

Addressing the University Issues in light of Emergencies

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There is a set of justifications and motives that require urgent treatment in the university and technical education. When the Yemeni war commenced its sixth year and due to the non-existence of actual international indicators and directions to stop the bloody conflict in a prelude to bringing peace to this moment, as long as the international support is directed towards the humanitarian response without supporting the issues related to the education directed towards maintaining the remaining components of the economic and social development .. which means destruction of the Yemeni human's future through the permanence of the conflict that will inevitably create defeated, corrupt or dependent generations on the external support, which is a catastrophe the effects of which will multiply in the near future, and the treatment thereof will take decades. In view of the prolonged conflict, logically, proceeding with the response programs will turn into a catastrophe per se in case it does not extend to include the supporting programs of development, whose fundamental components are education of all its various stages.

The challenges and imbalances of the Yemeni education sector have aggravated and become at the forefront of the most pressing issues in the contemporary time, which are supporting the teacher and students and creating contemporary specializations, etc. A study conducted in 2020 has revealed the lack of adequate treatments of the economic, social and educational crises resulted from the war in relation to the Yemeni higher education institutions. In this article, we discuss the emergency treatments that do not require strategies and large financial allocations, to be among the alternatives available to the decision-makers and other active authorities, such a manner that is commensurate with the war conditions and deep crises. It is understood that the war resulted in disastrous

situations. The components of a single state have become fragmented and many external challenges and internal crises have emerged to face the Yemeni university education, one side of which is clearly and severely affected, while the other side is still not apparent, and its effects on the near future will be more severe.

Empowerment of the Teacher

The education sector is one of the vital sectors, and it is supposed to deviate from any conflicts, but in the Yemeni reality, it was directly affected by the conflict, and such effect reached cessation of the payment of a large percentage of the salaries of the educational staff. This situation was not among the potential risks to occur and to the extent of such catastrophic degree due to the very severe risks to the teacher, as he/she is threatened by the physical, social and psychological instability, and then empowering the teacher at this stage is a priority, even with continuation of the war.

The current problems being encountered by the teachers such a manner that affect their survival and deepen their poor financial and psychological conditions have aggravated as a result of many factors, on the top of which is the interruption of the salaries for nearly four years for the largest proportion of the teachers in the Republic of Yemen. Those serious problems are reflected in their families, students, future generations and the development, which forced a number of professors from the national government universities migrate the country to foreign countries and the immigration is continuous. The concerned and active authorities can mitigate the disaster within the treatments of emergency and urgent cases.

Not only the university professor in the government universities was affected, but the impact reached national Yemeni universities, as most of them reduced their expenses, not rationalizing them, by dispensing a part of the academic staff

and reducing the professor salaries, and number of the weekly working days was reduced in some universities.

To implement a successful empowerment campaign for the teachers including planning and mobilization of all available and possible resources (for the Government of Sanaa, Public and Private Sector Institutions, NGOs, Donating Countries, Regional and International Organizations and Parents) and then implementation of the empowerment and evaluation programs and activities to ensure that the teachers are financially, materially and psychologically supported. Among the emergency treatments for the university professors whose salaries are cut off:

- 1- Ensuring the disbursement of monthly amounts equivalent to the minimum basic needs that preserve his life and his position.
- 2- Paying the transport costs from and to the lectures.
- 3- Entrusting more authorities and powers to the Councils of Universities and Government Colleges to handle the basic teacher issues from the revenues allocated to them in lieu of centralization of the treatments.
- 4- Exempting their children from the government fees whatsoever, whether those related to the essential needs or have a direct impact.
- 5- Postponing part of the claims to pay the financial obligations they owe during the war period or until the regular payment of salaries.
- 6- Issuing instructions to the universities and colleges by directing the applied and scientific researches during that stage towards the urgent response issues and sustainable development issues that pertain to the reality.

Directing the Scientific and Applied Researches

Given the continuation of the conflict for years and due to the absence of a prospect for peace in the near future, we are in an urgent need to implement emergency solutions that do not depend only on response programs, but rather

we must move immediately to find realistic solutions for the catastrophic issues that will face the Yemeni society of all its spectrums. Among those treatments, the researches and studies are directed towards the response cases, peace and reconstruction, as well as development issues, especially those that will have a significant adverse impact on our generations in the forthcoming decades.

