

## **Zakat's Role and Religious Literacy: Disability Empowerment Through Madrasah Al Qur'an in Yogyakarta City**

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### *ABSTRACT*

*This study examines the utilization of zakat organized by BAZNAS Yogyakarta City with the Madrasah Al-Qur'an program, which aims to explore the empowerment of sensory disabilities through Qur'an literacy and understanding of Islamic Religious Teachings. This program is one of the flagship programs of the BAZNAS Yogyakarta City. The Object of the research is people with sensory disabilities at YAKETUNIS from Yogyakarta City. This research is a type of field research, qualitative research with a descriptive approach. Data was collected by interview, observation, and documentation techniques. The criteria for determining informants use purposive sampling techniques. The informant in this study is the Executor of Field II of BAZNAS Yogyakarta City. Secretary of the YAKETUNIS Foundation, 2 YAKETUNIS teachers, and 4 YAKETUNIS students who participated in the Madrasah Al-Qur'an program from BAZNAS Yogyakarta City. The analysis techniques used by the researcher are data reduction, data presentation, and conclusions drawn. The results of the study show that the management of zakat carried out by BAZNAS Yogyakarta City through the Madrasah Al-Qur'an Program shows a strong commitment to providing inclusive access to education, especially for people with disabilities and the existence of the Madrasah Al-Qur'an program is proven to be able to improve the reading of the Qur'an for people with disabilities and also the understanding of Islamic religious teachings which can be a means of forming a superior and moral generation.*

**Keywords:** Zakat, Religious Literacy, Disability

### **INTRODUCTION**

Zakat is one of the pillars of Islam that functions as worship and as a social instrument to reduce poverty and injustice (Fikri et al., 2024). People with disabilities are one of the groups that receive discrimination and injustice in all aspects of life, especially in the field of education (Wickenden, 2023). They should have the same educational access opportunities as others. However, the reality is that until now, people with disabilities only have approximately 30% access to education in Indonesia (RRI, 2024). BAZNAS Yogyakarta City is a national institution that

plays an active role in the effectiveness and utilization of zakat for educational programs, especially for people with sensory disabilities. BAZNAS Yogyakarta City can provide the necessary facilities and resources to build inclusive education through optimal sanitation. One of them is the establishment of the Madrasah Al-Qur'an for people with sensory disabilities.

The Madrasah Al-Qur'an program is one of the flagship programs of BAZNAS Yogyakarta City. This program aligns with BAZNAS Yogyakarta City's slogan, namely Jogja Taqwa, which has implications for increasing understanding, appreciation, and

practice of Islamic religious teachings. The Madrasah Al-Qur'an program is a means of forming a religious character (Khamidah & Maunah, 2023). The Madrasah Al-Qur'an serves to provide a better understanding of the identity and rights of people with sensory disabilities as individuals (Muna, 2024). Education for people with sensory disabilities through Madrasah Al-Qur'an also impacts social change (Rofiqi et al., 2023). When people with sensory disabilities have access to good religious education, they can contribute better to society. This can change the negative views and stigmas of society towards people with sensory disabilities and be able to create a more inclusive environment.

The Islamic Blind Welfare Foundation (YAKETUNIS) is one of the foundations that focuses on welfare for people with disabilities, especially the blind. YAKETUNIS has been established since 1964 by Supardi Abdusomat. This foundation is located at Jalan Parangtritis No. 46 Yogyakarta (Nadia Sekar Rahmayanti, 2018). YAKETUNIS is an official government institution engaged in the welfare of the blind in Yogyakarta as well as the first initiator of guidelines for making the Qur'an Braille in Indonesia, which was then printed and distributed throughout Indonesia and even to Malaysia (Jaeni, 2015). This situation shows that the role of YAKETUNIS as an institution that stands to assist and oversee the existence of people with disabilities, especially sensory, must receive full attention from the government in the welfare of people with disabilities (Izzaty et al., 2023).

This study aims to explain in detail the utilization of zakat by BAZNAS Yogyakarta City in developing Madrasah Al-Qur'an for people with sensory disabilities in YAKETUNIS. The reason behind the focus of this goal is that zakat is one of the main resources that support social and educational

programs. BAZNAS Yogyakarta City, as the zakat management agency, not only plays a role as a zakat collector but also as a distributor and as an agent in the formation of superior programs to improve capabilities and competencies, especially in the field of the Qur'an for people with disabilities. In addition, it will explore the empowerment of sensory disabilities through Qur'an literacy and understanding of Islamic religious teachings for people with sensory disabilities in YAKETUNIS.

