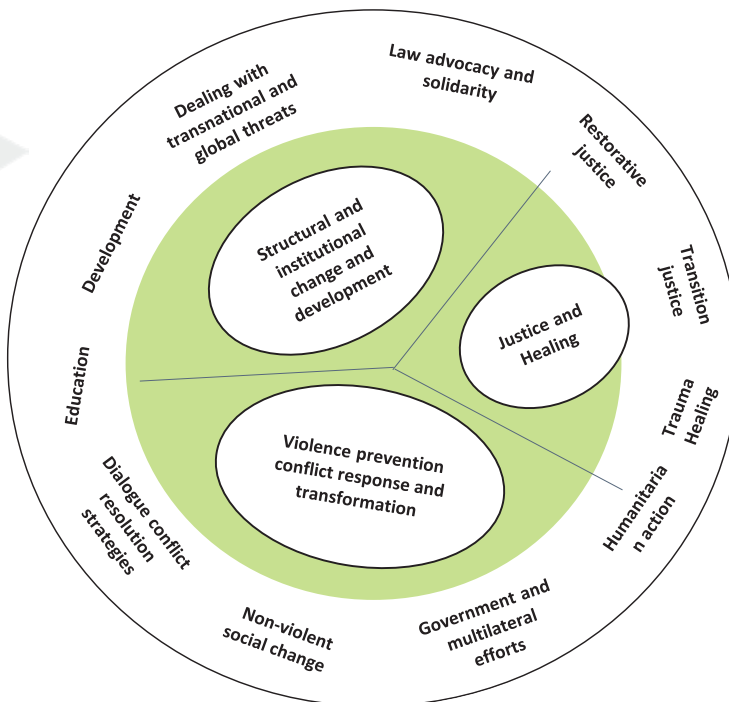
Source: (2012 ،زغيب)

The previous figure shows the areas of intervention according to the purpose and type of intervention based on the following:

1) The stage of justice and recovery: It includes restorative justice, transitional justice, trauma healing, and humanitarian work.
2) The stage of violence prevention, conflict response and transformation: it includes humanitarian work, official efforts and multilateral agencies, non-violent social change, strategic dialogue to resolve conflict, and education.
3) The stage of structural and institutional change and evolution: This stage includes: education, other developmental areas, dealing with threats at the national and international levels, defending the law and solidarity.

Fourth: Post-conflict Assessment of Damage and Needs Stages:

The stages of damage assessment are divided into two parts: the first includes a direct assessment after the conflict, which is called a rapid evaluation, and the second is called a detailed assessment, and more clarification is given in the following:

1) Direct Assessment after Conflict (rapid evaluation):

This type of assessment is conducted to obtain preliminary information on the impact of the conflict and its geographical distribution, to give a general picture of the population's situation regarding their whereabouts, current conditions, immediate needs, and the services that are still available. This information facilitates the relief and humanitarian response operations, and because conditions are constantly changing, this process requires a series of rapid evaluations to follow up on these changes.

2) Detailed Assessment:

This assessment is conducted with the aim of obtaining accurate and detailed statistics on the nature, amount and locations of the various damages and losses resulting from the conflict. These data

and information are useful for planning or re-adjusting plans for reconstruction, and this stage usually comes after the conflict has stopped.

Fifth: Types of Post-Conflict Assessment and Surveys:

Post-conflict surveys can be divided into two types:

1) Needs Assessment:

The basic needs of people are assessed to determine the level of assistance required by the conflict-affected population and the type of assistance in order to provide humanitarian needs and urgent requirements that are a priority for people, such as the need for housing and shelter, basic food, water, electricity, education and health services.

2) Assessment of Damage and Extent of Destruction:

In this type, information on damages to houses, residences, infrastructure, and the commercial sector, including shops, factories, and companies, is collected, in addition to the agriculture, livestock and other sectors. This evaluation is done by people who specialize in these areas; and it aims to know the reality as it is, and in light of the process of collecting information, reconstruction and building plans are prepared and amended.

Sixth: Post-Conflict Physical Reconstruction Orientations:

There are multiple orientations for dealing with post-conflict reconstruction, some of which focus on the functional aspect, others focus on the symbolic or national identity of the community, and some focus on both. The following paragraphs show the orientations of reconstruction that is being worked on:

1) The trend of modernization and renewal: It carries out the process of reconstruction through renewal in reconstruction away from the

identity and history of society. This trend may be an effective, quick and low cost, and a quick solution to sheltering the displaced because of the wars, and it may also be appropriate to replace the useless or ineffective services structure with a developed one.

2) The trend of revival: This type is concerned with the reconstruction of what was destroyed while preserving the national and historical identity, and it is suitable for buildings and historical monuments that represent the national identity of the country.

3) The trend of mixing old and new: It is a mixture between the two previous types, as it is concerned with using modern and old methods of reconstruction. What distinguishes this type is that it is concerned with preserving the historical character and national identity of the country in terms of buildings and monuments, it also tends to renew, keep pace with development and suit needs, in addition to the fact that this process may be less expensive.

4) A symbolic trend, witnessing the events: This trend focuses on the symbolic importance more than on the construction process, and that the survival of some images of destruction as they are will represent a witness for people to show the extent of the ugliness of wars. Therefore, in this type, the destroyed buildings and monuments are preserved, and new ones are usually built nearby if necessary(بشير ، 2012).

Seventh: Principles of Reconstruction:

There is a number of determinants and principles upon which the reconstruction strategies are based, as illustrated in the following figure:

Figure 3: Shows the Principles of the Reconstruction Strategy
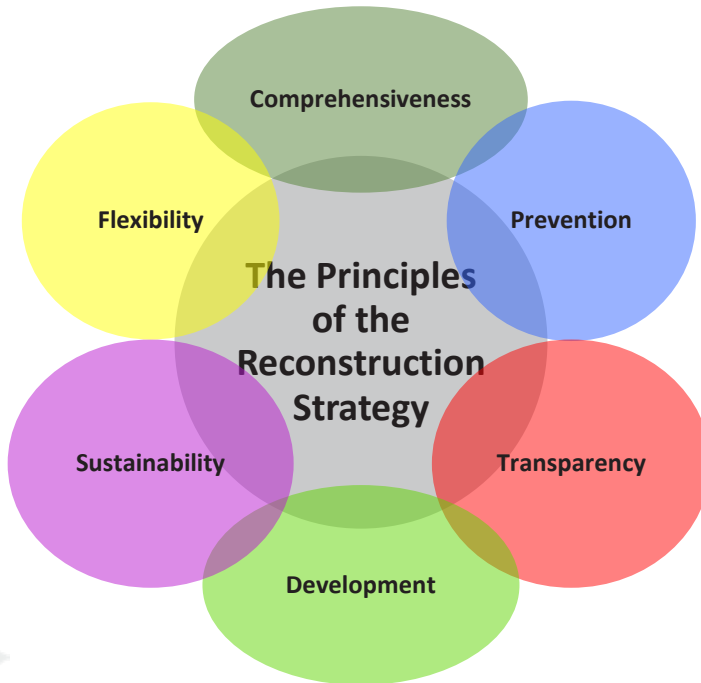
Source: (القباطي، 2021)

1- **Preventive:**

Reconstruction is not just about planning to address the consequences of the disaster; rather, it goes beyond it to develop plans capable of avoiding the occurrence of conflict by taking preventive measures in advance.

2- Comprehensiveness:

Reconstruction plans must be comprehensive to address the consequences of the conflict on various urban, social, cultural, economic and political levels, in parallel within an integrated development plan.

3- Sustainability:

Reconstruction plans must be built in a way that ensures the sustainability and continuity of the reforms being implemented to ensure the progress of life and fulfill the needs of the future generations.

4- Flexibility:

Plans must be designed to be able to adapt to any developments or variables that may occur on the ground.

5- Transparency:

The plans and actions implemented by the sectors concerned with the reconstruction and assessment processes must be transparent and publicly accessible to all, and this can be achievable through oversight of implementation, business and financial aspects, in addition to evaluating the executed works. Therefore, the strategic plan for reconstruction must contain a plan for monitoring and assessment.

6- Developmental Outlook:

The strategic planning of reconstruction must address various fields of urban and architectural development and have realistic and tangible goals that do not affect the core of the societal identity such as cities and historical monuments, and that do not come at the expense of the environment and green spaces.

Eighth: Strategic Axes for Reconstruction and Peacebuilding:

There are many strategic axes for reconstruction and peacebuilding, including what was mentioned by Bakr Hashem and Ali Al-Sueidani as follows:

1) Determining reconstruction priorities and involving all actors at all levels from the early stages, from relief and reconstruction to recovery and development.
2) Developing productive economic activities during the early stages

of recovery to help consolidate peace and security.

3) Developing a broad-based, long-term strategy from the early stages to ensure the most effective use of emergency resources.

4) Ensuring the protection of land and property rights of the affected population, and developing long-term solutions to resolve land and property disputes in order to reduce the potential for conflict.

5) Establishing strategic partnerships and alliances at all levels that help in relief and reconstruction work and even access to development (بيومي، 2017).

Ninth: The Reconstruction Actors and their Roles:

The actors responsible for carrying out the process of preparing to face the consequences of conflicts, planning, strategizing, financing and implementing are the actors in the reconstruction, and they consist of the public sector, including local councils, the private sector, civil society and international organizations, various donors, in addition to the community in order for the reconstruction process to be effective, coordination must take place among these parties in order for the efforts of all these parties to join forces. The government sector or the state emerging from wars cannot bear the reconstruction process alone, and each sector has a special feature that distinguishes it from the rest of the sectors, and therefore each sector has a complementary role with the rest of the sectors. The role of each sector can be explained as follows:

1- The Public Sector:

The public sector plays an important role in preparing the various strategies and plans for reconstruction, whether on the long or short-term, and it provides facilities for the completion and success of the reconstruction process. The local councils in the governorates and districts also have an important role to play for the sake of reconstruction. Because of its proximity to the community, it is responsible for identifying the urgent needs in each area, in addition to its ability to carry out coordination and implementation of reconstruction in the areas in which it is located.

