

Yemen's Education System Amid Conflict

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Course

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Due Date

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Chapter 1: Introduction

1.1 Background and Context

Due to the war, schools have been bombed, children and teachers have fled their homes, and education quality in Yemen has significantly declined. Approximately two million children are not in school; others attend crowded classes without teachers, textbooks, or other necessary supplies (Moinipour, 2021). The war further compounded the situation, and it became even more difficult for any vulnerable group of children, like girls, children in rural areas, and internally displaced children, among others, to access education. Some schools have been occupied for military purposes or as a shelter, reducing the enrolled children's ability to attend school. Said in another way, without education, an entire generation becomes at risk of having no future and threatens the future of their respective nations. Education plays the critical role of providing hope and stability amid such conditions in the lives of affected individuals. It is essential, therefore, that education, whatever form it takes, be continued in the country, striving to eradicate poverty and bring more stability to Yemen's future.

Education is instrumental for reconstruction and peacebuilding since it fosters togetherness, strength, and unity in any country (Taher, et al., 2022). Schools are not only preparing the children for what they are supposed to learn but also preparing them to face the challenges of reconstructing their society by teaching them how to reason, solve conflicts, and work together. Education is also helpful in war areas because children can be beneficiaries of their education; hence, they will not be at the mercy of other violators to be abused or killed. Germany, Finland, and Singapore constructed a new educational system during or after some crisis, which would help Yemen learn more from them. Education was to be revived in postwar German society to make it harmonious for democracy to thrive as well. To build such a high-performing and equitable system, Finland focused on equity and professional development of teachers and educators. Singapore's Education Sectoral Development Plan pulled technology into a fast track to ensure the country achieved a world-class education system (Gopinathan, 2007). From this perspective, Yemen should learn from the above experiences by developing suitable strategies to establish a strong and effective education system to help achieve sustainable peace and rebuild the nation.

1.2 Research Problem and Objectives

Research Problem

Yemen has been in conflict for many years, and many education facilities have been damaged or destroyed, students and teachers have been displaced, and overall enrollment and quality of education

have diminished (AlMunifi & Aleryani, 2021). Children are denied their right to education because over two million do not attend school; those who go to school go to schools with limited facilities, congested classes, and a deficit of well-trained teachers supplies (Moinipour, 2021). It has also deepened the feminization of poverty and increased the level of suffering experienced by girls, rural dwellers, and internally displaced people. Education is advanced as a significant potent tool of peacebuilding and post-conflict reconstruction. However, the world lacks literature on how to reconstruct the destroyed education systems, particularly in other volatile war-affected countries such as Yemen. Previous research has mainly concentrated on post-conflict settings, hence not addressing the issue of how education must be built and strengthened amid an ongoing conflict.

Additionally, there is no integration of examples from other countries to compare and learn from their successful education systems and apply them to conflict-stricken countries. This research thus aims to fill these gaps by exploring how the education system in Yemen can be developed amidst conflict through learning from Germany, Finland, and Singapore. Their selection was based on the fact that each of these countries embarked on education reforms for diverse reasons; for Germany, it was in the aftermath of World War II, for Finland to achieve equity and innovation, and for Singapore as part of the transition to becoming a first world education nation. From these case studies, the study can deduce standard best practices that must be applied in Yemen.

Research Objectives

The primary objective of this research is to propose a framework for developing Yemen's education system during the conflict, informed by best practices from Germany, Finland, and Singapore. Specific objectives include:

1. To analyze the impact of conflict on Yemen's education system:
 - Evaluate the damage affecting the district's infrastructure, accessibility, and quality.
 - Enumerate specific considerations not only of students but also of the student population, teachers, and policy-makers.
2. To examine the education systems of Germany, Finland, and Singapore:
 - German education reforms since the end of the Second World War and their implications for conflicting nations.
 - The investigation examines Finland's priority for equity, teacher education, and instructional practices.
 - Review Singapore's approach to education growth and technological enhancement at present.
3. To identify transferable strategies for Yemen:

- This paper will explain policies and practices that can be borrowed from Germany, Finland, and Singapore that correspond to the Yemen setting.

- Suggest ways of solving problems like inadequacy, imbalance in the supply of teachers, and social exclusion.

4. To explore the role of education in peacebuilding:

- Exploring how education can spur social integration, sustainable reconciliation, and effective conflict transformation in Yemen.

- Propose how the issue of peace education can be included in the curriculum.

5. To provide policy recommendations for stakeholders:

- Provide solutions for local and international policymakers, educators, and organizations.

- International cooperation, active involvement of the community, and sustainability reside on the first plane.

Research Questions

To achieve these objectives, the study addresses the following research questions:

1. Where and how has the conflict been fiercest in Yemen, and what are the forms of challenge that it poses to reconstruct the education system?
2. What lessons can be drawn from the education systems of Germany, Finland, and Singapore for developing Yemen's education system during the conflict?
3. How can education serve as a tool for peacebuilding and social cohesion in Yemen?
4. What role can international cooperation and innovative technologies play in supporting Yemen's educational recovery?
5. What policy frameworks and implementation strategies are most effective for rebuilding education systems in conflict-affected regions?

1.3 Significance of the Study

This research is crucial because it examines how education can rebuild Yemen and its long-term stability. Education is more than just academics—it builds people, unites communities, and unites nations. In conflict contexts, schools provide a refuge where children can learn, grow, and become resilient in adversity (Aber et al., 2021). Drawing on Germany's post-war education reform, Finland's focus on equity and teacher education, and Singapore's speedy advancement and application of technology, this research looks at strategies to help Yemen build a stronger and more equitable education system. The research is relevant to peacebuilding because it examines how education fosters social cohesion and reduces societal divides. The study also yields lessons for international actors,

policymakers, and educators in crisis contexts. In responding to the challenges Yemen is currently facing and providing practical advice, this research helps build a sustainable, high-quality system of education that can rebuild the country and deliver a brighter future for Yemeni children.