This research is important to carry out for at least 3 fundamental reasons. First, education for people with disabilities is still considered unimportant and neglected. This means there is a gap between education for people with disabilities and normal people. So, awareness is needed to meet the need for inclusive education for people with disabilities. Second, the very vital role of zakat can be a means of reducing the gap not only for the underprivileged but also as an alternative in providing the needs and improving the welfare of people with disabilities. Third, the understanding of the teachings of Islam (Qur'an literacy) is not only intended for normal people, but people with sensory disabilities also have the right and opportunity to understand and study the teachings of Islam. Supporting facilities and infrastructure are needed to access and obtain Islamic education.

## LITERATURE REVIEW

### *Utilization of Zakat for Disabilities*

Islam as a religion embraced by the majority of Indonesian people, creates great opportunities for financial activities based on sharia, including zakat. As one of the pillars of Islam, zakat is an obligation that every Muslim must carry out, and it has an important role in supporting social and economic welfare in society (Izzah Amalia Mustika et al., 2024). The potential and relationship of zakat in Indonesia have

shown an increase in zakat receipts. However, this growth has yet to align with the increase in the existing zakat potential (Ismiati, 2020). With the results of his research on the concept of collection, distribution, and utilization of zakat in Yogyakarta itself, Abdul Latif has been by the Islamic concept of *Maqasid Asy-Syari'ah*. In his research, Abul said there are two types of zakat distribution: consumptive and productive ((Rizqon, 2018).

Zakat has an important role in helping economic growth for groups of people with disabilities to be trapped out of poverty. Persons with disabilities need priority in distributing zakat as agreed by the ulama in law number 23rd of 2011(Sari et al., 2020). Research conducted by Utomo and Qulub in East Java itself, especially in Ponorogo Regency, assists people with disabilities, which is not only limited to monetary compensation but also with fruit plant seeds so that it can help for a long period (Utomo & Qulub, 2020). Other research by Izzah Amalia Mustika et al., (2024) in Bulukumba Regency itself, in 2021 through BAZNAS, the district government distributed supporting assistance to people with disabilities. The assistance provided is in the form of giving consumptive food as necessities, such as raw materials for daily consumption, and assistance with consumptive tools, such as chairs, canes, and glasses. Then, productive assistance is provided to help with business equipment and capital for people with disabilities in Bulukumba Regency.

### *Religious Literacy*

The provision of literacy media that allows people with sensory disabilities, especially the visually impaired, to access the Holy Qur'an is based on a deep need. Since the 1960s, the Braille Qur'an mushaf has made reading the holy book easier for

the visually impaired. The standardization of this mushaf in 1984 through the Decree of the Minister of Religion (KMA) No. 25 made it one of the Indonesian Standard Mushaf, thereby increasing accessibility for individuals with visual impairments (Jaeni et al., 2021). Research conducted by Rohimi & Nufus, (2021) Al-Qur'an Braille plays an effective *da'wah* medium to increase Islamic literacy among people with Blind Sensory Disabilities (BSD), adjusted to the needs of *da'i* and *mad'u*. The process of conveying religious messages through the Qur'an Braille begins with teaching literacy, including introducing *hijaiyyah* letters to the beneficiaries. Success in learning the Qur'an in Braille is highly dependent on mastery of Braille letters, which is the main key to understanding and appreciating the teachings of Islam.

### *Sensory Disabilities*

Humans are creatures created by God who have various privileges, including lust, feelings, and intellect. However, Allah created human beings in various forms and characters, with advantages and disadvantages. Some individuals are born with perfect physical condition, while others have physical limitations or disabilities. The term disability, which comes from the English "disability," refers to the limitation or loss of a person's ability to carry out activities in a way that society considers normal. Blind Sensory Disability (BSD) refers to individuals who have visual impairment, which can include the inability to see at all (totally blind) or very limited vision (low vision) (Soleh, 2016). Research conducted by Nurhaliza & Fedryansyah, (2023) at the Wyata Guna Center Institute shows that people with visual sensory disabilities actively interact by establishing contact and communicating with various parties in the environment. This interaction includes relationships with fellow beneficiaries from people with sensory and

visual disabilities, individuals from other PPKS categories, social workers, dormitory supervisors, and the institutions involved.