2- The Private Sector:

The private sector plays a very important role in the reconstruction process; because it has the skills, capabilities, required labor and financial resources, in addition to its great flexibility and adaptability to the surrounding circumstances.

3- The Informal Institutions and Civil Society Organizations:

It is not possible to deny the effectiveness of informal institutions and civil society organizations in the reconstruction, as they represent the community, are close to it and know its needs. It is able to bear part of the burden placed on the shoulders of official institutions, and its role becomes more important in the absence of official authorities or the weakening of society's confidence in them.

4- The Society:

The community offers the most important roles in the reconstruction process, as its role starts from the preparation process to the completion of the reconstruction process, and the success of this process depends on the community; The more the community is aware and actively contributes, the easier and faster the reconstruction process will be. In addition, the community is able to prioritize needs; therefore, work must be done to involve the community in the planning and implementation stages of projects(القباطي، 2021) .

5- The International Organizations and Donors:

International organizations and donors have important roles in the reconstruction process; because the countries that have suffered from the scourge of war do not have sufficient capacity to carry out the reconstruction process on their own, and therefore all these parties are concerned with intervening from the beginning and preparing by setting strategies, preventive plans, emergency response plans, rehabilitation and the reconstruction process.

Chapter Three
The Challenges and Requirements
of the Reconstruction in Yemen

First: The Challenges to Reconstruction in Yemen:

In many studies, at the level of the world and the Arab world in particular, related to the reconstruction, the challenges facing reconstruction in crisis countries have been addressed, and most of these challenges are almost similar, but there are challenges related to the specificities of each country. The following paragraphs will explain the most important challenges facing the reconstruction in Yemen:

1. Peacebuilding Challenges:
a. Challenges and Obstacles in the Aspect of Establishing Security:

- The multiplicity of parties to the conflict in Yemen and stakeholders, which makes the issue of ending the conflict almost impossible, or leads to the implementation of a fragile reconciliation that does not amount to national reconciliation that guarantees a peaceful transition beyond the conflict.
- The weakness of the security agencies, their devices and infrastructure.
- The difficulty of integrating fighters and militants into one entity of the state due to the multiplicity of parties to the conflict.
- The presence of armed entities outside the country, fed by internal and external parties.
- Neglecting to solve the problems that emerged or increased in proportion during the conflict, such as: land problems, revenge problems, compensation...etc.
- Not removing mines and unexploded ordnance from all conflict areas.
- Neglecting to hold the corrupt and those who cause conflicts to account.

- **Challenges and Obstacles in Transforming into a Good Governance System:**
- Weak involvement of all segments of society and the weaker groups in the peace-building process, national reconciliation and transitional justice, and in amending some constitutional and legislative laws, especially those related to aspects of power-sharing and periodic competition in order to gain access to political power and to strengthen the concept of legitimacy and good government.
- Weak awareness of democracy and the practice of partisanship.
- Weak national loyalty, and society's tendency to sectarian and regional loyalty.
- Weak rule of law.
- Weak community involvement in monitoring the work of the government sector.
- Failure of institutional building in most state agencies to keep pace with developments and meet the needs of society; This, in turn, requires the institutional rebuilding of state agencies, taking into account the experiences of the previous countries.
- Repression of cultural and political freedoms.
- Lack of security and stability, and the spread of the phenomenon of random and unorganized carrying of arms.
- Weak judicial systems and agencies, and this calls for establishing and strengthening the capacity of the judicial system and involving communities in monitoring the judicial system.
- Lack of redress for victims of human rights violations.

2. Challenges and Obstacles Facing the Provision of Humanitarian Assistance:

- Politicizing humanitarian aid for the benefit of donor countries and organizations, or for the benefit of certain individuals or entities.

- The absence of general plans to provide humanitarian assistance, prepared by all concerned parties.

- The lack of survey evaluation studies conducted on humanitarian aid cases and its weakness.

- Not updating the statistical data of cases that need humanitarian assistance or that have received humanitarian assistance. This data will facilitate coordination processes and identify interventions for organizations and donors.

- Counting humanitarian aid as a waiver of the duty of the concerned official authorities, organizations and donors, i.e. relying on pumping aid only; this, in turn, has created duplication and repetition in providing aid to individuals or regions at the expense of other regions.

- Weak coordination among official bodies and international organizations and donors on the one hand, and among international organizations and donors themselves on the other hand.

- Limiting the provision of humanitarian aid to basic foodstuffs and in-kind items, and neglecting important areas for providing humanitarian aid, such as the health aspect, maternal and child care, malnutrition, rent accumulation, salary cuts...etc., meaning that the quality of aid must be expanded, in addition to providing cash assistance.

- Focusing on providing aid to the displaced, and leaving the affected towards the poor, marginalized, low-income, renters whose salaries were cut off, the areas that sheltered the displaced, women heads of families, and people with special needs.

- The security situation in some areas affected by the conflict is still tense, and therefore there is difficulty in delivering humanitarian aid to them.

- The ambitions of some individuals in the official sector concerned with obtaining a large part of this aid, or obstructing the efforts of donors with requests that prevent them from carrying out their humanitarian duty as they should.

3. Economic Challenges and Obstacles:
- The need for reconstruction of a huge budget, which Yemen lacks in the current situation.
- The continuation of the economic blockade on Yemen, which led to

the deterioration of the economic situation in general.

- Yemen's economy is considered one of the fragile economies that focuses on short-term investments, and depends on imports and revenues from oil derivatives.
- Not providing the opportunity for investors from inside or outside to invest in various economic and tourism activities.
- The division of the financial system and policies of Yemen through the presence of two central banks, and this in turn led to the duplication of some financial procedures such as the process of paying salaries, taxes and customs, in addition to doubling financial losses, and creating a new currency.
- Printing the currency without a cover of gold has led to the deterioration of its prices, which in turn makes it difficult to restore the currency's position.
- Destruction of many private and public economic structures, such as ports, factories and others, which need huge sums of money for their reconstruction.
- High unemployment rate.
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4. Administrative Challenges and Obstacles of the Reconstruction:

- Weak experience in the management, planning and coordination of the reconstruction with the official authorities.
- Adopting unilateral planning for reconstruction without involving the rest of the partners in that.
- Relying on short-term planning, and on substitution without taking a development perspective, in reconstruction.
- Relying on centralization in reconstruction.

5. Social Challenges and Obstacles:
a. Obstacles to Social Development:

Social development faces a number of obstacles that prevent the achievement of its main and subsidiary objectives, like all other aspects of development, including:

- Economic obstacles: internal economic instability, as well as the impact of the global economy, and the scarcity of resources, as this

aspect is one of the main obstacles to social and sustainable development.

- Cultural obstacles: they are represented in the outdated social legacies that impede any development and stand in the way of modernity and prosperity.
- Administrative obstacles: They are a set of developmental and administrative problems of decision-makers that impede work in this aspect.
- Planning obstacles: represented in the lack of employee participation in the development planning process, as the plans reach the implementation stage in a bureaucratic manner without allowing discussion and modification, if possible, in addition to the weak planning culture of those in charge of development work.
- Political obstacles: represented in the weakness of political freedom, and the weakness of the ability to make decisions.
- Technical and technological obstacles: represented in the technical level and technological progress in the country.

b. Weaknesses in Social Development:

- Deterioration of social conditions and environments, increase of social class, and decline of the investment rate.
- Increase in the desire of citizens, especially young people, to migrate, and the increase in transportation problems, overcrowding and crimes.
- A clear rise in the extreme poverty rates as a result of the increase in the number of unemployed.
- High budget deficits, and dependence on external financial aid and grants.
- The impact of conflicts and wars on the social fabric; It has provoked tribal, sectarian and regional tendencies, which requires a lot of effort and time to solve these problems.
- Weak culture of involving local communities in the reconstruction process, although the community is concerned with the reconstruction and the success or failure of this process.
- Marginalizing the right of women in the various development processes and their roles in achieving peace, political, economic and

social participation, education, health care.
- A large number of students have dropped out of education.
- Weakness of services and health care provided by health sector facilities.
- Some health and educational facilities were destroyed and damaged, in addition to many of them needing urgent maintenance due to neglect of their maintenance during the period of conflicts.
- Compensating those affected, such as owners of land or buildings, displaced persons, and others.
- Many historical and cultural monuments have been destroyed, which requires large sums of money to be restored.

6. Challenges and Obstacles to the Infrastructure Reconstruction:

- The destruction of most of the infrastructure facilities that need to be fully or partially reconstructed.
- The need for the current infrastructure facilities for major maintenance as a result of neglect during the conflict, and this would raise the reconstruction bill.
- Some infrastructures are outdated and need to be renewed, which increases the cost; since it is illogical to rebuild what is useless, such as narrow roads, and ignore what is most important. So, the old and dilapidated infrastructure must be maintained or reconstructed in a developmental manner that meets the needs.
- Preserving the historical identity of Yemen. There are buildings and archaeological monuments that need reconstruction and preservation of their historical identity, such as the historical buildings in Old Sana'a.

Second: Axes of the Reconstruction Requirements in Yemen:

Reconstruction in Yemen requires the simultaneous intervention of all axes of reconstruction. It is not possible to bring about reconstruction by interfering only in some sectors and leaving others; therefore, the process requires the concerted efforts of all local and international efforts.

First Axis: The Requirements for Reconstruction Concerning the Security and Safety Aspect:

Today, we live in an insecure world, especially in developing countries, including Yemen. Rather, it is a nature that makes us a necessary need for the existence of security in various areas of life because it is a basic ingredient. The presence of security provides livelihoods for citizens, especially the poor and other vulnerable groups who suffer from fear of violence and loss of their property, and facilitates their access to services, as well as enables them to exercise their civil, political, social and economic rights with guaranteed freedom. Moreover, the insecurity is a major challenge to development in fragile and conflict-affected states.

The security also has a direct impact on the growth of social investment, human capital, public institutions and the distribution of resources, thus its absence may cause severe damage to human and social capital. Its effects are manifested in physical and psychological damage, migration, deterioration of living standards, and disruption of public services. In fact, the lack of security weakens the legitimacy of institutions and leads to the exacerbation of corruption, because the weak performance of the security sectors loses the necessary confidence of society for sustainable prosperity and the well-being remains elusive.