1.4 Structure of the Thesis

This thesis is divided into three main chapters addressing different aspects of research. The introduction to the study, background, research problem, objectives, significance, and organization is presented in Chapter 1. The chapter provides background on Yemen's education crisis and the purpose of the research. The literature review is presented in Chapter 2, addressing education in conflict areas, comparative models of education in Germany, Finland, and Singapore, and challenges in Yemen's education system. The chapter also identifies gaps in the literature and explains why a comparative approach is practical. Theoretical frameworks of principal concepts such as education in peacebuilding, resilience in education, and policy adaptation are developed in Chapter 3. The chapter provides a starting point for understanding how educational reforms can be transferred across contexts. These three chapters constitute a complete study that proposes practical strategies to improve Yemen's education system during and after the conflict.

Chapter 2: Literature Review

2.1 Education in Conflict Zones

Theoretical Frameworks in Education and Conflict

There are numerous theoretical approaches regarding education in a war-torn society in that it can reconstruct the society. Specifically, concerning their article on digital learning and netiquette, Soler-Costa et al. (2021) posit that education plays a vital role in ethical learning and decision-making essential in a war-stricken society. Education enlightens people on respect, tolerance, and cooperation, which minimizes the social fragmentation of wars, as stated by the authors. In such a society with a lot of misinformation and disinformation during the war, structured education prepares learners to think critically to avoid being influenced and contribute positively towards the battle against all odds. However, the authors just as confidently claim that schooling is harmful to society if it is mis-utilized, which may occur through an imbalance and inequality in curriculums and policies. It is high time to create a fair and non-compromising education system in Yemen that could promote ethically proven learning and social responsibility to employ education to build not war divisions but peace.

The types of education undertaken in conflict are also described as peace education, whereby people are taught how to solve disputes and use dialogues. Nesterova et al. (2022) employ the

translated definition of education as imparting knowledge in the schoolroom and enabling learners to deal with a conflict without a fight. According to such findings regarding post-conflict society actors, education becomes an effective way of fostering long-term order as it creates a middle ground where divided human beings can make sense of each other. They argue that appropriate education programs have to be implemented to promote peace education to help learners ponder where the violence is coming from, be compassionate, and see options to use instead of violence. According to the case of Yemen, which has seen conflict sculpt the country's social fabric, incorporating peace education in the school curriculum would enable learners to develop negotiation, cooperation, and reconciliation competencies. This is contrary to a broader peacebuilding approach that Recognizes education as a means of reconstructing trust and social relations in conflicted regions.

Another theoretical approach that may be implemented in education in conflict is using the body structure in the fight against aggression and conflict. According to Gil-Espinosa (2021), some aspects could be taught through physical education in learning institutions. The children could benefit from teamwork and self-control and learn to respect other human beings. His work asserts that children in war-ridden areas can play constructively and avoid destructive behavior through sports and cooperation. In war-affected regions such as Yemen, children are exposed to stress and trauma, and thus, physical education can be used to ease the distress. Moreover, it will help the children to have more group cohesion. Hence, through school structures that allow for group work in Yemen, the children can be trained in skills vital for post-conflict reconstruction and reconstruction.

Role of Education in Peacebuilding and Social Cohesion

Education is significant in providing peace and social interaction since it enhances cooperation, tolerance, and identification with the community. Nesterova et al., 2022 describe how peace actors discuss education in the post-conflict society to address a society's social fragmentation. They argue that education systems in nations that have experienced conflict should serve the noble cause of bringing the people together rather than maintaining hate and animosity. Another of their findings in their works is that if education has a base on the social and cultural developments it hails from, it instills a national spirit, lowering the likelihood of new violence. The internal crisis in Yemen expressed in political, religious, and ethnic contradictions can be addressed and corrected through education to restore the society's solidarity and bring different segments of society to respect each other and be eager to talk to each other. Teachers should bring in programs such as peace education that acknowledge the familiar past and the ideas of shared humanity that the two groups should have to avoid future conflict.

Therefore, besides school instruction, extracurricular and sports can also teach social cohesion. In the same context, Gil-Espinosa (2021) postulates that through sports, particularly team sports, children can attain social skills, conflict solute, negotiation, and other skills in interpersonal communication. That is why he proves that in a conflict situation, sports unite people and give them a positive outlook on the other party of the conflict, removing all prejudices and helping them create new and friendly relations. Yemen is another country where children have been affected by the war, and most of them have been displaced; integrating sports into the school system would help sports reconstruct human relationships and emotional structures. This aligns with the enhanced goal of applying education to alleviate competition and foster harmony in the social relations between various social categories. Soler Costa et al. (2021) also suggest that there is a need to integrate digitally supported learning and ethically sensitive learning in conflict areas. As it is apparent from their research, the use of online learning brings to light that learning mechanisms can be implemented through online learning methods. Thereby, basic needs can be fulfilled for kids who cannot attend a conventional school due to displacement or insecurity. In conflict regions, there is disruption of an attainable education, and most young persons are sometimes forced to have no formal learning. Digital learning also enables learning to go on uninterrupted; it teaches children proper communication and ethical behavior. In Yemen, for example, many schools have been flattened or used as barracks; hence, technology can offer kids texts, conversations, and other educational and peace-promoting literature. When integrated with ethically oriented learning, digital learning is essential for Yemen to maintain its educational system during the war and develop a generation of people oriented towards cooperation and peace.

2.2 Comparative Education Systems

Overview of Education Systems in Germany, Finland, and Singapore

The education models from Singapore, Finland, and Germany provide valuable lessons for constructing the robust and inclusive education system for the Yemeni during the conflict adversity. These three countries all surmounted tremendous crises and made their education sector the cornerstone for the country's overall progress.