Anshari & Asbar, (2023), in their research on Islamic boarding schools, opened a path of silence for students with sensory disabilities with hearing Wicra in Indonesia. The research results revealed that the Islamic Boarding School, an Islamic educational institution that functions as a center for studying and deepening Islamic knowledge and as a forum for the *da'wah* movement, has opened opportunities for students with sensory and speech disabilities. This can be seen from the existence of three special Islamic boarding schools aimed at people with disabilities: The Darul Ashom Deaf Islamic Boarding School in Yogyakarta, the Jamhariyah Deaf Islamic Boarding School, and the Abata Deaf Islamic Boarding School in Temanggung. These three Islamic boarding schools offer education and learning of the Qur'an and Tahfiz Al-Qur'an with a unique approach, using teaching methods that include sign language and a combination of sign language and verbal.

An evaluation of the limitations of previous studies on disability and the BAZNAS program reveals several aspects that need to be considered for further research development. Many previous studies have tended to focus on quantitative analyses of the number of people with disabilities and the general impact of BAZNAS programs but have failed to explore the subjective experiences and challenges faced by individuals with disabilities in accessing such services. In addition, these studies often do not consider the social and cultural contexts that affect program effectiveness, as well as community involvement in supporting people with disabilities. As such, there is a need for a more holistic approach that assesses program outcomes and understands

the social dynamics underlying the participation and empowerment of persons with disabilities.

## RESEARCH METHODS

This research method uses qualitative research with a descriptive approach. Qualitative research is a research method that is descriptive or explains the research being carried out (Safrudin et al., 2023). Some people demand this research, but some need help using qualitative research. This study uses data collection methods with interviews, observation, and documentation techniques. Criteria in determining informants using purposive sampling. Purposive sampling is a method used to select samples to know more about the events being studied so that the researcher has a great influence in selecting samples that are considered for the research (Rumahlewang, 2024). The informant criteria in this study are the Executor of Field II of BAZNAS Yogyakarta City. Secretary YAKETUNIS, 2 YAKETUNIS teachers, and 4 YAKETUNIS students who participated in the Madrasah Al-Qur'an program from BAZNAS Yogyakarta City.

This research was observed at YAKETUNIS and BAZNAS Yogyakarta City on September 20 to October 10, 2024 as well as documentation obtained by researchers from activities at YAKETUNIS, which was accompanied by supporting documentation obtained from YAKETUNIS teachers. The primary data of the research came from direct interviews with the Executor of Field II of BAZNAS Yogyakarta City, Mr. M. Fuad, the Secretary of YAKETUNIS named Mr. H. Wiyoto, 2 teachers, namely Mrs. Maher and Mr. Hervi. As well as 4 YAKETUNIS students who participated in Madrasah Al-Qur'an activities named Mohammad Royhan Raharjo in the 7th grade of junior high school, Asyifa Zahra Latifa in the 6th grade

of elementary school, M. Anas in the 10th grade of high school, and Faris in the 7th grade of junior high school. Meanwhile, secondary research data was obtained from books, journals, newspapers, and supporting documents per the study the researcher researched. The analysis techniques used by the researcher are data reduction, data presentation, and conclusions drawn.

## RESULTS AND DISCUSSION

### *Utilization of Zakat through the Development of the Madrasah Al-Qur'an Program in YAKETUNIS*

Zakat utilization is empowerment through various programs or activities to positively impact the recipients (Lestari, 2023). In line with the previous statement, Ningsih & Fauziah Balgis, (2024) explained that utilizing zakat positively impacts welfare for recipients in need. BAZNAS Yogyakarta City, in utilizing zakat from the *muzakki*, carries out various activities and programs to maximize the utilization of zakat. One is holding a Madrasah Al-Qur'an program for people with sensory disabilities. According to Sutjihati in Saputri et al., (2019), Sensory disability is a disorder of the function of one of the five senses, which includes visual, hearing, and speech disabilities.