The Yemeni scientific research sector is weak in terms of the components and capabilities, so that the number of the Yemeni Government and Private Research Centers does not exceed 96 centers registered in the records of the Ministry of Higher Education and Scientific Research, and those centers are either suspended due to the war or without a real impact as a result of ceasing the support from the organizations and donors. In addition, most of the researches that are being conducted are individualistic and aim at specific goals, either for promotion or work requirements, and therefore they are far from the society problems and contemporary needs of the society.

It is noticed that the operating authorities of the higher education, universities and technical colleges did not issue any instructions or decisions to direct the researchers to make the researches and studies related to the contemporary Yemeni issues as per their priorities and urgent importance, nor stressed on the employment of the applied research results developmentally and to serve the society in view of the reality of the contemporary Yemeni issues, especially those related to the response and issues of the effects of future war on our generations.

We also lack the absence of a vision and strategic directions for the nature of the applied research in the Yemeni universities and a mechanism for connecting them to the contemporary reality to be directed and accessible for the researchers during the current war period and during the future recovery period. The process of motivating the researchers and directing them to pay more attention to the

applied researches than the descriptive researches, which mainly concern with gathering the information and analyzing them without providing practical solutions that benefit the society in priority fields.

The applied and developmental researches is one of the external services the universities and research centers shall provide for the society, as those researches are directed directly to solve the society problems, whether in the field of production and services and to solve the social and developmental problems. Despite the importance of the applied researches in addressing the developmental and societal issues; however, their components are not available in the Yemeni universities and specialized scientific research centers to a large extent.

In this context, the process of participation and concerted efforts of the researchers of multiple specializations and different experiences are not effective in the current research centers. Moreover, there is a lack as to the application of the applied research results, which aims at development and improvement through the development research activities. Among the missing elements is the lack of business incubators to facilitate the process of linking the researchers and the support institutions, as well as demonstrating the scientific and applied researches and student innovations, and marketing their research results and entrepreneurial ideas.

Accession to the United Nations Academic Impact Program

Due to the difficulties and complications that limit the linkages and connections to the international educational institutions in light of the continuing bloody conflicts in Yemen and for the purpose of benefiting, we recommend the universities, technical colleges and the remaining Yemeni educational institutions to join the United Nations Academic Impact Program (Academic Impact). Such program is an initiative that aims at aligning the programs and activities of the higher education institutions with the United Nations with the

aim of supporting and actively participating in achieving the objectives of the United Nations. The initiative was launched in November 2010, and since then the initiative has established a vital and diverse network of the students, academics, scientists, researchers, research centers, higher education institutions, continuing education institutions and educational unions in more than 130 countries that include millions of people in both education and research sectors across the world. The initiative also provides the unified link for all those academic institutions to emphasize on that the international community directs the energy and inventions of the youth and the research community to serve the humanity and any knowledge subject or field bearing the fingerprint of the United Nations.

United Nations Academic Impact Program seeks to:

- ✓ Aligning the higher education institutions, scholarships and researches and the United Nations, and among them in order to address the priority issues presented to the United Nations, especially the Millennium Development Goals.
- ✓ Engaging the education institutions around the world and through the academic media therein.
- ✓ Shedding light on the contributions of universities for the sustainable development goals, as well as to free circulation of the information and dismantling them to a larger extent and in a more balanced manner.
- ✓ Developing and protecting human rights and providing education for all, sustainability and conflict resolution.
- ✓ Supervising a special series of articles and issues related to sustainable development objectives.
- ✓ Providing reports annually to the media committee through the Secretary General's reports on special awareness services.

The educational institutions holding the membership are considered as the United Nations Academic Impact Program Centers, so that they are selected to become research and innovation centers in relation to specific principles of the United Nations Academic Impact Program. The work of universities is considered vital as to achieving the sustainable development goals, as they contain new ideas, inventions and solutions for a number of global challenges being encountered.

Among the most important benefits at the level of the university or the educational institution that may be achieved upon accession to the program are the following:

- 1-Enabling staff and students of the educational institution to receive benefits and offers provided only by programs or by the members.
- 2-Joining the sustainable development solution network and education partners.
- 3-Spreading the university's efforts in the areas of community service and sustainable development.
- 4-The program provides the information for the university regarding how to increase the coherence of its research activities and curricula with the UN works.

This initiative also helps the educational institutions to spread the information through the UN initiatives and activities, as well as providing ideas concerning the implementation of those activities at the local level in the colleges, study chambers and communities, providing a platform through which the students of the universities, academics and researchers can connect and exchange the ideas, researches and the sources for a sustainable development of the UN objectives.