Germany: Post-Conflict Education Reform and Training

Germany's post-World War II reforms prioritized rebuilding the democratic and fair education system to counter the societal divisions the war engendered (Börnert-Ringleb et al., 2021). One of the

greatest advantages for Germany is its dual education structure, where the country incorporates work-place experience through vocational training alongside formal education, equipping the trainees with hands-on skills alongside the theoretical knowledge. This has helped build economic robustness by linking the education sector directly to the job market, keeping youth unemployment levels low, and bringing about stability. Yemen can incorporate parts of the German vocational trainings to prepare the students for skills required for rebuilding infrastructure and core industries in the context of the conflict aftermath. Additionally, Germany's federal education system can tailor its policies for each federal state under local conditions while maintaining the nation's overall level of education high. Decentralization can also apply for Yemen by empowering the local authorities for education to prepare context-specific curricula for the different conflict-affected districts where the local demands of the students can be catered for.

Finland: Equity, Educator Training, and Inclusive Pedagogy

Finland's education is also prioritized around equity, teacher professionalization, and student-centered learning (Hardy et al., 2021). One of its best policies is access to high-quality education regardless of socioeconomic backgrounds. This emphasis towards inclusive education can influence the policies of Yemen, especially when attempting to tackle the disparities encountered by internally displaced children, rural children, and girls. Teacher training is also one of the fundamental Finland lessons. Finnish trainers undergo intensive teacher training, including mandatory master's level courses, that enhances their ability for delivering quality education. Yemen, being short of skilled trainers, can initiate specialized teacher training using the latest tech and international collaborations for offering upscaling opportunities for trainers working in conflict-torn areas. Moreover, Finland's emphasis on the overall education experience, which limits the amount of standardized tests and emphasizes creativity, problem-solving, and teamwork, could influence the curriculum reforms in Yemen. An adaptive curriculum incorporating peace education and trauma-informed pedagogy can assist the youth in recovering from the psychological impacts of conflict.

Singapore: Rapid Educational Change and Integration of Technology

Singapore's success is the culmination of the strategic long-term planning, investment by the state, and the adoption of technology. Singapore did not have much by the form of natural resources, but heavily invested in the building up of its human capital by linking its education to the nation's economic agenda (Zguir et al., 2021). Singapore's emphasis on the use of technology for education has helped ensure high levels of achievement. Since many schools were destroyed during the conflict,

online platforms could be utilized for delivering online education for the displaced youth. Spending on affordable online infrastructure, mobile learning tools, and teacher capacity building for online pedagogy could counter the impact of conflict. Singapore also balances flexibility and standardization—national education aims are set, while schools can decide how best to apply them. Yemen can follow the same pattern by establishing national benchmarks and granting flexibility for the provinces to make changes according to local conditions.

Key Success Factors and Challenges in Each Country

Germany's success in education is primarily attributed to its dual education system that blends school learning with vocational learning in a smooth transition. The system allows for learning practical knowledge with a strong theory background, equipping learners with various career options (Börnert-Ringleb et al., 2021). The dual education system is also widely acknowledged as one of the best models of linking employment and learning since learners spend a part of their time in school and another in business. Schooling in Germany is also decentralized, and the federal state is also free to make its curriculum, allowing appropriate education to correspond to social and economic needs. In this aspect, Germany still struggles to balance adopting the new technology, especially in learning for special needs schools. (Börnert-Ringleb et al., 2021), provided the general information and noted that there are specific steps for the further development of the digitalization introduction due to the education minimizing, the inability to provide technologies for the students, the inadequate preparation of the teachers for using the digital tools, and the different financing in the regions. The challenges have excluded a section of the learners, especially the learners with special needs, from online learning and other modern learning tools to the optimal levels.

The success of the Finnish education system is due to the priority on equity, professional approach, and students' welfare. Unlike other nations, Finland has put measures in place that make it possible for each child to receive quality education irrespective of background. As pointed out by Hardy et al. (2021), the manner that shaped the success of the Finish is anchored in the idea that their teacher training emphasizes long and professional development of teachers, which makes these professionals enjoy much freedom in developing their learning-teaching strategies. So much faith in the teachers enables a fast-paced instructional method aimed at grasping learning contracts, first and foremost, problem-solving, ingenuity, and analysis, not to mention recollection. In addition, Finland's education system barely includes standardized testing, which decreases students' pressure and enhances the components combined with the systems. However, there has been more pressure from both the internal and external environment pushing Finland to embrace the reforms that accelerate these

policies, meaning that there is a compromise of the consistency of education systems in the country. However, Hardy et al. (2021) stated that the expanding global competition, accompanied by the need to act faster and be more ready for change, puts pressure on Finland and its gradual, evidence-based approach to reforms. In the case of such policies, if implemented in haste without careful consideration, practicing them would barely be balanced in being innovative while preserving principles that made Finland great in education.

Singapore's education system is exceptional because of the nature of the curriculum structure, the government's role, and the integration of information technology into the teaching and learning process. The high educational standards of the nation, combined with great educators, have ensured that their students consistently score high in international examinations (Zguir et al., 2021). The Singapore government plays a key role in making decisions regarding education policies to ensure consistency in quality and adherence to national economic goals. One of Singapore's strong points is that it dramatically emphasizes embracing technology and sustainable development goals (SDGs) in its curriculum to prepare its students to meet a dynamic world's challenges. The system also ensures that it nurtures STEM (Science, Technology, Engineering, and Mathematics) capabilities to prepare graduates to compete in the job market around the world. One of Singapore's system's most significant challenges is excessive academic pressure, brought about mainly by high-stakes examinations and a rugged assessment system. Zguir et al. (2021) argue that Singapore's system produces high-scoring students, but their high exposure to academic rivalry has brought concern over student mental health and overall welfare. Most of their students suffer from lengthy study hours combined with high expectations from their parents, resulting in burnout and anxiety. As Singapore continues to innovate, there is a need to counteract such challenges by ensuring a balance between student welfare and educational achievements.