People with visual disabilities can be divided into blind and low vision. People are categorized as blind if they cannot detect light (versus 0). At the same time, low vision is characterized by the ability to perceive light but with a visual acuity lower than 6/21 or only being able to read news headlines in newspapers. This is in line with what was conveyed by Muhammad Fuad, the Executor of Division II of BAZNAS Yogyakarta City, who said that the existence of the Madrasah Al-Qur'an program is a driver for children in Yogyakarta to be equipped with knowledge so that children do not run into negative things such as brawls

in public schools and eradicate illiteracy of the Qur'an.

*"The existence of this program has been running since a few years ago, and for the YAKETUNIS Foundation itself, we only collaborated at the beginning of last year; then why did we 'bazaars' the city of Yogyakarta hold this MDA activity? We want to address the Illiteracy of the Qur'an because it turns out that many of the students we test are still stammering about illiteracy. Hopefully, the students will not lead to negative things such as brawls for public schools because this program also applies to public schools."* (M. Fuad, October 5, 2024)



Picture 1. Opening of the Madrasah Al-Qur'an program in YAKETUNIS  
Source: YAKETUNIS on Instagram

The Madrasah Al-Qur'an program has shown significant success in providing access to education, especially in religion, to those in need. Because education for normal people is different from education for people with disabilities (Latifah, 2020). By integrating the principle of inclusion, this program seeks to bridge the educational gap that people often face with disabilities. This is a crucial first step in building public awareness about the importance of education for all individuals, without exception. This is in line with what was conveyed by Fuad when interviewed; he said that the Madrasah Al-Qur'an program

itself, especially for YAKETUNIS itself, is a form of attention from BASNAZ and as a supporter of Jogja Takwa.

*"As a supporter of one movement from the city of Yogyakarta itself, namely Jogja Takwa, which has the goal of developing awareness and good religious practices and supporting a more meaningful life in one way, namely equipping people with disabilities, one of which is in YAKETUNIS with religious values, and knowing the hijaiya letters, and they are very relaxed, And hopefully this will be a whip for us normal to be more grateful." (M. Fuad, October 5, 2024)*



Picture 2. The Participants of Madrasah Al-Qur'an read the Al-Qur'an Braille  
Source: YAKETUNIS on Instagram

One of the main achievements of this program is the special training provided to madrasah teachers. Through this training, teachers are equipped with the necessary skills and knowledge to teach students with sensory disabilities (Rochayati & Sanisah, 2022). The adaptive pedagogical approach allows them to create a supportive learning environment so that students can access Qur'an lessons in a way that suits their needs (Irfan et al., 2024). This statement was also conveyed by M. Faud when interviewed some time ago. BASNAZ provides special training for teachers of Madrasah Al-Qur'an to equip them with skills and knowledge for

educating and guiding children. It is hoped that it can create a supportive learning environment.

*"We are 'Baznas' hold special training for teachers included in the Madrasah Al-Qur'an program, and for YAKETUNIS itself, it is only held once at the beginning of the Collaboration. The goal is simple: to equip teachers with skills and knowledge to carry out adaptive learning. However, for YAKETUNIS itself, there are special provisions, and we tend to return them to teachers." (M. Fuad, October 5, 2024)*

The training significantly impacts the competence of Madrasah Al-Qur'an teachers, especially in fostering children with sensory disabilities. This training directly impacts the teaching and learning process of the Qur'an for people with sensory disabilities. Because the teachers are at the forefront of the education field, intelligent teachers are needed and must have good skills and attitudes during the knowledge transfer process (Wiguna, 2021). This training can also build closeness between teachers and students, so that the students feel happy and willing to accept teaching from the teacher (Tohir, 2016). One of the students, named M. Anas, who is currently in the 10th grade of high school, revealed that the teachers in the Madrasah Al-Qur'an program are very fun and patient. He regretted that the activity was only for a short time. He hopes the program can be carried out every day for longer.

*"The teacher is good if he teaches, he does not get bored, he even wants more time so that he can quickly go up to the Qur'an before graduating from school" (M. Anas, October 11, 2024)*

The zakat utilization program for teachers of the Madrasah Al-Qur'an program

at YAKETUNIS is carried out systematically and transparently. Every year, zakat collected from the community is allocated to support the welfare of teachers who play an important role in religious education and the teaching of the Quran. This process begins with collecting data on teachers' needs, followed by determining the amount of zakat to be distributed. In addition to providing financial assistance, the program also includes training and professional development for teachers so that they can improve the quality of teaching and better educate the next generation (Nofriyanti & Nurhafizah, 2019). Thus, the utilization of zakat not only supports the welfare of individuals but also contributes to improving the quality of education in madrasas (Andriani, 2023). This is in line with what Fuad said: the zakat utilization program of the Madrasah Al-Qur'an program is carried out systematically and transparently.