The membership in this program is free and the educational institution shall demonstrate its support to at least a single principle of the program principles

each year. It will be selected for a period of two years, subject to renewal and it is supposed for those institutions to develop and collect the researches related to the relevant principles and host the seminars, workshops, discussions via web, group discussions and conferences concerning the principle selected by those educational institutions, in addition to the advanced researches, analysis and politics concerning such principle in the teaching and training chambers, the campus and in their communities.

Supporting the University Student during the War

The future highly depends on youth and students. They are an active category in the society and represent the real stakeholders in all universities and during the conflict, the majority of students suffer from complex problems and extremely harsh conditions, and therefore they need comprehensive local and international support at the level of the country entirely, such a manner that exceed the individual initiatives that may be implemented by a few universities by providing emergency services for the students ranging from the simplest thereof by providing means of transportation to reach their study chambers until the most influential ones, such as covering their tuition fees for those who are affected by the disruption of salaries, student guidance academically, professionally and psychologically, as well as addressing low secondary school outputs that have emerged more widely during the current years of war.

The academic student guidance aims to guide the students to gain the best results and adapt to the university environment by providing them with the academic skills that not only raise their level of educational attainment, but also document the relationship between the students and parents on one side and the teach staff on the other side. Whereas the vocational guidance means helping the individual to choose the major and the profession that suits him, and to prepare himself for the same to achieve progress and career advancement and increase production

and its quality level, it also includes helping students choose the type of study and profession that best suits their talents, abilities, preferences and community needs, as well as educating them about the available educational and professional opportunities and providing them with the information and admission conditions, so that they are able to determine their future.

The student guidance process is characterized by continuity, and it the responsibility of all teaching staff and not only the Academic Support and Guidance Unit Officer (if any); however, there is a role for the department to ensure the participation of all teaching staff in the activities of academic and professional supervision of the students to enhance their confidence in themselves and training to take over the responsibility and implant in them the spirit of the positive participation in the public life and the value of freedom.

The student guidance must include functions of planning, coordination and supervision in terms of the achievement of the student counseling, in cooperation with the departments and teaching staff to ensure that they receive the professional and academic guidance through providing the services that help them to understand themselves and their problems, as well as enabling them to exploit their own capabilities in terms of capabilities, skills, preparations and tendencies while taking into account the potential of their environment.

In order to develop the professional guidance and counseling in the Yemeni universities, (Al Ashmouri and Al Hajj 2018), there is a proposal including the following:

- 1- Development of a professional guidance and counseling center.
- 2- Development of the guidance service units in each college.
- 3- Implementation of the (guidance preparation) program for the students before and after moving to their new academic classes.

- 4- Forming an educational and professional counseling portfolio including the latest available brochures, pamphlets and publications, and working on providing student counselors with them to help them in developing the guidance service in the educational and professional field.

Among the serious issues is the wrong choice of the major because of its personal and material dimensions for the students and their parents on one hand, and the developmental dimensions at the level of the entire country on the other hand, which limits his/her ability to make real changes in the field chosen. This significant issue clearly confronts us in our Yemeni society and has become a realistic issue. Many of us and our acquaintances either study majors that are inconsistent with their preferences and abilities, and work in a field other than what they studied as a result of the wrong choice of the major, until the mistake is discovered during the study years or after the graduation and there are other cases after getting engaged in the work. And so, we need to enable the student and their parents to properly plan for choosing the major. Usually, the student is able to choose the appropriate major according to the priorities, criteria and factors, the most important of which are the following:

- 1- The desired field.
- 2- The extent of his capabilities that he/she possesses, especially the mentality capabilities and strong management, and the availability and diversity of his/her skills.
- 3- The support he/she will receive from the university and his/her relatives and acquaintances in the form of experience or relationships that facilitate his/her depth and practice of the major.
- 4- Scarcity and novelty of the major in the light of a great need for the same.

5- The State's trends (government, private sector, organizations) in particular, and the global trends in general. And so, they have to provide databases of information regarding the labor market and its future needs to be accessible for the students.

Development & Creation of Contemporary Educational Programs

Given that most of the study programs offered by the Yemeni universities are traditional and general majors or not developed in a manner that their outputs are suitable for the needs of the local and regional labor market and the comprehensive development requirements, this issue will remain among the most important urgent development issues due to its dangerous results that affect Yemen as a whole, as the impacts thereof are reflected on our generations. This is not only the problem, but the methods of teaching and evaluating them may not, in fact, follow the right strategies and methods that keep pace with the current era. It is good for a few Yemeni universities to come up with majors that have a great need in the contemporary time and in the near future; however, they are still individual initiatives and efforts that did not include the development of the most modern specialties.