2.3 Education System in Yemen

Historical Development of Yemen's Education System

Yemen's education system has evolved and been shaped by political, economic, and historical forces. Education in Yemen was informal and centered on religious institutions such as Quranic schools that focused on Islamic studies without exposure to secular subjects until the 1960s (Ballout, 2023). The creation of the Yemen Arab Republic (North Yemen) in 1962 and the People's Democratic Republic of Yemen (South Yemen) in 1967 marked the beginning of modern educational reforms (Ballout, 2023). The two governments struggled to expand public education, though their approaches

differed. Influenced by conservative traditions, North Yemen saw slower school attendance and literacy progress.

In contrast, socialist influences in South Yemen centred on gender equality, mass education, and government support for education (Ballout, 2023). After Yemen's unification in 1990 (Taher et al., 2022), the government attempted to establish a national education system, expanding primary and secondary school attendance. However, political instability, financial shortages, and geographic disparities remained challenging. AlMunifi and Aleryani (2021) point out that despite boosting school attendance, Yemen's education system was weak due to poor infrastructure, a lack of teachers, and resource scarcity. Before the conflict escalated in 2015, Yemen had made some progress in improving literacy levels and gender equality in education (Sowers & Weinthal, 2021). However, entrenched structural challenges continued to affect improvement in the long term.

Impact of Conflict on Education Infrastructure, Access, and Quality

The ongoing conflict in Yemen has also done immense harm to educational infrastructure, making many of its schools unusable or destroyed. AlMunifi and Aleryani (2021) note that armed groups bombed or took over many of these schools to use them as barracks, displaced family homes, or weapons depots. As a result, many children have been learning in unsafe places, in many cases in makeshift classrooms that do not even provide basic amenities. Schools that still manage to operate face overpopulation, unhygienic conditions, and a lack of necessities such as chairs and textbooks. The loss of infrastructure impeded learning and exposed learners and educators to harm, resulting in many withdrawing their children from school in response to safety concerns. In addition, the lack of funds to rebuild infrastructure has impeded efforts to rebuild educational institutions, even more limiting the capacity of the education system to provide services in war-torn areas (AlMunifi & Aleryani, 2021).

The conflict has also reduced access to education, especially among vulnerable groups such as children in conflict zones and females. Economic hardships and security challenges have led to many families prioritizing educating their children, predominantly their boys, over their daughters, hence a steep decline in school enrollments of females (Ballout, 2023). Most of the parents are concerned about their daughters' safety, considering that attending school in conflict areas exposes them to harm, such as violence and kidnappings. In addition, large-scale displacement has displaced millions of children from their homes, disrupting their studies and preventing them from accessing new schools. AlMunifi and Aleryani (2021) indicate that many displaced children have been established in makeshift schools, yet such institutions do not have amenities, professional educators, or learning materials. As a result,

access to education is highly imbalanced, with children in conflict areas having more difficulties accessing learning compared to children in more secure areas.

Beyond infrastructure and access, educational quality in Yemen has been devastated in response to the war. The displacement of educators, failure to provide salaries, and unavailability of educational resources hindered attempts to maintain productive learning environments (AlMunifi & Aleryani, 2021). Several educators have been displaced or resigned in response to unpaid salaries and unsafe working environments, resulting in a shortage of skilled educators. The remaining classroom educators teach without support or resources, leading to low instruction efficacy. In addition, regular school closures and interruptions created massive learning gaps, causing children to fail to meet minimum educational standards. Ballout (2023) notes that war's psychological impacts, such as trauma and stress, also affect concentration and learning in children. The synergistic effects of shortages of educators, irregular instruction, and emotional trauma combined to yield worsening illiteracy rates and educational outcomes. Unless action is taken immediately, Yemen is likely to lose a generation to educational abandonment, deepening the social and economic crisis in the country.

2.4 Gaps in Existing Research

1. Sustaining Education throughout Ongoing Conflict

Most research is focused on rebuilding the education sector after the conflict has ended. However, very little is said about how access can be maintained during the ongoing conflict. Schools during conflict also lose much, including security issues, loss of infrastructure, and the loss of their teacher base (AlMunifi & Aleryani, 2021) lacks detail about how education can be maintained during conflict. Most children lose their opportunities for education when their schools are destroyed, or it is not secure for them to attend (Ballout, 2023) highlights the risk of child dropout from ruined schools and safety risks. Teachers also depart for the non-payment and security risks, thus making ongoing education difficult to maintain. Alternate models for education, such as the use of mobile schools, online platforms for education, and education through the local populace, need to be researched for the continuation of education even under hostile scenarios (Taher et al., 2022) speaks about the need for the investigation of alternate models for education but lacks the detail for their implementation.

2. Comparative Models for Conflict-Affected States

Countries like Singapore, Finland, and Germany all have strong education systems, but the existing work is not transparent about the applicability of their policies for conflict areas like Yemen (Börnert-Ringleb et al., 2021) has good models for education but doesn't explore their applicability for

conflict areas. Finland is focused on equity, Singapore includes the use of technology, and Germany has strong vocational training, but how can these translate when the situation is one of conflict for Yemen? Work doesn't explain how the policies can be modified for use in a conflict country where schools are attacked regularly and resources are scarce. We require more work exploring context-dependent solutions for the political uncertainty, economic constraint, and culture of Yemen (Zguir et al., 2021) has good policies but doesn't explore their applicability for conflict areas.

