

СЕКЦИЯ III
ИНТЕГРАЦИЯ ОБРАЗОВАНИЯ, НАУКИ,
БИЗНЕСА И ПРОИЗВОДСТВА

**AT TIMES OF CRISIS AND WAR IN YEMEN, EDUCATION
IS A LIFE-SAVING INDUSTRY**

Nageeb A. H. Al-Kamali

*Journalist and media writer and head of the Alef Foundation for Education
Support, Taiz, Yemen*

Wafa M. Sh. A. AL-Mamary

*PhD Student, Arts science and Commerce College BADNAPUR
District JALNA (M.S), India*

Scientific Supervisor Ass. Prof. Gamal A. A. Alawi

*Taiz University's Faculty of Education, Manager of Distance Learning –
Taiz University Republic of Yemen*

The provision of age-appropriate learning opportunities in crisis circumstances, including pre-school, primary, secondary, non-formal, technical and vocational education, university education, and adult education, is known as education in emergencies. Education in Emergencies gives the physical, psychological, and cognitive protection that keeps our lives going. Conflicts, violent circumstances, forced relocation, disasters, and public crises are all instances in which EiE is essential. The notion of Education in Emergencies is broader than the concept of 'Educational Response in Emergencies,' which is an important component of it.

Education remained one of the most visible gains of the September 26 revolution, which Yemenis celebrated its sixtieth anniversary in recent days, and while six decades did not completely eradicate illiteracy in the country's various regions, the war threatened to reverse the situation.

The war has severely harmed Yemen's education sector, and recent statistics show that approximately 4.7 million children require educational assistance, with 3.7 million children in urgent need of education, including nearly 2 million children who are completely deprived of schooling.

According to data from international organizations concerned with education in Yemen, the conflict, the ongoing disruption of the educational process throughout the country, and the fragmentation of an already nearly collapsed education system have all had a severe impact on education, general cognitive and emotional development, and the mental health of all 10.6 million school-age students.

Other factors contributing to the increase in children's vulnerabilities, according to the data, include frequent displacement, distance from schools, issues related to safety and security, including explosive hazards, a lack of female teachers (where male teachers account for 20 % of the total), and a lack of access to water and sanitation facilities. Girls who drop out of school are at danger of early marriage and domestic violence, while boys who drop out are vulnerable to recruitment into armed organizations.

In 2021, UNICEF's educational initiatives centered on assisting children in continuing their education and improving the relationship between development and humanitarian aid,

with a focus on both boys and girls. UNICEF is adopting a multi-pronged strategic approach to enhancing Yemen's education system's capacity to help children in gaining access to excellent education opportunities.

The provision of age-appropriate learning opportunities in crisis circumstances, including pre-school, primary, secondary, non-formal, technical and vocational education, university education, and adult education, is referred to as education in emergencies.

Education in emergencies offers physical, psychological, and cognitive protection that works to sustain and preserve our lives, and the notion of education in emergencies is broader than the educational response in emergencies, which is an important component of it.

Education is viewed as a life-saver and an essential pillar of child protection methods through children in crisis situations, as children and adolescents who drop out of school are more likely to be exposed to the risks of violence, rape, recruitment, prostitution, and other life-threatening activities.

An emergency, according to Save the Children, is "a situation in which the life, physical and mental well-being, and developmental opportunities of children are threatened by" Care and educational facilities for children, so interfering with the right to education.

Following the onset of conflict in Yemen in early 2015, various education organizations, United Nations agencies, the Global Partnership, and the Social Fund for Development hurried to launch immediate interventions and initiatives aimed at addressing education in crises in Yemen. Education-related organizations in Yemen have estimated that more than 8 million Yemeni youngsters require assistance. UNICEF created the "Education Cannot Wait" initiative in response to the need for emergency education. Activists have warned of the dangers of schools becoming ideological indoctrination facilities.

The Social Fund for Development's activity in the field of education in emergencies began in 2016, but according to a source in the fund, its activities have diminished from what they were in previous years, because most of the fund's activities are now mostly concentrated in the field of humanitarian response, which has had a negative impact on the Fund's education in emergencies activities.

In addition to back-to-school campaigns, UNICEF's operations in the field of education in crises contributed to the provision of education and school supplies, the construction and rehabilitation of learning spaces, and the training of teachers.

Dr. Dean Brooke, Director of the Inter-Agency Network for Education in Emergencies, spoke about the importance of localizing minimum standards for education in emergencies in the Yemeni context at a virtual symposium on the effects of war and conflict on education in Yemen organized by the Inter-Agency Network for Education in Emergencies at the end of June 2022.

Mr. Rifaat Sabah, Executive Director of the Global Campaign for Education, urged addressing all of the war's consequences on education in Yemen, citing the suffering of Yemeni children and the difficulties in receiving a decent and equitable education. In addition to the destroyed infrastructure, he discussed the psychological and social balance of Yemeni children because of the war and strife in Yemen. The infrastructure of schools has been destroyed as a result of the ongoing conflict, emphasizing that the concept of the right to a proper education in Yemen has been overlooked, and called for Yemeni efforts to preserve education in Yemen from collapse.

Dr. Ahmed Al-Qadi, national coordinator of the Inter-Agency Network for Education in Emergencies in Yemen, highlighted the impact of Yemen's continuous war on the alleged amount of money for education in Yemen since 2015.

According to Al-Qadi, the education budget has been nearly halted since 2015, as it has reduced to 20 % of the amount of the budget awarded in 2014, and this proportion does not match Yemen's enormous educational demands.

According to Al-Qadi, financing for education has reduced drastically since the beginning of the conflict, resulting in the cancellation of several educational programs and exacerbating the suffering of students and instructors.

Concerning the quality of current programs and interventions, Al-Qadi stated that there are a number of interventions and projects by international partners, the majority of which focus on providing a proper space for education, as well as working on providing health facilities and school bags.

The court remarked that the scope of the calamity is massive, requiring the attention of everyone involved in education in emergencies throughout the world to salvage what can be spared.

He is adamant that education is the most direct road to peace, wealth, and progress in any country experiencing conflict and disaster. Education unifies people, removes divisions, and directs energies toward achieving stability and a comfortable existence, and the solution in Yemen is to halt the conflict and begin a process of conserving education, so there is only peace.

Ashwaq Abduljalil, an educational and community activist in Taiz, believes that after the end of the war and the establishment of peace, it is critical to quickly build and rehabilitate schools, add new facilities, play classes and libraries, activate art houses, address the psychological situation of students, teachers, and educational staff, and create safe spaces. Addressing the dropout dilemma and attempting to find answers to minor marriage.

Regardless of Yemen's conditions and divisions, the future generation, the promising generation, are the biggest losers from these conflicts in the field of education, and if their education is neglected in the childhood stage, it is difficult to eradicate illiteracy while they are in the youth stage, because education at a young age is like engraving on a stone. As a result, we collaborated with international organizations that have developed teams to teach children in similar situations.

References

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ФОРМЫ И МЕТОДЫ ПРАКТИКО-ОРИЕНТИРОВАННОЙ ПОДГОТОВКИ СПЕЦИАЛИСТОВ ПРИ РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ В ГГТУ ИМ. П. О. СУХОГО

О. Д. Асенчик, А. В. Сычѐв

*Учреждение образования «Гомельский государственный технический
университет имени П. О. Сухого», Республика Беларусь*

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