Moreover, their outputs will not be sufficient to meet the market needs at the national and regional levels. It is understood that there is no strategy at the country level, nor forward-looking mechanisms to identify the contemporary disciplines. This important topic is one of the responsibilities of the managing authorities of the university and technical education (a major responsibility), and the universities and other educational institutions participate in the same. We must not discard the high school graduates and their parents, as they have and they must influence this matter at the same time, with the presence of active authorities such as the private sector, government sector and the organizations operating in Yemen. Therefore, those authorities will have collective

responsibility and roles in taking urgent practical steps to develop contemporary majors to develop the current traditional disciplines and create the climate for the development of a practical strategy without waiting for the war to stop.

In general, the process of identifying the mostly needed majors in this era must be carried out by specialized authorities, and such process depends on many factors related to studying the labor market, strategic directions of the countries and companies, level of the technological development in each country separately and capabilities of the universities and other educational institutions to qualify and train on the expected mostly needed majors. There is no doubt that the continuation of war and conflict in our country has created difficulties and complications for the development of a comprehensive strategy agreed upon among all active authorities and related authorities. Therefore, we cannot wait for to overcome all those difficulties, as there are exceptional alternatives and treatments of such issue that has a deep impact in the current period and in the near future.

The effective authorities and the relevant authorities, thus we cannot overreach such difficulties, there are alternatives and exceptional considerations for this case that has the profoundest impact at the present time and in the near future.

It is logical if the resolution and team work provided and through making use of all bodies that facilitate the education and the Yemeni technical universities through the international experiences and by coordinating and liaising with the public and private authorities and the civil society organizations we will be able to generate the contemporary programs with the surety of carrying out these programs and their evaluation to ensure suitability and cohesiveness of the outputs with the labor market and its qualifications. The main responsibility shall be supposed to fall on the facilitating authorities as they are the entitled bodies to manage this case and own the powers and the jurisdictions and have

tools procedures whereby they can influence and bind.. As a result of continuous conflicts, challenges doubled that could overreach the potential though the facilitating authorities endeavor to treat them but they are still attempts without determining the priorities... and following multiple practical steps include consulting the information technology center, in addition to generating management concerned with the graduates affairs and labor market specialized in estimating and following up with directing the graduates, and doing local labor market related statistics.

It is the perspective of the universities and the other educational institutions, they have the most prominent role in adding contemporary vital specializations which could need to open new distances to meet development demands, and labor market needs. Not only had this role confined to the universities that have international classification that search for the Excellency and leadership but it will be for the interest of the all universities that the academic programs that are not required prepared and presented in developed academic programs and do not stop only at this point but they should provide the lecturers and trainers in addition to directing their applicable researches for the subject that has strategic dimension and also by the academic directing for the registered students particularly to the proper majors and through raising the awareness of the Thanaweya Ama graduates and their guardians generally regarding the importance of the majors which cope with the labor market and also liaise with the generated financial sectors as there is joint cooperation includes implementing of the practical side in these bodies where the graduates will work in the future..

In this context we can demonstrate all the powerful and influential authorities, there are effective roles supposed to be played by other authorities. It is necessary for the Yemeni universities to have the role of the coordinator and the

organizer to come up with prompt work plan contain scheduled program has real indications. Also the academic accreditation council and quality assurance have essential responsibility in supervising the universities with labor market needs and development demands and serving the local community. The private sector and the civil society organizations have also effective roles, for example, formulating database shows its prompt needs and its directions in the near future to be among university indications. We as citizens have direct responsibility in the process of guiding and directing our sons towards the best contemporary vital majors that cope with our sons' desires and capabilities.

Generally and with the modern advancements and the international happenings that have taken place lately, universities shall expand in generating programs and fields have become more specialized and accurate concern the computer and medicine and engineering and finance preceded by the information (cyber security includes internet security and networks) and the artificial intelligence (developing smart machines updated automatically, and have human intelligence properties), and the chemical and nuclear engineering and the medical biological engineering (blended between the engineering and the medicine as majors of respiratory medicine and the legal accounting and financial analysis and the vision sciences and the Optometry Sciences and the Alternative and Renewable Energy and the online marketing and software engineering and legal translation and social work etc. Noting that there are majors not much required at the present time and this does not mean the non-importance of these majors, because the Yemeni technical universities and faculties do not target only the local market but also there is a future need existing with reconstructing programs that will be carried out with peace enforcement.