3. Psychosocial Impacts of Conflict upon Students and Teachers

Many studies acknowledge the trauma and stress induced by war for the child, but less is known about its impact over the long term for mental health and for learning (Shalka, 2023) does not provide detailed discussion about the impact over the long run for the learning of the students. Children entangled in the conflict can experience fearfulness, depression, and inability to pay attention during the classroom. Teachers also experience teacher burnout, trauma, and fear, compromising their ability for good pedagogy (Aber et al., 2021) discusses teacher burnout but does not suggest helpful interventions. Trauma-informed education is needed through increased emphasis for mental health support for schools, teacher training for the treatment of conflict-affected children, and healing for the local citizens (Nesterova et al., 2022) discusses the need for trauma-informed education but does not provide detailed models for its implementation.

4. Innovative Techniques for Training Teachers under Conflict Situations

A strong education sector is underpinned by skilled trainers, but the conflict has led to serious teacher shortages (AlMunifi & Aleryani, 2021) lacks detailed guidelines for keeping education alive under ongoing conflict. Teachers fled, and those remaining often lack support and training. Fewer resources provide teacher training under ongoing conflict. Existing teacher models for teacher training assume peaceful context, while Yemen demands innovative actions like teacher training through mobile programs, online certification, and international trainer mentorship (Vallés & Clarà, 2023) speaks about teacher resilience but not the specifics for the context under conflict. Study is required about the best way to provide useful training under the context of ongoing conflict, budget constraint, and security (Hardy et al., 2021) speaks about the challenge for the training but not the specifics for the context under conflict.

Addressing These Gaps

Addressing the gap of continuous education during conflict requires the adoption of flexible and alternate models for education. Community education, mobile schools, and online platforms can

provide the much-needed access for education when schools cannot. How the models can be adapted for the infrastructure constraint and security context of Yemen and how the displaced and the marginalized can pursue their education is something the study has to explore. Increased international collaborations and community engagement can also support the continuation of the education process during crises. Comparative models from Singapore, Finland, and Germany can yield valuable insights, but their applicability is open for investigation for the conflict-torn environment of Yemen (Milner, 2002). Any study in the future can determine how the models can be applied for the political unrest, lack of resources, and violence encountered by Yemen. Decentralized policymaking and localized education can help Yemen incorporate pragmatic lessons from the international models while discovering context-specific resolutions for the country's unique situation.

The psychosocial impact of conflict for the teacher and the pupil demands greater consideration, particularly for the mental health impact over the long-term. Trauma-informed education is needed for the handling of the conflict-induced trauma. Trauma-informed mental health intervention is needed for schools, teacher trauma awareness, and trauma-informed supportive schools. Enhanced psychological wellbeing is the solution for the revival of good learning and the building of the capacity for coping for the pupil and the teacher. Innovative techniques for teacher professional development in conflict zones are required for the conservation of the quality and durability of education. New models such as online certification, international mentorship, and mobile training units can address the unique teacher shortages and professional isolation (Oluk, 2023). Research is required into how teacher professional improvement can be sustained in Yemen through flexible, conflict-sensitive models providing ongoing support and the psychological and pedagogical requirements for pedagogy under circumstances of crisis.

Chapter 3: Theoretical Framework

3.1 Education as a Tool for Peacebuilding

Conflict Transformation Theory

Education plays a role in dealing with the causes of a violent conflict according to Conflict Transformation Theory and the role of the sustenance of peace in the long run (Kriesberg, 2011). Contrary to resolving disputes, this process aims at transforming the processes, roles and perceptions that perpetuate cycles of violence. Education on conflict resolution, critical thinking, and the history of grievances can be merged to help college students appreciate conflict. Similarly, since schooling helps the younger generation understand and tolerate other people and develop problem-solving abilities, it discourages violence. Teaching strategies that encourage students to synchronize their efforts in

critically interpreting the subject enable the students from the two poles to appreciate a proper attitude to the search for accuracy in war zones.

In societies affected by warfare, faculties must work in closed zones where people from extraordinary ethnic, non-secular, or political backgrounds can operate. Collectively, university students tend to share common task stereotypes and dismantle divisions that often lead to hostility. Apart from that, the monetary benefit can also be sourced through vocational schooling and may reduce the attraction of armed organizations to offer young people the potential for stability. Thus, when education changes the dynamics of struggle, it provides the people with the statistics and ability to build a better, longer-lasting society of peace. Governments and international businesses can play a role by showing that colleges do not encourage reconciliation as an art of concealing past injustices. The role of teachers is also crucial here because one should be able to teach students how to discuss peace, struggle, justice, and conflict resolution with a focus on healing and collaboration.

Peace Education Theory

However, Peace Education Theory postulates that schooling needs to put a positive face on nonviolence, social justice, and cooperation, especially in war-affected societies (Harris, 2004). Eradicating violence in society can be achieved by teaching university students these goals and principles to prevent its continuation in subsequent generations. Media could teach the principles of mediation and negotiation and provide university students with tools to address conflict constructively in different schools. Through peace education, children in war-torn countries, in which they may also be exposed to hatred and branch, are also helped to change their attitudes/opinions. That is why education structures often feature inclusiveness and communicate-based learning; they develop roots for lengthy power stability.

Besides everyday matters, mandatory peace schooling will also apply to recreation and sports, arts, and organization issuers, which promote teamwork and the development of high-notch social capabilities. One of the prominent characteristics is that the teachers facilitate class discussions over conflict decisions and eliminate prejudice in learning. When integrated appropriately into a country's curriculum, this can bring about a new dispensation to embrace the culture of peace over violence. It also enables rebuilding communities with the resources of promoting civil activism, intergroup tolerance, and cooperation for problem-solving. In that sense, integrating formal learning with social learning contributes to the building of the basis of a peaceful society. This is an area that governments have to lead with valuable resources to ensure that textbooks and coaching materials no longer contribute to bias. In the long run, this will significantly save your destiny conflicts and contribute to the nationwide reconciliation.