In addition, serious human rights abuse frequently occur, conflicts persist across borders and conflicts erupt as immediate risks, vulnerable groups live in fear, institutions are eroded, fear drives investors away, a few privileged people reap the fruits of cronyism and oppression, and many are prevented from evolution (The United Nations SSR Perspective).

According to the report of the Secretary-General of the United Nations in the report for the year 2005, which stressed that long-term development requires security to reduce poverty and facilitate prosperity. The report notes that security sector reform is critical to the implementation of peacekeeping operations, early recovery, sustainable peacebuilding and long-term development; so the relationship between security and development is now widely recognized, as the security

sector reform, particularly in conflict-affected societies, allows an enabling environment for political, social and economic growth.

The joint UN/World Bank study "Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict" notes that security and justice institutions that function fairly and consistently with the rule of law are essential to preventing violence and maintaining peace; it is for these reasons that security and development have increasingly appeared to be closely interrelated (United Nations Peacekeeping Operations: Security Sector Reform).

A- The Security Sector Reform in Yemen:

Rebuilding the security sector is one of the most basic and important conditions for restoring trust among all different segments of society after any conflict. Therefore, the process of rebuilding security institutions becomes a major issue in various societies that have suffered from wars and conflicts. Providing security for the people is a sovereign right and responsibility of any government, and as we know, many Arab countries have suffered, and still do, from many conflicts and disputes, and Yemen has gone through many stages of conflicts and civil conflicts; therefore, when carrying out the reconstruction of security in Yemen, attention must be paid to changing the role of security institutions. On the other hand, reconstruction must include a return to peace through a process of disarmament, demobilization and reintegration (Report on Rebuilding Security in Fragmented Societies, Preparing for the Post-Conflict Era in Iraq, Libya, Syria and Yemen, Arab Reform Initiative).

There is no doubt that rebuilding security in Yemen for the post-conflict phase relies mainly on the security and safety of community members. As the human security is a multidimensional security concept that goes beyond the traditional concept of state security, as it includes the right to participate fully in the governance process and equitable development, as well as the right to access resources and basic necessities of life, protection from poverty and social services such as education and health, as well as the deterioration of the environment and the ecosystem, and therefore the goal of the human security framework is

to protect individuals, families, communities, the life and nation of the state in terms of economic, political and social dimensions (Executive Council: The Gambia, 2006).

The objective of establishing security in the process of post-conflict reconstruction and development is to provide a safe and secure environment for the affected state and its residents, by reorganizing the state structure including the legal state elements defined as responsible state control over land, means of travel, and ensuring the safety of population.

Hence, the security-related activities must enhance the strengthening of capable, responsible and professional defense and security forces, operating under the supervision of civilian officials. Moreover, the politics mean legal frameworks, improving mobilization capacity, engaging civil society in consultations, and contributing to the security sector's development and evolution.

B- Reconstruction Requirements in the Aspect of a Good Governance System and Political Transformation:

Half of the Arab countries suffer, at least for the time being, from internal armed conflicts, albeit to varying degrees, while the other half face the effects of neighborliness and indirect repercussions, which prevent citizens from enjoying their basic right to a life free from fear and need. These conflicts have caused massive loss of lives, displaced more than 22 million people, and severely disrupted livelihoods.

The main consequences of these conflicts are a decline in the standard of living, the loss of the capacity to lead a decent life, and undermining opportunities to achieve sustainable development. In addition to the far-reaching effects of the loss of human life and the resulting social and economic opportunities. In fact, conflicts have undermined the foundations of institutions and the disintegration of societal ties, for these reasons, peace has become an essential component of the globally agreed 2030 Agenda for Sustainable Development and its goals.

Yemen is one of the Arab countries affected by the wave of the so-called Arab Spring revolutions, from which countries emerged with fragile

settlements and power-sharing that eventually led to the outbreak of conflicts. Therefore, everyone, including the international community, must strive to establish peace. After the conflict, Yemenis must identify the priority issues that the conflict-sensitive approach to governance should address, as well as identify the mechanism and factors that can achieve peace to bring about the necessary transformations to emerge from the conflict, from preventing its erupts, through transformation processes, to peacebuilding, including national reconciliation and transitional justice to establish peace, social cohesion, counter-extremism, and post-conflict recovery and reconstruction. With different priorities and forms of interventions from one conflict to another and from one country to another, institutional reforms remain an essential element in addressing the grievances that cause the outbreak of conflict, and thus putting a definitive end to violence. These reforms have been identified as follows:

1. Governance:

John Teller defines good governance as "the impartiality of institutions that exercise the power of governance", and this means that it has popular acceptance and that it follows the style of good governance, as the World Bank defines it as "the traditions and institutions through which authority is exercised in a country within several criteria", including:

- Determining the mechanism for selecting and replacing governments.
- Formulating and implementing effective policies.
- Respect of citizens and state officials for institutions that facilitate economic and social interaction.
- Respect for the rule of law.
- Figtht against Corruption.
- Acceptance of societal accountability and oversight.
- Promoting the concept of democracy and citizenship.
- The principle of transparency, responsiveness, effectiveness, efficiency, fairness, inclusiveness and compatibility.
- Representation of the most vulnerable groups in the society.

2. Establishing the Principle of the Civil State:

Political science defines the civil state as the ability to obtain government after achieving and consolidating the rights of the citizen without resorting to the use of force or violence, and in the political sense it means the right to rule. The importance of legitimacy is that it is a vital issue in the state-building stage that it defines the structure and procedures of the agencies, governments and other institutions that make up the state, thus the political system cannot be obtained in a sustainable manner through violence and coercion. It is considered a challenge to governance in the countries that are in transition or affected by conflict.

The principles of the civil state are among the factors that must be taken into account after the conflict and the establishment of peace, as a number of things are achieved through them, including:

→ Establishing a civil state system of government based on acceptance rather than coercion, in order for society to move from a state of conflict to a state of peaceful rule and coexistence.
→ Re-sharing power, redistributing economic wealth, and ensuring equitable access to natural resources.
→ Society's acceptance of leadership and authority through a transparent system that guarantees the achievement of the citizen and the sovereignty of the nation.
→ Balance power and strength.
→ Acceptance of the legitimate right to possess power allows the establishment of long-term relations between the ruling power and the people.
→ Expanding access to power.
→ Improving representation of all the groups while promoting minority rights.
→ Maintaining rights and freedoms.
→ Investing resources and funds in achieving development for the benefit of the community members in a fair way for all.

The Second Axis: The Requirements for Reconstruction in Terms of Humanitarian Aid:

Humanitarian aid represents a set of integrated, coordinated measures in order to protect life and its continuity, maintain human dignity, ensure the protection of civilians, assist the return and integration of displaced persons, help revive social and economic activity, and address the phenomenon of food insecurity, which is one of the most pressing humanitarian challenges in Yemen. In fact, the specter of famine threatens 12 million Yemenis, according to a group of international community organizations reports, in addition to the spread of epidemics, such as dengue fever, chikungunya and cholera, in addition to the destruction of the infrastructure, which disrupted the health facilities services.

The UNICEF report on Yemen for the year 2018-2019 identified the urgent needs issued in the general statistics as follows (Yemen Humanitarian Needs Overview - 2019):

- 12.3 million children and 1.24 million adults need humanitarian assistance.
- The number of displaced children has reached 1.71 million.
- The number of children in need of educational assistance reached 4.7 million.
- The number of children under five years old who suffer from severe acute malnutrition is about 360,000 children.
- There are more than 17.8 million people in need of assistance in the field of water and environmental sanitation.
- There are 19.7 million people in need of basic health care.

Through the report issued by OCHA in the year 2020 AD, it was found that Yemen is still experiencing the worst humanitarian crisis in the world. The cumulative impact of more than five years of conflict, economic deterioration and the collapse of institutions has left about 24 million people, meaning that about 80% of the population is in need of humanitarian assistance and protection from the emerging coronavirus, according to the following classifications:

- The needy: 24.1 million people.
- The neediest: 14.3 million people.
  - The displaced people: 3.65 million people.

From the above it is clear that it is necessary to assess the urgent and emergency needs through a careful survey of all affected areas, and to determine the basic needs and the level and type of assistance required by the population affected by the ongoing conflict disaster, so that the concerned authorities can provide these humanitarian needs, which include the necessities of life such as food, water and medicine, in addition to the housing and basic services such as electricity and transportation, educational services, schools and health facilities. Hence, the information collected must be accurate and impartial, far from politicizing and engaging with any political party, in order to effectively help provide the most urgent and appropriate assistance to all members of society alike.

These activities can provide a link between the phases of emergency, the return to normalcy, and the rebuilding and reconstruction at a time when the focus is on urgent life-saving. This linkage can promote the acceleration of key development actions during the return to normalcy phase.

The Third Axis: The Requirements for Reconstruction in the Economic Aspect in Yemen:

The economy is at the center of all crises because of it, wars break out and states collapse, as the parties mainly fight over economic resources due to the permanent dominance of the capital in all aspects, especially politically. As a result, reconstruction plans are closely linked to the economic factor, not only because it is one of the causes of conflicts; rather, it is the most important aspect of reconstruction on the one hand, and a reason for the success of reconstruction on the other hand.

The situation in Yemen has been affected in all aspects, and the economic fabric in Yemen has been affected as a result of the wars and crises it is going through. There have been severe damages that have

led to a total destruction of the economy, as the private projects and industry have been affected, and the commercial movement has been damaged and disrupted, and then all of this has led to a lack of funding at the individual and general level, at a time when the need for funding increases, especially for the purpose of reconstruction (زغيب، 2012).