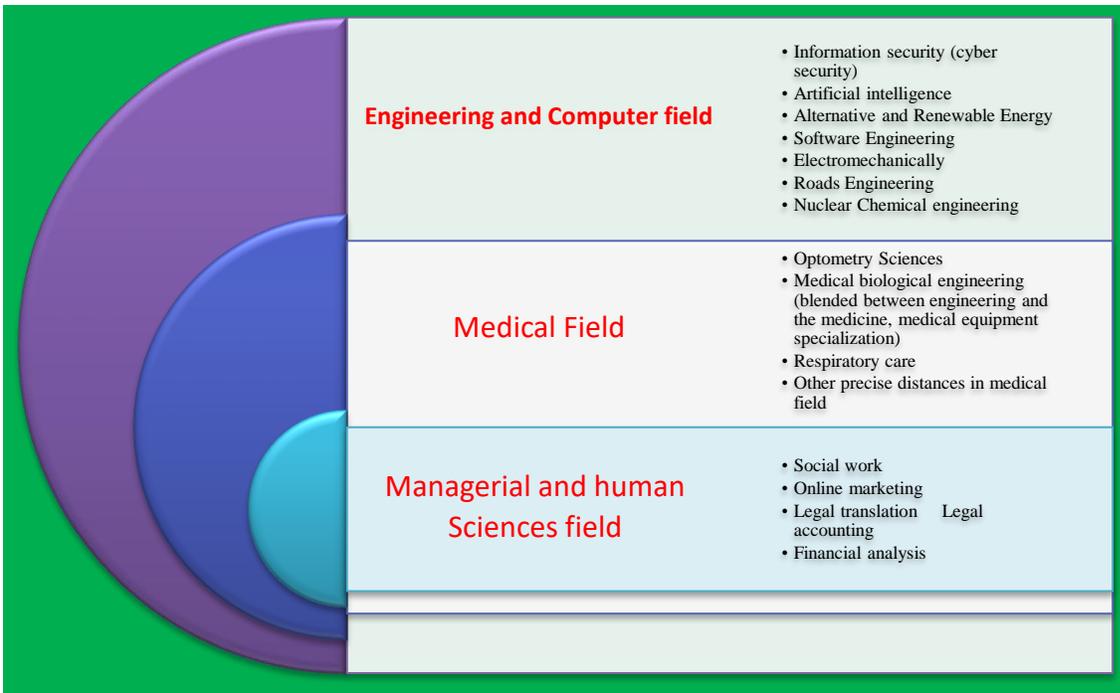


Figure: most important majors at the present time

General recommendations

One of the most important priorities that the higher education authorities with the partnership with the Yemeni universities and the authoritative bodies to perform the following:

- 1 – Devise education plans in case of emergencies include specific measures for education continuity.
- 2 – Compile scholarships on the list of supportive priorities relate human response plans along with making education processes and activities for the emergency cases matching with standard minimum rules for the joint network among education institutions in case of emergency.
- 3- Set up fund with partnership among the Yemeni governments and education authorities in case of emergency to face fund shortage for the issues regarding urgent education cases.

- 4 – Impose taxes and additional fees on numerous activities and non-essential services as raising tax of Kat with allocating their revenues to resolve urgent education cases.
- 5 – Establish database for scientific research on the level of the Republic of Yemen and connecting it to wide web to be available for the supportive bodies' researchers and others from concerned bodies.
- 6 – Issue guidelines for scientific research including the most important issues in various sectors with focusing on issues relating to response and development and peace issues.
- 7 – Initiative of technical universities and faculties to apply academic impact program issued by the UN to benefit from the available opportunities in it.
- 8 – Collect experiences and the volunteering to provide the urgent demands for the harmed students and saving the unimportant expenses in the Yemeni technical universities and faculties which relate the celebrating events in return for sparing a part of war affected students' expenses or at least delay paying their financial obligations for the time being.
- 9 – Assist the emigrating students through the cooperation among the Yemeni governmental universities and secure the basic needs for them.
- 10 – Exert efforts to place the Yemeni universities on the international classification for the academic education list all over the world.
- 11- Making use of remote/ online education, especially electronic learning platforms, with enabling university and technical education collegiates to use such techniques.
- 12- Making urgent processing to reduce the negative effect of the decline in learning outcomes of high school.
- 13-Finding solutions for the problem that students and collegiates face due to the war persistence, in particular those whose houses were destroyed and became

refugees (or influenced by asylum), with giving the priority to the students and collegiate who reach to advanced learning levels, and have one or two years remaining to complete their university and technical education.

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