Social Cohesion Theory

According to social cohesion theory, schooling sharpens concord in societies polarized by using ethnicity or religion and strata by downplaying barriers of ethnic, non-secular, or monetary reputation (Taylor & Davis, 2018). Over the years, the conflict has toughened animosity and enmity among communities in publish-struggle environments. Schools can assist with this by providing facilities where college students of various demographics mix, work together and gain mutual understanding. When children watch and venture into games collectively, they perceive everyone as individuals, unlike women and men of another team. This gadget can reduce prejudice and build relationships that sustain feelings among countrywide groups. An inclusive curriculum, cultural recognition, and duty-playing curriculum are crucial in serving the school to play its social stability function.

It also can foster national identity through cultivating such values as democracies, equality, and other cultures of civilized respect. Specific applications within many schools call for university college students to participate in network tasks, advancing pupil leadership, and different approaches based mainly on teamwork in counselling and studying research. These activities help the students to cooperate, be active, and problem-solve while enhancing their sense of responsibility to others. Sports actions and different co-curricular activities corresponding to intercollege sports and sports and cultural exchange also assist the university college students in enhancing friendly relations throughout the societal boundaries and unity (Taylor & Davis, 2018). Those education systems that do not sell inclusive education stand to widen divisions in the region being restored. Governments must ensure that university policies aid range, equitable right of entry, and equal opportunities for all university students. Training will become a key tool for stopping destiny's struggle and ensuring lasting peace by reinforcing excellent social interactions and shared countrywide values.

Human Capital Theory

When individuals gain abilities and know-how, they become extra employable, lowering poverty and financial inequality—two key war drivers. In conflict-affected regions, many more youthful humans flip to violence because of a lack of employment opportunities (Marginson, 2019). Societies can equip children with the ability to find stable jobs and contribute to financial growth by presenting incredible education, specifically vocational schooling. This reduces the risk of them joining armed organizations and, as an alternative, permits them to participate in nation-building efforts. Stable employment fosters economic protection, which is essential to a more nonviolent and wealthy society.

On a broader scale, schooling strengthens establishments, improves governance, and fosters innovation, all contributing to country-wide development. An informed population in the aspect of democracy will practice democracy, abide by the law and order, and indulge in civil games that bring a

certain measure of order (Milner, 2002). Thus, the countries putting schooling in the publish-conflict restoration agenda benefit from better economic growth and social stability. Education also reduces the reliance on other areas and gives valuable support by developing professional staff that may benefit community industries and energy sustainability. Besides, instructor training and school enhancement ensure that schooling remains an extended-term answer and not simply a passerby answer. When training is considered a type of investment in human capital, governments build the basis of peace about social and money stock.

Therefore education is the building block for constructing peace through the advancement of social cohesion, the achievement of critical thinking skills, and the enhancement of conflict resolution. These theories discussed, point towards the many dimensions through which education can counter violence, reduce societal fragmentation, and ensure lasting peace. Conflict Transformation Theory points towards the ability for education to counter the forces of violence by restructuring the narratives, dialogue, and reconciliations (Cobb, 2013). Peace Education Theory reinforces this by pushing for curricula that promote nonviolent communication, empathy, and cooperation for the youth from all backgrounds. Social Cohesion Theory illustrates the ability for inclusive structures for education to bridge ethnic, religious, and socioeconomic lines through the establishment of common sense identity and nation. Finally, Human Capital Theory points towards the societal and economic dividends for the long-term through education by showing the ability for access for high-quality opportunities for education to remove poverty, deter youth from violence, and ensure nation-wide security.

For Yemen, the addition of peace education into the curriculum, inclusive and equitable learning environments, and access for all groups are fundamental steps towards the stabilization of the country (Alsharif et al., 2023). Implications derived from best international practice reaffirm the importance of teacher training, local mobilization, and policy reform for the rebuilding of the country's education system for the individual and collective peace. Embracing context-appropriate measures considering the country's political, economic, and societal context will allow the nation to tap the potential for education as the catalyst for the transformation from conflict cycles towards the building of the country's capacity for resilience and its future through the lens of cooperation rather than division.

3.2 Resilience and Innovation in Education

Adaptive Education Framework

The Adaptive Education Framework suggests that flexible and contextual approaches are needed to continue education even in crises (Ibrahim & Hamada, 2016). So, in conflict in affected areas, more structured, formal schools are often interrupted due to a breakdown in educational systems, teacher shortages, and shifting demographics. One of the adaptive approaches enables the training

systems to control curricula, coaching methodologies, and assessing processes relative to the disaster. For instance, in warfare zones, colleges may also need to reduce their operational hours, change the curriculum, or incorporate mobile methods of getting to know the students, especially where students have been relocated. The flexibility of this model ensures that getting to know remains viable regardless of unpredictable challenges.

Another key function of adaptive training is its focus on student wishes and numerous getting-to-know environments (Griffiths, 2024). This framework recognizes that children in disaster settings have exceptional reviews and emotional states and can access sources. As a result, coaching techniques must be adjusted to address trauma, interrupted gaining knowledge of and ranging literacy degrees. Schools can force trauma-informed coaching that considers college students' emotional well-being and instructional progress (Shalka, 2023). Additionally, community getting-to-know spaces, brief mastering centers, and home-based total education programs may be used to offer training outside of traditional college homes. These opportunity processes help preserve learning continuity for youngsters who cannot attend regular schools.

The fulfilment of adaptive schooling depends on robust guidelines, trained educators, and community involvement. Governments and humanitarian organizations must create policies permitting curriculum adjustments, alternative knowledge of pathways, and emergency trainer education. Teachers must be prepared with the competencies to conform to training, provide mental support, and use opportunity coaching resources. Community participation is likewise essential, as neighborhood leaders and dad and mom play a crucial function in ensuring children remain engaged in getting to know each other. Without a bendy and adaptive schooling gadget, youngsters in crisis-affected regions face the danger of extended academic disruptions, widening inequalities, and a lack of destiny opportunities.