1- The economic situation in Yemen:

Yemen has passed through historical periods in which it was not stable. However, the current crisis is the deadliest for men and the Yemeni economy. Economic activity has collapsed in almost all economic sectors, especially the oil sector, which suffers from the blockade and its market monopoly, as Yemen relies on it a lot to support the economy and to cover the state's current and investment expenditures. Access to social services has also significantly declined as a result of the collapse of infrastructure in the health and education sector. It is noticeable in the reports issued by the official and unofficial sectors that the volume of imports has declined and been significantly reduced, as well as oil production, the main source of official revenues, sharply decreased in the wake of the 2011 uprising, because of the increase in sabotage operations in the oil fields and due to the continuation of the conflicts that erupted in March 2011 AD, the economy shrank significantly in 2015 and 2016 by 28.1% and 2.4%, respectively.

In the report issued by the United Nations Development Programme, it was stated that a number of companies had suspended their operations, including 35% of service companies, 29% of industrial enterprises, and 20% of commercial companies, which led to an already high unemployment rate in Yemen. In the presence of conflicts and their impact on other sectors, for example social services, agriculture, fisheries, livestock, trade, industry and the banking system, the living conditions of Yemenis have worsened, and the inflation rate has reached 39% in 2015 AD, and it is expected to rise further with the continued weak performance of public finances. The budget deficit widened, and foreign budget funding was largely halted as a result of many development partners suspending their participation.

On the side of the current expenditures, wages and salaries were reduced in response to the drop in oil prices and the decreasing financial budgets of the government, in addition to a significant reduction in subsidies by 8% of GDP in 2011 to less than 1% in 2015 AD.

Public investments were low before 2011 AD and then stopped to less than 2% of the GDP in 2016 AD. The Yemeni currency has deteriorated significantly; this is due to the scarcity of economic resources in Yemen, the absence of banking control over the exchange rate, the non-compliance with the exchange rates of the Central Bank of Yemen, the spread of the black market to sell currency, as well as the pressures due to the loss of oil revenues and the absence of foreign funding, and then foreign exchange reserves fell to less than two billion dollars in Late 2015, the value of two months of imports.

In February 2016 AD, the Central Bank stopped subsidizing imports at the official exchange rate, with the exception of wheat and rice. The government's reliance on central bank financing, due to the budget deficit, resulted in a high rate of inflation and an increase in domestic debt stocks by about 18% of GDP to about 53% of GDP in 2016 (MENA Economic Monitor; World Bank, 2017: 33).

As for the agricultural production in Yemen, it has decreased significantly as a result of the blockade and the scarcity of oil materials, as well as the rise in the phenomenon of rural-urban migration and the absence of marketing of agricultural products. All this is due to the intensification of the conflict in Yemen and the need of the Yemeni citizen to supplement his daily strength, and from here we note a decrease in yields to 42% compared to what they were before the war (دي مويار وآخرون، 2019).

2- Conflicts and their Impact on Human Capital Capacity:

Litigations, conflicts and wars lead to the deterioration of the wheel of economic development and the destruction of redistribution mechanisms at the different levels of the segments of society. The poverty segment grows as the conflicts in society intensify and prolong, which leads to the confinement of society into two classes, a rich and a poor class. A conflict that lasts for

seven years reduces income by 15% and increases poverty by 30%.

At the level of families, the conflict can lead to the loss of physical and human capital, and homes, lands, livestock and other productive assets may be subjected to theft and destruction, while death, injury, disability and psychological trauma to family members may lead to a decrease in income, while food prices rise, making many families suffer or be unable to purchase basic commodities. These losses, along with the effects of conflict on markets and human capital, can leave countries in a state of chronic and structural poverty.

The conflict in Yemen has exacerbated already high levels of poverty. By Fall 2015 AD, it was found that 45% of Yemenis had lost their main sources of income, and public sector employees had not received full and regular salaries since Fall 2016 AD, which eventually caused a decline in the level of income and harmed vital sectors such as health and education.

In 2017 AD, 48% of the population lived on less than 1.90 US dollars per day (the percentage was 30% in 2015 AD), and 78.5% of the population lived on 3.20 US dollars (The percentage was 65.6% in 20152019، وآخرون مويار دي). (.

From the foregoing, it is clear that wars affect the fabric to the extent that the economy is completely destroyed, private and public projects are affected, commercial movements as well as industrial and agricultural activities are disrupted, and then funding becomes deficient at the individual and general levels, at a time when the need for funding increases for the purpose of reconstruction in particular. There is no room to talk here about the reconstruction plan without providing the necessary financing means for the start and continuation of reconstruction projects. Therefore, researching sources of funding is one of the important inputs to which the economic dimension touches, whether this funding is governmental or non-governmental, and whether it is local funding or from the international community in all its forms.

As for the housing sector and rebuilding cities, restoring and rebuilding demolished cities and homes, linking them to basic services such as electricity, water and sanitation, and building new homes to accommodate the displaced are priorities, then rehabilitating the infrastructure of informal areas comes after.

As for the industry sector, it is important first to restore, rehabilitate and build factories that were destroyed during the period of conflicts, and to encourage labor-intensive industries and all industries that enhance their interrelationship with the agriculture on which the industries needed for reconstruction depend. Among the priority industries are traditional industries, local textiles, food industries, building materials industries, modern irrigation and agricultural machinery industries.

And regarding the transport sector, attention must be paid to the main and secondary road projects in the cities, and the long roads that connect cities to each other, especially those that were destroyed during the conflicts, because they help reunify the economy, link markets and projects among cities and prepare for the reconstruction process.

As for the banking sector, priority is given to it through the establishment of non-banking financial institutions to provide long-term financing during the early recovery phase (Report of Economic and Social Priorities in the Reconstruction of Syria and Lebanon's Opportunities in it).

3- **Factors Affecting the Growth of Human Capital:**
– The quality of the productive human capital with the quality of education and training systems.
– Optimal distribution of human capital in the labor market.

Fourth Axis: Requirements of the Administrative Aspect of the Reconstruction Process in Yemen:

Reconstruction experiences differ from one country to another. There are countries that have succeeded in this by relying on the centralized approach to reconstruction and others through relying on the decentralized approach, as well as there are countries that have succeeded in reconstruction using both methods together. Thus, it is not possible to achieve this without involving the public sector and the rest of the partner sectors in the development and reconstruction.

In order for the reconstruction of Yemen to take place according to a more flexible context, the process must require moving away from

centralization through financially and administratively independent public units or institutions, albeit relatively, in addition to the contribution of the private sector and civil society organizations, while maintaining the active presence of the state in the areas of planning and reconstruction, especially in the field of urban planning (i.e. planning from top to bottom), and this would allow the community to play a pivotal role in drawing the general frameworks for development and reconstruction by involving local communities to achieve their national interests (i.e. planning from bottom up). Moreover, this process achieves harmony and integration between the national social fabric and the urban development environment (حميد، 2018).

The Fifth Axis: The Requirements of the Reconstruction in the Social Aspect in Yemen:

Social development:

Social development represents the internal dynamic developmental aspect of the state, and it is directly concerned with promoting social convergence within the state in a modern way that keeps pace with what other countries have reached in this aspect, and by activating the role of citizens by engaging in the social life, as well as providing high quality social services that fit the needs of the local community after studying it in depth through strategic planning in order to achieve the goal of improving life.

Characteristics of the Social Development:

- Expansionist process: that is, it does not stop at a certain stage; rather, it is constantly expanding for the sake of development and progress.
- Comprehensive process: that is, it is not limited to one aspect, such as economic aspects; rather, it includes the political, social, cultural, and military aspects.
- Interrelated process: that is, development is linked to growth, as social development is directly linked to economic growth.

Social Capital:

Both social capital and trusting relationships play an important role in the reintegration process, and some studies show that communities with adequate social capital experience lower crime rates and better levels of health care and higher education (هالبرن، 2013).

However, there is a negative aspect to this when groups and organizations with greater social capital exclude others; A survey conducted by the UNHCR in the Afghan labor market in 2013 showed that "networking" played a strong role in integrating returnees to the labor market through personal networks of friends and relatives, as well as professional networks - each in their field - to obtain information about job opportunities or to obtain direct employment.

The results also show that the sectors with the most attractive job creation are the sectors that required fewer skills, such as construction, wholesale and retail trade, and manufacturing; Where you can find work easily. It should be noted here - according to reports and publications - that the effects have affected all Yemenis in all areas, life, food and health, the spread of diseases, school dropouts, disruption of the educational system, suspension of basic life services, a decrease in per capita income, the death of many, displacement and migration.

Social and Humanitarian Cost

The escalation of demographic pressures is one of the most important social indicators, and it is expressed by the high population density in the country, the decrease in the share of individuals in the society of basic needs, the significant increase in the movement of refugees outside the country, or the forced displacement of a number of people inside the country, and the increasing phenomenon of brain and National talent migration.

According to the index of the Fragile States Report for the year 2020, it was stated that Yemen ranks first and for the second year in a row to be the most fragile country in the world among the (178) countries included in the report, with a total score of 112.4; This is due, of course, to the unstable conditions in Yemen, and the resulting humanitarian, economic and social disasters, as shown in the table below (Fragile States Index Report, 2020):

Table 1: Shows Yemen's Ranking Among the World's Fragile States

Data / Years	Global Order	Index Value
2020	1	112.4
2019	1	113.5
2018	3	112.7
2017	4	111.1
2016	4	111.5
2015	7	108.2
2014	8	105.4

The previous table shows a decline in Yemen's ranking from 8 in 2014 to 1 in 2020, as a result of the bad conditions and instability that Yemen is experiencing, which led to its decline in the total indicators as shown in the table below:

Table 2: Shows the Value of Indicators and the Ranking of Yemen among the Fragile Countries in the World

Value of Cohesion and Interdependent Indicators		
Resolving Social Grievances	Distrust of Political Elites	Security Services
9.7	10	9.7
Value of Economic Indicators		
Minds and Competencies Immigration	Unequal Development	Economic Downturn
7	7.8	9.4
Value of Political Indicators		
Human Rights	Public Services	State Legitimacy
10	9.5	9.9
Value of Social Indicators		
Foreign Interference	Refugees and IDPs	Demographic Pressures
10	9.7	9.8

It is clear from the previous table that the average of all indicators reached 4.9 in the year 2020 compared to 4.8 in 2014, resulting from Yemen obtaining low points, especially in the indicators of human rights, external interference and distrust of political elites, in addition to obtaining low points in the Economic Regression index.