*"This Madrasah Al-Qur'an program is also one of our efforts to distribute the zakat that has been collected, of course, there is a systematic namely, every month, the teachers of the Madrasah Al-Qur'an program report the activity itself, and then we will recap for teachers who come from outside the school and inside the school, but there will be special provisions for YAKETUNIS we give bisyaroh directly with the number per meeting. For teachers from their schools directly, each meeting gets IDR 40,000 bisyaroh and for teachers from outside get 50,000. While for bisyaroh the teachers at YAKETUNIS are different, namely we directly transfer IDR 1,500,000 per month" (M. Fuad, October 5, 2024)*

Madrasah Al-Qur'an's process at YAKETUNIS is divided into several small

groups, allowing students to focus more and actively participate. Teachers' methods vary, from group discussions and educational games to practical activities supporting the material's understanding. This approach makes the learning process more enjoyable, encourages collaboration between students, and strengthens their understanding of the lessons (Magdalena et al., 2024). Thus, Madrasah Al-Qur'an YAKETUNIS strives to create an effective and attractive learning atmosphere for all participants, in line with what was conveyed by Maher as a teacher and lecturer of the Madrasah Al-Qur'an program at YAKETUNIS.

*"For Madrasah Al-Qur'an at YAKETUNIS itself, we hold it at night, and it is done 2 times a week, namely on Saturday night and Monday night; then, at the beginning, we will test the children's reading to determine the grouping itself. Moreover, technicalities depend on what the teachers want to make." (Maher, October 11, 2024)*

#### *Empowerment of Sensory Disabilities through Qur'an Literacy*

BAZNAS Yogyakarta City, through the Madrasah Al-Qur'an program, is fully committed to increasing access to the Qur'an education for people with sensory disabilities. Dupont, (2019), in his research entitled "The Right Education for Disabled Person and Religious Minorities: UK Report," explained that the government and the stakeholders have a full obligation to make and prepare strategies to facilitate the accessibility of education and information for people with disabilities. This statement aligns with the Madrasah Al-Qur'an program activated by BAZNAS Yogyakarta City to increase Qur'an literacy for people with sensory disabilities and inclusive teaching methods, such as braille for the visually impaired. Using braille can increase

participation and meet the educational needs of people with disabilities (Kana & Golga, 2024). This will certainly increase the accessibility of Qur'an education because it allows them to learn effectively.



Picture 3. The Braille Characters  
Source: YAKETUNIS

The students who take part in the Madrasah Al-Qur'an program are very diverse. Before this program, many could not read the Qur'an, and some were still stammering in touching Iqro's braille. So with the Madrasah Al-Qur'an program, which is carried out regularly, students can gradually learn the Qur'an quickly because the Madrasah Al-Qur'an program provides not only competent teachers but also facilities and infrastructure that support the Qur'an teaching process for people with disabilities (Arlina et al., 2016). This is in line with an interview conducted with YAKETUNIS students Mohammad Royhan Raharjo and Faris, who said they used not to be able to read and write the Quran, but now they feel happy and have improved in the learning process.

*"I can indeed read the Quran, but my touch used to be less fast, now it is still there, but thank God there has been an improvement. I am here also starting from the bottom again and thank God after a few months I can enter the Quran"* (Royhan Raharjo, October 11, 2024)

*"If I am here from the beginning, I am still in volume 2 because I cannot read the Qur'an. Because I was still stammering while reading the Quran. And I was also taught to write and also at the beginning of the reading test first before determining what volume it is"* (Faris, October 11, 2024)

The success of this program is also reflected in the increase in the number of students with sensory disabilities who can read the Qur'an Braille, which was initially slow but now can be fast. The community is beginning to realize the importance of providing equal education and support from parents, and the community is increasing. This creates a positive ecosystem for inclusive education, where every child can learn without limitations (Aisyah & Nugraha, 2024). Wiyoto, as the secretary of YAKETUNIS, revealed that many parents entrust their children to study at YAKETUNIS, Hervi as a teacher and lecturer of the Madrasah Al-Qur'an program revealed that the existence of the Madrasah Al-Qur'an program helps children to learn to read and get to know the Qur'an more quickly with braille letters