Community-Based Education Model

The Community-Based Education Model specializes in local initiatives, non-formal schooling, and grassroots solutions to ensure education is maintained in disaster situations (Corson, 1998). This version is potent in areas wherein formal education is disrupted by conflict, displacement, or monetary instability. It relies on local educators, volunteers, and community companies to provide training via alternative ways, such as getting-to-know facilities, mobile schools, and casual tutoring packages. Because network-based education is rooted in nearby desires and cultures, it is far regularly more available, inclusive, and adaptable than traditional training fashions.

One of the strengths of this technique is its capability to reach marginalized and tough-to-get entry populations. In struggle zones, many kids, specifically ladies, rural students, and displaced people, face considerable obstacles to formal schooling. Community-led tasks can offer flexible

mastering opportunities tailor-made to those corporations via presenting gender-sensitive programs, night classes, or vocational schooling (Corson, 1998). Additionally, using nearby languages and culturally applicable teaching materials ensures that training is more attractive and significant for college kids. This method helps prevent kids from losing out and maintains gaining knowledge of accessibility even when authorities' training systems are failing.

As much as the CBEM has brought certain benefits, it is implemented under traumatic conditions such as restricted funding, erosion of programmed curriculum, and lack of standard instructors (Corson, 1998). Many of these packages operate below the government's autonomy and, due to this fact, are prone to helpful resource constraints and short-term possibilities. Further, since these colleges are unaccredited, they might encounter difficulties regarding the students' employment in regular schooling or acquisition of any other form of certification. To further support this model, cooperation with other agencies and ministries of education and international donors should be established for funding and clarification of how these programs can be implemented in the formal education framework. This model fosters an active role of businesses in training, making it possible for the getting-to-know process to continue during the most vigorous activities.

Blended and Digital Learning Framework

The blended and digital learning framework incorporates era and hybrid learning strategies to ensure that training does not stop in crises (Mirriahi et al., 2015). This model incorporates conventional class teaching and learning, tools, online lifestyle, and distant teaching as a system that can quickly expand. Virtual mastering allows students to continue their education without physically attending a study room in the conflict regions where colleges may be closed or insecure (Mirriahi et al., 2015).. Some ways generations can be used to provide the right of entry to learning include online publications, mobile applications, and radio publicity.

One of the most important benefits of virtual learning is its ability to help displaced students and underserved populations (Lemke et al., 2024). Many children in disaster settings cannot attend college because of protection issues or logistical boundaries. Digital knowledge allows these college students admission to pre-recorded training, live virtual lecture rooms and interactive academic platforms (Mirriahi et al., 2015). Additionally, combined learning allows college students to examine at their own pace, lowering strain for those with skilled trauma or educational gaps. This method mainly benefits older college students who need flexibility because of work or family duties.

However, the achievement of digital studying in disaster settings depends on access to the era, internet connectivity, and trainer training. Many warfare-affected regions lack solid power, dependable internet, or enough digital devices, making online mastering challenging. Additionally, teachers want

specialized training to integrate digital gear into their coaching techniques successfully. Governments and NGOs must spend money on low-cost virtual answers, offline getting-to-know systems, and network tech hubs to overcome those challenges. Integrating technology into education structures, combined with digital knowledge, can offer a sustainable and resilient solution to academic disruptions caused by crises.

Teacher Resilience Framework

The Teacher Resilience Framework concerns the support of and for educators in crisis-affected contexts through expert development, cognitive psychology support, and teaching learning-based strategies (Vallés & Clarà, 2023). Teachers are commonly an essential aspect of schooling systems. Still, in warfare places, they suffer most of the worst scenarios in addition to low salaries, poor working conditions, and mental stress from training affected children. This way, many experienced instructors drop out of work, and the training systems, which are already scarce, receive a considerable blow.

Professional growth and learning are among the most essential elements determining instructors' resilience (Vallés & Clarà, 2023). Crisis corps teachers require special education on trauma-sensitive instruction, warfare-sensitive education, and a modified approach to reading instruction. Teaching packages must teach professionals how to deal with stress, attend to college students' emotional needs, and alter their classroom to adverse circumstances. Furthermore, peer support and cooperative training groups benefit the trainers and students and help combat potential burnout.

Superior powers and business entities thus have to address moreover the monetary and mental demands under which educator's labor in conflict areas. Clean-handed salaries, extra hazard allowance, and expert physical and psychological conditioning also assist the instructor in being committed to his line of work. Schools must additionally provide predictable spaces for academics to share their troubles, get counselling services, and exercise. In specifics, if valued and supported, instructors are most likely to live within the profession, thus providing students with consistent and excellent education even under calamity circumstances.

Educational Continuity Planning

Educational Continuity Planning is another trending and effective method to develop tips and strategies to ensure learning during emergencies (Mohammed et al., 2020). This ability allows schooling devices to be arranged for and mitigate a crisis by developing evolving strategy knowledge, procuring emergency finances, and preparing opportunity instructing procedures. Governments, colleges, and other humanitarian agencies have to step up initiatives that help to minimize disruption of training where disasters or conflicts are ongoing. Curriculum flexibility is a critical consideration when dealing with continuity planning (Mohammed et al., 2020). In this situation, schooling structures disintegrate,

and the students of university colleges are left without schooling. In this manner, schools may ensure that students continue schooling in short reading centers, online structures, or network-based faculties.

Further, training emergency schooling applications equips educators to respond effectively at some point of crisis through conventional training techniques that function in unpredictable situations (Mohammed et al., 2020). Insurance and monetary preparedness are other aspects considered while doing continuity planning. It demands that governments directly fund emergency education fee variety, involve appropriate aid organizations and organizations, and create structures for rebuilding most colleges immediately after the disaster. It also means that policies should contain psychosocial assistance programs to restore traumas and return to learning. When effectively acted out, instructional continuity-making plans eliminate long-term interruptions and ensure that education remains a stabilizing force in individuals and society.