As a result of the deteriorating social and humanitarian situation, there has been a social cost, as Yemen has been afflicted by a humanitarian crisis that is among the worst regionally and globally, with the withdrawal of United Nations estimations, and its most prominent indicators are the following:

- 27.3 million people, or more than 80% of the population, are in need of some kind of assistance, of whom 4.14 million are in severe need.
- It is estimated that about 40% of Yemeni families lost their main source of income, which led to an increase in the total poverty rate, which ranges, according to the estimations from 71% to 87.8%, and women were more affected than men.

As well as the total or partial cessation of salaries and the irregularity of their payment, especially in the northern governorates, to about 1.25 million government employees, among them vital employees in the fields of health, education and water supply, and this has caused the erosion of purchasing power, and led to a significant deterioration in the capabilities of official institutions in Yemen to carry out their work.

This widening in poverty and disease constitutes a worrying structural deficit that will affect the development of human capital in the long run, and the Human Capital Index shows that the productivity of a child born today in Yemen will reach 73% when he grows up, compared to a full productivity rate if he enjoyed a full education and good health.

The rate of hunger in Yemen is currently unprecedented and causes severe suffering to millions of Yemenis, and despite the provision of humanitarian aid, more than 9.15 million people sleep hungry every day.

The rate of child malnutrition in Yemen is among the highest in the world and the nutritional situation continues to deteriorate, and nearly

a third of families suffer from gaps in their diets, and hardly consume any foods such as legumes, vegetables, fruits, dairy products and meat. Malnutrition rates among women and children in Yemen are still among the highest in the world; more than one million women and two million children need treatment for acute malnutrition, and this number represents an increase of 75% since late 2015, which threatens the lives and future of these children. In addition, less than 50% of the country's health facilities are not fully functional, and lack specialists, equipment and medicines, while immunization coverage has decreased by 20% to 30% since the conflict began.

The percentage of the population benefiting from partially functioning public water networks does not exceed 22% of the population of rural areas and 46% of the population of urban areas. The percentage of the population with access to safe drinking water is less than 55%. In addition, 63% of girls and 42% of boys of school age do not attend schools. Hundreds of schools have been destroyed, while most teachers do not receive their salaries since 2016.

The principles of gender equality require institutional reform in the sense that state institutions are reviewed and restructured so that human rights are respected, the rule of law is preserved and social accountability is maintained, ensuring strong institutions, rational management of resources, strengthening state legitimacy and providing an economic and social order (OCHA; World Bank, 2019- 2020).

The education sector faces many challenges and obstacles resulting from material damage to educational facilities, forced displacement, severe economic crises, and the problem of non-payment of salaries and irregularities, and thus severely affected about 46% of the total schools and 97% of the total students in the country; all of these circumstances have significantly undermined the quality of education as a result of teachers' irregular attendance during the school year, the deterioration of their moral motivation, and the teaching of the curriculum only partially.

According to the 2020 Humanitarian Response Plan, 5.5 million children in primary and secondary education need assistance to ensure the continuation of their education, while the multi-sectoral assessment of sites for the year 2018 indicates that 43% of children of school age,

in various population groups that included in the assessment, did not attend school.

The issue of economic and political recovery, reconstruction of Yemen, building sustainable peace and addressing the effects of the conflicts on the societal fabric remains one of the most important issues that should occupy a great deal of attention, thinking and early preparation within the official agenda, and in the interest of Yemen's regional and international partners and all actors and their interventions. To include a significant focus on some vital sectors that are linked to the life, future, livelihood, economy, destiny and survival of members of society, as well as the future of the Yemeni state on land and people. The issue of recovery means restoring the general environment and preparing it with all its economic, social, security and political dimensions. It also includes the restoration and construction of infrastructure, social components, fabric and coexistence destroyed by years of conflict. It also means resuming the development process, creating a safe and stimulating environment for the development of the economy, creating job opportunities, improving the standard of living and income and developing human resources, in addition to resolving the challenges and difficulties left by years of conflict in the body of Yemeni society and its infrastructure, institutional and human resources.

The recovery process is of wide-ranging reform and comprehensive rebuilding in which all components of society participate from government institutions, private sector institutions, or civil society organizations, the international community and members of society along with regional and international partners.

It is important to realize that these steps at this stage are only basic and preliminary introductions to the preparation of a comprehensive program for reconstruction and development, after a sustainable peace agreement is reached that ends the state of fragmentation and conflict, restores things to normal, and moves Yemen as a state and society to the course of life full of hope, aspiration and achievement, and restores its correct path in the regional and international surroundings to be effective with the international community in laying the foundations for stability and development, and therefore the reconstruction process is directly

linked with the establishment of stability and peace in Yemen, which is an urgent necessity, in addition to the importance of the solidarity of civil society organizations and the local authority with the international community and coordination to work on financing and implementing reconstruction programs after working hard to stop conflicts.

It is necessary to deal with the concept of reconstruction to be a comprehensive process that takes into account the structural material aspect, in addition to everything related to the social fabric, and everything that targets the recovery efforts of all individuals and segments of society, and on the various cultural, economic and structural trends, etc., from a holistic perspective with a focus on other aspects, such as the psychological and social aspect.

This concept is consistent with the definition of the United Nations, which indicated that reconstruction is a process which purpose is to make efforts to identify institutions that would promote and support peace, and increase a sense of confidence to achieve the well-being of individuals and groups, and this is achieved by reaching an agreement to end wars, which includes disarming the parties previously conflicting, restoring order, returning refugees, strengthening the rule of law, and institutional building.

Sixth Axis: Reconstruction Requirements in terms of Gender Equality in Yemen:

A conflict situation often negatively affects gender roles and relationships; in many cases, conflict breaks traditional gender roles, divides families and breaks up the social fabric of society, increases vulnerabilities, especially for men and women victims of war, and perpetuates violence and abuse against children, including boys who are subject to forced conscription into armies and forced labor, smuggling and sexual violence, and this also leads to an increase in the number of families in which the woman is the head of the family.

These conditions require that the activities of the post-conflict reconstruction and development process be gender-responsive and sensitive, and be based on an analytical basis with knowledge of these

issues, as well as working to meet the needs of vulnerable groups.

Accordingly, there must be special attention to women who suffer, in addition to the fundamental inequalities that currently exist. Unfortunately, most reconstruction interventions tend to ignore or marginalize women's issues (الأوتشا، البنك الدولي، 2019/ 2020).

Seventh Axis: Reconstruction Requirements in the Aspect of Infrastructure in Yemen:

Health, education services, and social protection are among the supportive services that support confidence building and reconstruction; therefore, its revive and recovery are among the most important priorities, as it is the right of community members to have access to a proper health system.

Yemen has suffered for decades, and still suffers, from difficult conditions, a low standard of living, and deteriorating infrastructure systems, as a result of central policies and a targeted economy in relation to the distribution of state resources about the service.

Most Yemenis today only receive a few basic services, while some depend on expensive alternatives to obtain health, education, electricity and water services, and therefore work should be done to restore services as a primary priority, and besides this, urgent attention should be given to the administrative problems of the remaining infrastructure services and reorganization of the control and supervision structures in all sectors.

The first requirement for the infrastructure reconstruction is the interest in creating an institutional framework for policies and administration for the government to be able to absorb and implement its new roles, especially when it regains its sovereignty and decision-making ability, which will be one of the biggest challenges it faces in the reconstruction process.

There is no doubt that Yemen's large human and institutional capital and the presence of Yemenis, inside or abroad, with a high degree of knowledge and determination to succeed will enable Yemen to benefit from their knowledge and experience by reaching high and influential

positions, with the need to establish control systems and find balances so that the principles of transparency and accountability can be re-established for a better governance system.

Then comes the sectoral priorities, on top of which are the financing of food security and the important voluntary sectors, then the sectors of education, health and job creation. Estimations of these three sectors show the deterioration that occurred in the basic human services and the decline in their level from what it was in 2008.

The priorities of the health and education sectors initially aim to restore the indicators that prevailed that year, and then the reform begins. This means, for education, focusing on re-equipping out-of-service schools to alleviate overcrowding in the educational system, addressing dropouts from education, and then paying attention to improving the quality of education and the modernization of its system in terms of raising the efficiency of teachers and developing educational programs and teaching methods.
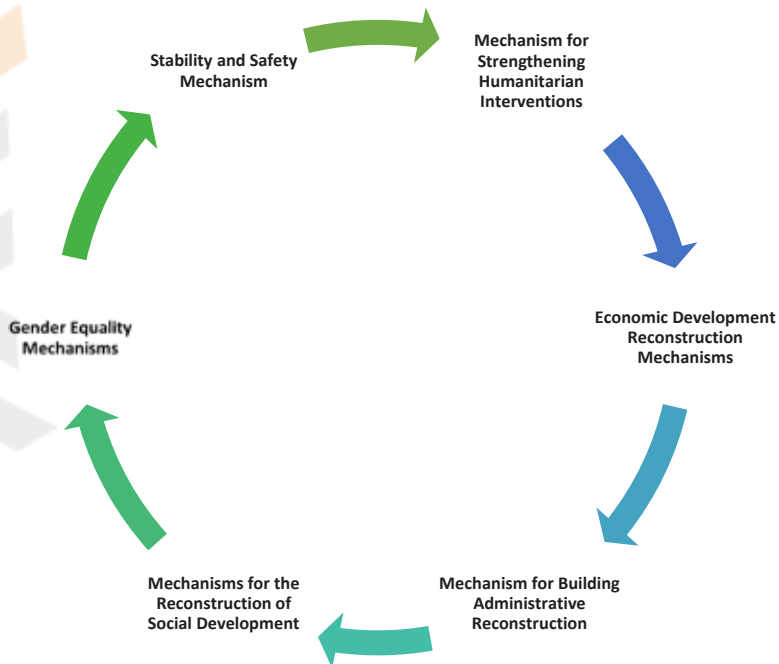
As for the health sector, the challenge facing decision-makers, workers in this sector and the donor community, is to speed up in record time to restore health services to the previous aforementioned era, and then proceed to transform the existing system into a decentralized system and a sustainable model in which primary health care and prevention are established against diseases.