*"Alhamdulillah, there are still many parents who entrust their children to our Foundation, and for now, the farthest is from Aceh."* (Wiyoto, October 12, 2024)

*"The existence of this Madrasah Al-Qur'an program means increasing the hours to study the Madrasah Al-Qur'an program for students themselves, so Alhamdulillah, some of our students who were initially still weak in the touch of the Qur'an braille are now more fluent."* (Hervi, October 11, 2024)

In line with the statement from Hervi and Wiyoto, two of the students named

Asyifa Zahra Latifa who is now in grade 6, and Faris, who is in grade 7 of junior high school, said that with the existence of the Madrasah Al-Qur'an Program, they are now starting to be smart to know the hijaiyah letters in Iqro' Braille

*"At home, I have never studied the Qur'an, but now I am happy to be able to study the Qur'an with Mr. Hervi"* (Asyifa, October 11, 2024)

*"I am still learning Iqra, and I want to learn the Quran, I want to be able to learn it every day"* (Faris, October 11, 2024)

The Madrasah Al-Qur'an program focuses on learning about the Qur'an and teaches spiritual values and character. Character and spiritual education are related to a person's personality and behavior in daily life. This program teaches about moral and ethical values that are very important for students' self-development (Ixfina, 2023). Learning about moral and ethical values is very important for students. Because through this learning it can guide them towards balanced maturity (Indrianingrum et al., 2024). The holistic approach makes students good readers of the Qur'an and individuals with noble morals. YAKETUNIS, as an institution focusing on people with disabilities, also instills values and ethics in its students during Madrasah Al-Qur'an activities. Mahir conveyed this directly as one of the teachers of the Madrasah Al-Qur'an program when interviewed.

*"In addition to teaching the Qur'an in the MDA process itself, I also try to instill moral and ethical values in children, so I also want their morals and religious knowledge to be balanced"* (Mahir, October 11, 2024)



Picture 5 The teacher gives moral learning for students  
Source: BAZNAS Yogyakarta

Character education also helps shape better individuals and improve the quality of their spiritual life (Hidayati, 2016). A survey by a social research institute shows that 70% of people feel more positive towards people with disabilities after seeing them active in religious activities (Unicef, 2021). This situation encourages greater support for the accessibility of education in all sectors. The Madrasah Al-Qur'an program also focuses on sustainable development. Interaction with teachers and peers in the Madrasah Al-Qur'an program can also help people with disabilities develop social skills. Research by the Faculty of Psychology, University of Indonesia, showed that 60% of participants reported improved social skills, such as communicating and collaborating (Mardhika, 2012). These skills are essential for integration into the wider society. The Madrasah Al-Qur'an program increases public awareness of the importance of inclusion for people with disabilities (Arie, 2017)

This program has a positive impact that is not only felt in the short term but also has a long-term effect. This situation is evidenced by alumni from the Madrasah Al-Qur'an program who are still involved in social and religious activities in their communities, such as being a teacher in schools, preaching, and becoming a Qori at various local and national levels. In other words, improved Qur'anic literacy

contributes to forming a more inclusive and diversity-aware generation. As well as a means of providing guidance and transferring Islamic religious knowledge to the community at large (Zetha, 2024).

### CONCLUSION

The success of the Yogyakarta City BAZNAS program in developing the Al-Qur'an Madrasah for people with sensory disabilities is a clear example of Yogyakarta City's BAZNAS commitment to distributing zakat which is not only in the form of money but also providing inclusive and equitable education-oriented programs. Through various initiatives and collaborations, BAZNAS Yogyakarta City has shown that education is a right for all children and individuals regardless of their limitations. Because education is not only for normal children but also for people with sensory disabilities, they deserve equal access to learning and development.

The utilization of zakat by BAZNAS Yogyakarta City in supporting the development of Madrasah Al-Qur'an for people with sensory disabilities in YAKETUNIS shows a strong commitment to inclusivity and social empowerment. By utilizing zakat funds, BAZNAS helps provide access to religious education for those with visual and hearing impairments, making Qur'an education more inclusive and disability-friendly. This initiative expands access to religious education and helps improve the quality of life of people with sensory disabilities at YAKETUNIS.

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