Resilience and creativity in education can ensure the continuation of education even in conflict-torn places like Yemen. The Adaptive Education Framework, Community-Based Education Model, Blended and Digital Learning, Teacher Resilience Framework, and Educational Continuity Planning all support the importance of flexibility, the adoption of technology, and localized innovations for the continuation of education during crises. Integrating all these models, Yemen can build a resilient education sector not only for coping with continuous adversity but also for coping with the various demands of the educators and the students (Tarricone et al., 2021). Strengthening teacher support, investment in the infrastructure for online learning, and adaptive policymaking will ensure the continuation of education as the conflict-mitigation tool. In the long run, innovative, progressive education will allow the rebuilding of the country's schools, its youth empowerment, and its revival from the social and economic crises.

3.3 Policy Transfer and Adaptation

Comparative Education Theory

Comparative Education Theory deals with how terrific countries study from one distinctive training gadget and implement guidelines relevant to their own (Lee & Lee, 2024). Education is not constantly advancing; countries emulate successful models and seek procedures to implement such models. Governments can learn what practices are excellent in raising literacy fees, teachers' education, and improving curricula from numerous structures. This concept provides a ready means by which the soundness of such hints can be discussed and whether or not it is possible to apply them to another setting. It also assists in having a preview of challenges that may arise when using foreign rules in a new environment. One part of the knowledge of this idea is to identify variables that could affect coverage switch success or failure. Many factors, such as political stability, monetary situations, and

deployment of cultural versions, determine if training coverage will paint well in the new place (Lee & Lee, 2024).

It also stresses variability freedom in policy within different contexts. If achieving such education systems is appreciable, there is danger in adopting such policies without regard to contextual differences of the neighborhood. For example, changing from a well-developed learning system in an evolved United States of America proper to a suffering education machine also can expand strain on university students without significantly attending to correct structural issues. There is value in using Comparative Education Theory to guarantee that insurance borrowing leads to significant improvements instead of the attainment of floor-level results (Lee & Lee, 2024).

Policy Borrowing and Lending Framework

These primary objectives of the Policy Borrowing and Lending Framework entail understanding how educational rules flow between places internationally (Jones, 2007), with the cultural and monetary factors underlying the process of practical implementation. Governments worldwide try to emulate other nations, especially those with sound training systems in place. Nevertheless, it is impossible to implement schooling rules since individuals have their own historical, political, and social realities. Unfortunately, it only means that policymakers need to determine whether or not borrowed coverage is compatible with the country's structure of training and its societal beliefs before implementing it. They stipulate that one assignment of borrowing education rules is that some governments accept reforms for political purposes rather than educational growth. These policies can be brought to new locations from successful places of operation but in a manner that would seem like a revolution, as a leader may not always aim for the long-term impact. This often leads to poor steam reform due to poor variation in implementing the reforms that have been set. For example, a rustic may use instructor assessment equipment without adequate schooling or assets, which annoys them. In this case, the prospects of such a calamity can be curbed by assessing whether or not the borrowed policy corresponds to the requirements of distinct international locations and adapting it accordingly before its application .

Contextual Adaptation Theory

The Contextual Adaptation Theory, as a theory of international accounting, refers to a country's ability to adapt various regulations to suit the social, political or monetary system (Fragkos et al., 2022). Because one policy works in one event, it will always have similar effects in another due to differences in governance, culture and to-be-had source. This theory underlines that it should be possible to establish training policies that will depend on the neighborhood conditions instead of direct replication. Those countries that have effectively implemented these rules remember some elements of

teacher schooling needs, pupil profiled, and network activities. This theory holds that schooling reforms are a critical element of the presidency. This influences the setting regarding education standards as some countries are standardized across the country while others allow regional autonomy regarding the choices made. When a policy that is developed and meant for a centralized device is introduced into a decentralized device without modification, the policy can cause problems due to disparities in how it is executed (Fragkos et al., 2022). Likewise, its dependence on monetary aspects is also important in identifying the possibility of a policy. With limited resources, the United States of America may further struggle to implement technology-integrated education reforms even if they have ensured access to energy and digital tools (Jones, 2007).

Diffusion of Innovation Theory

The Diffusion of Innovation theory explains how innovations that are progressive in education, launching new educational tools or systems, and the regulations that govern these institutions are followed in unique settings (Dearing & Cox, 2018). This principle indicates that training innovations no longer simultaneously affect all faculties or international locations (Dearing & Cox, 2018). However, they are stage-by-stage standards with the assistance of innovators before reaching the early majority. The extent to which a particular innovation will spread depends on apparent benefits, compatibility, and the level of support from the state and schools. In the case where, for instance, new coaching methods, virtual environment equipment, or curriculum alteration indicates high efficiency, these are more likely to be embraced in the teaching fraternity. There is one primary task to be carried out in the diffusion of innovation, and this is to resist trade. In this case, educators and policymakers will likely lag in implementing new guides because of the lack of assets and fear. Lack of skilled use of these technologies will cause instructors to abandon the new form of coaching to avoid further disruption of their classes.

Another crucial factor of this principle is where and how networks and collaborations contribute to spreading innovations. Those countries engaged with Global Education organizations and establishments, performing or participating in some physical or digital-first meetings, will be in a better position to take up the new ground rules (Dearing & Cox, 2018). Trial demonstrations and studies that consider some thoughts allow one to see them before the ideas are fully executed across the country. This technique makes it possible to make changes and improvements before going to the general population. In this way, with the information given on the concepts of innovation diffusion, education policymakers can formulate a move that will be a hit and carry out lasting real change instead of extraordinary policy modifications.

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