As for job creation, the goal is to confront the problems of high unemployment by creating short-term opportunities and developing the private sector for that. Many vital sectors such as: water, electricity, transportation, agriculture, water resources and official institutions cannot be overlooked. All of them are considered infrastructure for the country and society, and they have the priority to restore their previous indicators and then improve them and make them in a better and sustainable condition.

Chapter 4
Yemen Reconstruction Mechanisms

Figure 4: Yemen's Reconstruction Mechanisms

Stability and Safety Mechanism

Mechanism for Strengthening Humanitarian Interventions

Economic Development Reconstruction Mechanisms

Gender Equality Mechanisms

Mechanisms for the Reconstruction of Social Development

Mechanism for Building Administrative Reconstruction

Source: Prepared by the researcher (according to the theoretical framework)

There is no development or reconstruction without peace. Peace is a basic basis for advancing the development wheel, and national reconciliation and transitional justice are its basic building blocks. The following is a set of reconstruction mechanisms in accordance with the challenges and requirements previously identified, and these mechanisms are as follows:

First: The Mechanism Axis of Restoring Stability and Security:

To achieve stability and security, national reconciliation and transitional justice are indispensable, in addition to the importance of reformulating security-related policies.

A. National Reconciliation:

It is a settlement process that takes place among the conflicting parties to achieve the goal of national unity, justice and social peace and build a civil state, as well as work to restore the citizen's confidence in the state institutions without condoning violations. To achieve this, several criteria must be provided, including:

- Acknowledgment by all parties of the mistakes that have been committed, and recognition of the damages that resulted from these practices and trying to fix them.
- Determining the causes, reasons, declared positions, and the hidden interests, as well as the needs of the parties to the conflict that led to the emergence of the conflict, as they must be viewed from an integrated perspective to know the accumulations that helped the emergence of the conflict.
- Merging military and paramilitary formations within one entity that represents the state.
- Issuing institutional statements with an official apology to all those affected by these violations, and removing the harm from everyone according to the type of damage.

B. Transitional Justice:

Transitional justice is accountability, reparations for victims and recognition of citizenship rights for all equally without any discrimination. It is obvious that the process of democratic transition and work to build peace has become an urgent necessity in Yemen, a country that has been exhausted by repeated and continuous armed conflicts and litigations during which human wealth has been wasted, represented in the killing of hundreds of thousands, and resulted in the deprivation of most citizens of their basic rights, the most important of which are living in safety and stability; while they have been living under multiple pressures.

Perhaps the lightest consequences of these conflicts are the decline in the standard of living and the scarcity of decent livelihoods. These conflicts have also led to the collapse of the institutional system and the destabilization of the social cohesion. There must be foundations for achieving transitional justice, including the formation of neutral committees for truth-seeking, accountability and retribution, national reconciliation, prosecution, reform of institutions, and reparations.

Reparation shall be through transparent measures, the most important of which are:

1. Forming impartial fact-finding committees: They are non-judicial bodies that conduct investigations into violations that occurred in the recent past, issue reports and recommendations on ways to address violations, promote reconciliation and compensate victims, and submit proposals to prevent violations from recurring in the future.
2. Implementing compensation programs through state-supported initiatives that contribute to redressing material and moral damages resulting from past violations, and usually distribute a fabric of material and symbolic compensation to victims, and may include financial compensation and official apologies.
3. The need for a third party to undertake monitoring and implementation processes because that increases the chances of success of the peace agreement.

4. Ensuring the minorities rights
5. Building civil trust by allowing freedom and practicing partisan activities, provided that the nation's interest is supreme above any interest and a basic rule that cannot be deviated from, calling for elections, and forming associations and institutions, i.e., and transforming the authoritarian character into a civil character through which the citizen can say his word without fear. Institutions that played a role in these violations (often the security sector, judicial and military institutions, etc.) must be reformed in conjunction with cleaning these agencies of incompetent and corrupt officials. These efforts often include legislative and sometimes constitutional amendments.
6. Activating the rule of law system; so that the law applies to everyone without any exceptions or privileges.
7. Addressing procedural errors, such as corruption and embezzlement of state revenues, and holding accountable those who violated any financial aspects of the state or citizens.
8. Working on disarming, demobilizing or integrating armed groups into the entity of the state, whether this is part of a negotiated settlement or the adoption of a separate, stand-alone mechanism.
9. Decentralizing and promoting decentralization to increase local autonomy or equal power sharing.
10. Ensuring that the participation of all social groups is protected.
11. Developing policies that encourage stable economic development and reduce inequalities in parallel with providing humanitarian assistance to the most affected populations.
12. Provisions relating to the human rights and grave violations must form an essential part of settlements.
13. Establishing truth-inquiry committees to investigate violations that occurred, and issue reports to hold those responsible to account.
14. Conducting programs to compensate for the material or moral damages that resulted from violations in the past.
15. Reforming the institutional sector and holding the corrupt in state agencies accountable, and issuing or amending laws and legislations that enhance the effectiveness of this sector.
16. Bridging the gap between emergency and development, by working in the following areas:

→   Creating mechanisms for registration, identification, and documentation of the affected population (displaced persons) for themselves, their children, their wives, their property, land and other properties that have been lost during the conflict, and then they have the right to return to their areas of origin or to reside in any places of their choice.

→ Holding seminars and awareness-raising workshops on the dangers and damages of mines, identifying the areas in which they are located, and implementing programs with the participation of international bodies to remove them.

→ Training a specialized staff to remove mines and provide them with protection.

→ Providing adequate assistance to mine victims and their families.

17. Building and strengthening the capacities of the civil society organizations to become partners in the activities of the security and safety system.

18. Building and developing the capabilities of human cadres for the security sector.

C.   Reformulating Security-Related Policies:

–   Strengthening the partnership between security institutions and civil society organizations in the activities of the Safety and Security Group.

–   Creating effective monitoring and accountability bodies for the security sector.

–   Adopting and following comprehensive national policies to address the proliferation of small arms, remove mines and assist their victims, and ensure the handover and confiscation of all illegal weapons and explosive remnants of conflict.

–   Setting and developing policies that address the specific security needs of vulnerable groups, including women, girls, and children recruited into the military.

–   Forming a civilian committee to monitor the armed forces and the national laws that govern the conduct and activities of the armed forces.

–   Building and strengthening the capacities of security institutions,

including defense, police, corrections, disciplinary, border control points, and customs officers, according to the following:

→ Preparing a monitoring system to follow up the transformation of the state agencies related to the security and justice.

→ Restoring and strengthening public law and order institutions, and establishing an effective police force.

→ Establishing and developing mechanisms for democratic governance.

→ Security sector accountability as a means of restoring popular confidence.

→ Establishing an effective judicial system accessible to all sectors of society, as well as strengthening the role of the prison-based Reform and Rehabilitation Service in providing appropriate rehabilitation programs.

Second: The Mechanism for Strengthening humanitarian Interventions in Yemen Axis:

• Developing a neutral and impartial system to improve institutional procedures related to humanitarian aid.

• Ensuring that emergency humanitarian aid reaches the affected groups without any political considerations.

• Encouraging partnership with the actors working in the field of humanitarian aid and development in order to accelerate the transition from an emergency situation to a development one.

• Activating rights, such as the right to citizenship and identity, with clear and equal procedures for all without any discrimination.

• Establishing the rule of law, rights and freedoms that will contribute to facilitating humanitarian work.

• Developing and implementing quick-impact community support projects to facilitate economic recovery and rapid reconciliation, harnessing the productive capacity and skills of the population.

• Providing appropriate assistance to rescue the neediest individuals, and working on its sustainability until reaching a state of equilibrium.

• Paying attention to the development of programs that meet the

needs of women and children.

- Developing social and psychological support programs, such as psychological support programs, trauma counseling, legal support and family reunification.
- Providing adequate medical care, psychosocial counseling, and legal redress for girls, women, and other vulnerable groups.
- Developing integrated programs for people with special needs, as well as for victims of gender-based violence, by providing critical assistance.
- Ensuring the participation of women's organizations, civil society organizations and representatives of the affected groups in the reconstruction process, including the peace process.
- Promoting awareness of how to prevent diseases and epidemics, such as: cholera, dengue, celery, coronavirus, human immunodeficiency virus, and other infectious diseases that usually appear in times of conflict.

Third: Mechanisms for Reconstruction and Economic Development:

In order to manage the wheel of economic development and improve living conditions and the ability to meet basic needs such as health, education, food and poverty reduction, we should strive to create comprehensive economic development to support the process of reconstruction and development in the post-conflict and conflict period, and to start walking the path of sustainable economic development and improving indicators human development, in order to create the conditions for reconstruction and development; therefore, it is necessary to continue the chain of economic activities through an integrated approach linking relief, transformation and development. In fact, the key to reconstruction and economic development is the balance between growth and the provision of social goods and services, and the development of an appropriate technology base for sustainable recovery.

Therefore, the responsible authorities in Yemen must follow the example of countries that emerged from similar conflicts, especially if the following bases are focused:

A. Bridging the gap between relief and development through:

- Defining developmental reconstruction programs at various levels in a clear and complete manner, along with measuring the impact.
- Strengthening the monetary reserve, stabilizing the exchange rate of the currency against the foreign currency through external soft loans, and passing external financing through the Central Bank of Yemen in order to enhance the foreign currency reserve in the bank.
- Supporting environmental programs, agricultural production and farmers by facilitating their work, and establishing a system that encourages agriculture in agricultural areas in order to achieve food security.
- Supporting programs to preserve water resources and rationalize their use.
- Supporting the partnership among the international organizations, the private sector and the public sector to create a state of continuous cooperation in order to import and deliver relief materials, which will contribute to creating job opportunities and lead to economic growth in Yemen.
- Enhancing the re-establishment of the local market and encouraging local industries and trade at all levels, local, regional and international.
- Paying attention to the development of the career cadre in all institutions through vocational and technical training and qualification in both the public and private sectors.

B. Building institutions and enhancing their independence to ensure economic management, including the following:

- Strengthening oversight institutions through the Central Organization for Control and Auditing, and activating the Anti-Corruption Commission in Yemen to ensure accountability and transparency.
- Strengthening the financial management institutions, enhancing revenue collection systems, and monitoring banking systems.
- Strengthening the structures for controlling the general budget, borrowing and public expenditures.

C. Building human capital capacities at the local and national levels to develop policies and identify needs, and the ability to plan, implement, monitor and evaluate all programs and activities, through:

- Attracting capabilities and bright minds related to the aspects of economic, social and institutional development, whether local or international capabilities, in order to develop capacities working in the public and private sectors.
- Developing staff capabilities and skills in the process of information gathering, analysis, planning, implementation and control.
- Strengthening capabilities to contribute to international processes, such as the World Trade Organization negotiations, through the work of a legal sector concerned with the international arbitration and negotiation process in the Ministry of Legal Affairs.
- Coordination between the state and international organizations to achieve partnership in all the economic development activities.

D. Preparing a technology database to support reconstruction and development through:

- Developing strategies to support economic development and technology transfer, including its human, technical, institutional and information dimensions.
- Developing technologies to rehabilitate and develop the main institutional sectors, such as: supervisory bodies, banks, housing, hospitals, health centers, schools, energy, water, health works, transportation, and physical infrastructure.
- Identifying long-term needs in terms of infrastructure and involving all parties in the country in planning and implementation, which requires achieving sustainable development of infrastructure.

It is difficult to imagine urban reconstruction without a comprehensive economic reconstruction concerned with restructuring the institutional economy, the supply and demand system, and the processes of making and taking economic decisions depending on the market and its needs (دي مويار؛ وآخرون، 2019). The process of reconstruction and construction requires giving priority in the first stage to projects that support the economic aspect, and focusing on the most important mechanisms for

building the economy as follows:

1) Enhancing social cohesion by creating equitable economic opportunities for all Yemeni regions in a way that contributes to creating decent job opportunities for all, focusing on the most affected and vulnerable people, groups and regions, and helping to reduce poverty and marginalization of groups or regions as they will represent new hotbeds of conflict.
2) Housing the displaced and accommodating them in the various facilities for those affected by conflict and litigations.
3) Integrating fighters into society through training and psychological rehabilitation, and creating job opportunities for young people.
4) Restoring the economic cohesion of the country, and bridging the societal rift by building the social fabric.
5) Activating local development and enhancing regional economic balance.
6) Developing human capacities in the public and private sectors.

As for the economic sectors that should be given importance in the first stage and the next stage, they are:

1) Rebuilding residential cities and rehabilitating and building historical cities.
2) Industry and agriculture.
3) Transportation and communications.
4) Money and banks.
5) Informatics and knowledge economy.
6) Renewable and alternative energy.
7) Development and human capital.

   The foregoing shows that economic development includes all aspects and sectors because every sector has the importance of what makes it a cornerstone of comprehensive economic development. For example, we note that the tourism sector will largely include business tourism, and this sector will benefit, whether for investment or the operator, from the significant decline in the exchange rate.

Fourth: The Axis of the Administrative Reconstruction Building Mechanism, which is represented in the following:

1. Establishing a financially and administratively independent public authority by a presidential decision based on a good institutional structure that is committed to transparency and impartiality in its work, and aims to:

→ Drawing general policies and preparing long-term strategic plans for reconstruction.

→ Enabling and coordinating work among local, regional and international reconstruction offices to devote efforts to involve local communities and the most vulnerable and marginalized groups.

→ Playing the role of monitoring and evaluation processes for interventions, and the regulatory bodies available in the state of law and order can be used.

2. The authority follows a mixed institutional approach between centralization and decentralization, i.e., centralization in planning, control and evaluation, and decentralization in implementation through the concerned authorities.

3. Establishing reconstruction offices in the affected governorates, to be delegated by the General Authority for Reconstruction, to undertake the process of planning, implementing and evaluating the interventions.

4. Training the employees of the authority and partner agencies in the reconstruction and building their capacities and skills on developmental, administrative and financial issues and methods of reconstruction.

5. The use of bodies that have deep experience in society and development, such as the Social Fund for Development and the Public Works Bureau, in addition to bodies that have long experience in reconstruction from international organizations (حُميد، 2018).

Suggested Ways and Mechanisms to Improve the Effectiveness of the Human Resources Sector:

1. Reforming policies in the public, private and mixed sectors by encouraging the decision-making authority to improve workers'

conditions based on efficiency, and determining the actual number of hours for workers.

2. Encouraging employment in the private sector in order to absorb new entrants to the labor market in the coming years after the conflict, by adopting policies that support the development and growth of the private sector. The corporate tax system must be simplified and tax rates reduced, and the government must follow up on the proposals that it will contribute to the reform of labor laws, and appropriate safety nets for employees must be developed.

3. Facilitating the creation of job opportunities in small companies, focusing on effective employment policies, and improving access to loans for setting up businesses.

4. Developing tools to assess the quality of education and develop appropriate tools to monitor education and improving its quality and effectiveness at the individual and institutional levels.

5. Developing vocational education and training to keep pace with the needs of the private sector to enhance the relevance of vocational education and training to the labor market by involving the private sector in policy-making, establishing a special forum for local industries that can help in providing programs for the management of vocational education and training, and direct participation of the private sector in monitor educational institutions, as private sector input into curricula development would help improve the status of technical education and training school graduates (European Vocational Training Association (EVTA), 2017).

Fifth: Mechanisms for the Reconstruction of Social Development:

A. Activating the Concept of Citizenship and Consolidating its Standards:

This is done through equality among everyone in the administrative opportunities and the various laws, that is, not granting any privileges to any particular party. It also means protecting all rights, preserving dignity, spreading a culture of constructive dialogue and the spirit of tolerance and other acceptance, managing conflict in peaceful ways,

and providing opportunities for people to express and defend and protect their various issues, and achieving reconciliation and reparation for social justice. The behavior of citizenship for civil society, no matter how diverse its members' ideas, cultures and beliefs are, they are unanimous in defending unified human issues and values such as citizen rights, women's and children's rights, and issues of democracy and the environment, i.e., issues of human identity and the rights of individuals and groups alike. Civil society is a group of organizations that transparently regulate the relationship of individuals to each other and their relationship with the state.

B. Engaging Communities to Rebuild:

The role of the community members is one of the most important roles in the process of preparing for the reconstruction process. The higher the awareness of community members is, the faster and smoother the reconstruction process will be. The field of human resource development, which sees investment in the human capital and treats individuals as any other productive resource in the process of development and reconstruction, and not only as beneficiaries, sees the need to improve the productivity of this resource, through educational and vocational training and the development of various skills to meet the requirements of the multiple stages. In addition, societies of both sexes must be involved in planning and implementing development programs.

C- Strengthening the Social Cohesion and Achieving the Food Security:

Strengthening the social cohesion and stabilizing the food security must be achieved through a number of strategies, the most important of which are:

1. Supporting social protection, agriculture and fishing to break the cycle of poverty with the aim of reducing economic and social vulnerability, provided that social protection includes three programs; social assistance, social security, protection and the labor market, including cash and in-kind transfers, to enhance well-being, productivity and economic activity.
2. Building a comprehensive, nutrition-sensitive social protection

system with risk information that responds to shocks faced by the rural poor and poorest.

3. Supporting programs and initiatives to provide decent and productive job opportunities in rural areas, especially for women and youth.

4. Supporting the sustainable resumption of salary payments to service employees across the country.

5. Providing access to food.

6. Expanding cash-for-work and food-for-asset development programs.

7. Supporting programs to assist the most affected groups by the continuation of the conflict, such as small farmers, livestock breeders and fishermen, to return to production by supporting the restoration of agriculture, livestock and fishing activities by focusing on the main inputs, income generation and livelihood assistance.

8. Continuing to support the displaced and work to provide treatments for their return and build assets and production.

D- At the Level of Development Partners:

A number of strategies must be followed, the most important of which are:

1. Protection of national identity and culture.

2. Employing and developing national human resources in an appropriate and excellent manner.

3. Achieving justice and social equality.

4. Opening up to the world, while preserving cultural privacy.

5. Fighting poverty, hunger and crime.

6. Mobilizing various resources, preparing strategic plans, and coordinating between the actors for reconstruction.

7. Enabling the community to access resources, humanitarian aid and training.

8. Strengthening the role of civil society organizations and providing them with the opportunity to work and participate in the reconstruction.

9. Involving international actors, including international organizations

and donors, in the reconstruction and facilitating their work tasks.

10. Actively involving local communities in the reconstruction.
11. Encouraging the private sector to participate in the reconstruction process.

The Most Important Mechanisms and Treatments for the Main Sectors Affected in their Infrastructure

1- Housing Sector:

– Compensating every citizen whose home was directly or indirectly damaged in a way that would enable him to return to his normal situation before the conflicts and in a manner that would guarantee him a decent life in proportion to the number of his family members.

– The state guarantees the development of plans and the adoption of fair national policies that guarantee the right of the weakest groups to obtain adequate housing and basic services.

– Every person has the right to obtain adequate housing, and the state must take legislative and other measures to achieve this.

– Establishing housing projects for people with low incomes with soft loans to be repaid in installments over a period of ten years as a minimum, and with low interests.

– Strengthening urban planning efforts in preparing plans for residential, industrial, tourist and commercial cities, monitoring their implementation in accordance with approved specifications, providing them with services, and preventing the spread of random construction or construction on agricultural land.

– The state regulates rental relations for residential homes in a way that prevents monopoly and abuse and achieves stability for the longest period, with the issuance of a law to that effect.

– Developing comprehensive plans for the main and subsidiary cities, on the basis of meeting the needs of cities for the next century, in terms of streets, spaces, residential buildings, squares, parks and other complementary service facilities, and not allowing random construction on unplanned lands located on the outskirts of the main and secondary cities until after completing their planning, and providing services and the necessary outlets, as well as organizing and developing the real estate registry.

2- Health Sector:

Work should be done to provide basic primary health care services at the level of primary health care hospitals and centers, by activating a set of points as follows:

- Restoring and maintaining all damaged health facilities across the country, then adopting a sustainable national development strategy for all damaged and unaffected health system facilities.
- Supporting the rehabilitation of the health facilities to provide health services, medical supplies, medicines and health services.
- Spreading health services throughout the Republic on the basis of modern health policies that meet the access of these services with high quality to all members of society equally and in a manner that achieves social justice, and because health care is a right for every citizen.
- Supporting the epidemiological surveillance and epidemic control sectors to combat and control prevalent diseases.
- Providing complete health care with the necessary equipment, qualified cadres, and treatment for all cases without any discrimination.
- Allocating a sufficient percentage of the general budget for health care and reconsidering the budget of the Ministry of Health according to the population needs of the governorates and districts.
- Providing medical research centers for development, follow-up of all that is new scientifically, and evaluation according to medical research and everything related to the health aspect.
- Preparing a quick and appropriate mechanism for disbursing the salaries of health sector workers.
- Providing rewarding financial incentives.
- Ensuring the provision of funding to cover the operating expenses of health services.
- Raising the capacity of health workers and their training, and strengthening the health system's ability to prepare to face epidemics.
- Providing the minimum level of health care services, especially for the most vulnerable groups of women, children and the elderly.

3- **Education Sector:**

It is necessary to support the continuation of the provision of educational services as it is a basic and extremely important pillar, especially at the level of all the stages of education, and to ensure the continuation of educational services in the camps for the displaced, to pay teachers' salaries, and to encourage school dropouts to return to education, especially girls. In addition to printing the textbook, providing psychological and emotional support to students, building the capacity of teachers to provide such support, in addition to providing technical and financial support to develop institutional capacities in schools and educational facilities. Hence, the following main supporting points should be taken into consideration:

- Urgently restoring and maintaining all damaged educational facilities throughout the Republic with the aim of restoring their operational capacity, and then adopting a national strategy for sustainable development for all facilities of the education system in Yemen at all levels.
- Education is a right for every male and female citizen, and is free of charge in its various stages in all educational institutions of the state. Therefore, legislation was issued to make education compulsory in the basic stage. The state supervises education in all its forms and is concerned with technical and craft education and encourages it. All public, private, local and other educational institutions are committed to the state's educational plan and its objectives in order to achieve the link between education and the needs of society and development.
- The state is committed to preparing curricula by a body composed of all orientations in partnership with civil society organizations and qualified specialists in various fields of study, taking into account cultural diversity and introducing a culture of freedom, human rights, citizenship, democracy, the principle of power transfer and pluralism, and that the people are the owner of power and its source, and include it in the curricula in a manner consistent with educational stages, and ensuring that the curricula are not biased towards creed, race or group.
- The state is committed to developing a national plan to ensure the

quality of education and its good management, and a national plan to eradicate literacy.

- The state supports scientific research and the development of its mechanisms, and it encourages and supports scientific research centers in a way that contributes to promoting the comprehensive and sustainable development of the country.
- The state is committed to providing appropriate educational services for people with special needs.
- Planning for education in line with the requirements of future development and labor markets at home and abroad.
- The state allocates a sufficient percentage of the gross domestic product for education, scientific research and culture.
- Criminalizing the politicization of education at all levels.

4- Water and Energy Sector:

- Restoration and maintenance of water infrastructure, pumping stations, power plants and other basic infrastructure in the water, sewage and energy sector.
- Repairing and developing equipment and machinery used in the operation of water and sewage facilities.
- The state guarantees clean drinking water and electrical energy at reasonable prices for all the people of the republic.
- Inaugurating new construction in the fields of water and energy, improving and expanding the water and electricity networks according to the sustainable development methods, and exploiting all forms of renewable energy throughout the republic due to the diversity of terrain, which makes green energy sources diversified as well, such as solar energy, wind energy, sea waves and fuel fossil.
- Supporting the provision of sustainable fuel, restarting electric power, and supporting the provision of affordable solar energy systems for agricultural irrigation systems.

5- Transport Sector:

- Restoration, maintenance and renewal of thousands of kilometers destroyed, damaged and worn out, as specified by transportation experts.

- Rehabilitation and operation of air, sea and land ports, as they are among the most vital facilities and of revenue importance to the state.
- Removing quickly all violations in the lands designated for airports, ports, industrial areas and what falls within their properties.
- Developing the infrastructure for all transportation facilities, and developing a mechanism and structure in each of the Ministry of Transport, Ministry of Public Works and Roads.

6- **Tourism Sector:**
- Restoration of all archaeological facilities, sites and buildings damaged by the recent conflicts, by local experts and with the assistance of international archaeologists.
- Obligating the state to restore archaeological sites inside the country and the looted antiquities and manuscripts, and those smuggled abroad, and toughening the legal penalty for those who do so.
- The state must protect and maintain antiquities and historical facilities. Any tampering with or aggression against them is considered sabotage and aggression against society, and whoever violates or sells them is punished according to the law, and of course the society contributes to its preservation.
- The state is committed to establishing a Supreme Council for the Protection of Antiquities and Historic Cities instead of an antiquities commission that is financially and administratively independent and composed of specialized archaeologists.
- Regulating the work of trade, buying and selling in the historical cities by a regulation issued by the Supreme Council for the Protection of Antiquities and Historic Cities.

Sixth: Gender Equality Mechanisms Axis:

To address this gap and accelerate the process of the transformation of society, the policy of post-conflict reconstruction and development must integrate women's gender equality issues. In order to develop and improve this component, Yemen must take into account the following objectives in the context of reconstruction:

A. <u>**Creating Responsive Legal Frameworks for Gender Equality, through:**</u>

→ Effective implementation of constitutional provisions and laws that promote and protect the rights of women and girls.

→ Working to activate the full participation of women in all aspects of public life, and in the political and economic fields in particular.

→ Activating security and justice systems responsive to gender-based violence and the specific needs of women and girls.

→ Increasing the number of women in decision-making positions in public institutions and the private sector.

B. <u>**Politics Setting:**</u>

• Using gender-sensitive planning and budgeting processes to ensure that gender equality is integrated into planning and budgeting.

• Developing strategies to promote gender equality and empower women and girls in all walks of life.

• Creating a legal framework that guarantees the full enjoyment of family rights and equal access to and control over resources, including land, property and inheritance, which are key, especially for widows.

• Providing for women's participation in conflict prevention, management and settlement.

• Ensuring the promotion of women's representation in and implementation of peace negotiations.

• Building on the opportunity for reconstruction and addressing power relations in the private or family sphere when dealing with issues of power and wealth sharing, in order to ensure that women participate in decision-making processes and enjoy equal access to productive resources.

• Encouraging and activating the role of civil society organizations.

• Ensuring the development of health policies and institutions to ensure that they address the reproductive health needs of women and girls.

C. **Building Institutions and Capacity:**

1- Establishing a focal point for gender issues to ensure the integration

of gender equality into all post-conflict reconstruction and development activities.

2- Focusing on training both genders and raising awareness of their issues.

3- Focusing on the role of public institutions to make them more responsive to women's needs.

4- Creating a focal point of contact to meet the needs of persons with disabilities, especially war victims.

5- Enhancing the empowerment of vulnerable groups by providing access to education and training.

6- Implementing the ratified charters protecting the rights of women and girls and promoting equality.

Feedback:

Talking about reconstruction and development in light of a deteriorating security situation, conflicts and wars is an intellectual hallucination. The transitional justice process is based on a political conception of the concept of right, along with a humanistic perspective on citizenship rights and a human rights conception of a just reconciliation.

These perceptions operate within an integrative participatory system; it seeks to achieve a homeland for all, grant compensation to victims, prevent future commission of human rights crimes, promote and improve peace and democracy, and encourage individual and national reconciliation, along with the imperative to adopt strong institutional strategies to confront all the failures and precursors of the violent and armed political past, and rebuild relations between the state. And the citizen, believing in a premise that stipulates the inevitability of adopting comprehensive and radical solutions to all causes of past conflicts and adopting peace and democracy with transparency to build the future.

The extent of the damage caused by the ongoing conflict in Yemen has extended to include infrastructure, the social fabric, and the economic and political aspect. The reconstruction process requires national, regional and international efforts, especially that Yemen is suffering from a major financial and economic collapse. It calls for the concerted efforts of all, the mobilization of local resources and the support of international and charted organizations as well as donors. It

also requires intervention in parallel in all areas of political, economic and social reconstruction.

In order to achieve this, it is necessary to stop the internal conflicts in order to be able to end the war, initiate a dialogue of peace and national reconciliation, move towards transitional justice, give priority to the national interest over personal interests, move forward in modernizing the institutional structure of state systems, and modernize the judiciary in particular. It is also necessary to enhance the participation of women as well as of all the segments of society in the political and economic process, and to strengthen the economy by opening the door for investment and encouraging investors, and making optimal use of available local resources and extracting natural wealth from minerals and oil, which Yemen abounds in.

It is also necessary to restore the dropouts from education and invest in human resources by providing quality education and paying attention to the appropriate health care, in addition to building the capacities of young people through various training and professional courses, as well as supporting innovators and inventors and encouraging them to lay solid foundations for a long-term economy, in addition to providing humanity aid is one of the important things that preserve the life of Yemeni people in these interim conditions of the conflict.

The reconstruction process needs a long time, and for the process to become fast, it requires awareness among all the members of society, and concerted efforts, in addition to the existence of a successful administration capable of covering field surveys and identifying damages and priorities of need. And because this is not possible knowing that this task cannot be completed centrally; it is necessary to reduce centralization and create a financially and administratively independent body that undertakes the task of setting policies, plans and general strategy and mobilizing resources and coordinating among the reconstruction offices in the affected governorates that are being established and among local development agencies, international organizations and donors. In fact, this process depends on the presence of loyal national leaders who can move forward with the wheel of reconstruction, development and growth.

Recommendations

We recommend conducting an in-depth study of the mechanism by which peace can be established in Yemen, through which a national reconciliation can be conducted, capable of bridging the rift among the political parties, giving space for the participation of society and women, and promoting the transition to a system of good governance and the peaceful transfer of power.

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