



Yemeni educational expert from the Faculty of Education, Sana'a University (Yemen):

First: - With regard to the challenges faced by education for human education:

The initial initiative (Humanitarian Education in the Third World) summarized ten challenges facing education for human education in the world, and they are challenges that societies face in a state of peace and political stability, but Yemen is an exceptional situation, as it has been suffering from a state of war and political turmoil since 2011.

The situation is affecting human lives in general and education in particular. Many schools and universities have been destroyed, a large number of teachers and students have been killed, most families have been displaced from their homes to uninhabitable places, and the salaries of teachers, university professors and government employees have been terminated. People have become so impoverished they are unable to meet basic needs of life, nor enroll their children in education. If some families manage to enroll their children in school, they struggle to find positive and real education. In fact, schools have become detention centers because of political divisions, and if there is education, it is fragile and weak.

Many students have resorted to any blue-collar jobs they can get their hands on to survive. In fact, many children have dropped out to work in dangerous professions to support the family, and they are in danger every single day. Therefore, the challenges you mentioned we suffer from, but the challenge of war, poverty and political instability is the most important in Yemen, which means that Yemen will not be able to participate in a contributing way in facing the challenges of education for human education.

Second: - With regard to the proposed objectives of education for human education:

The initiative has proposed (49) goals, which are, in their entirety, comprehensive goals for all aspects of human life, and if they are achieved, education will become a real tool for creating humans capable of civil life

and progressing for overall happiness and well-being. The most important of these goals is the return of interest in spiritual values, human sciences and human education for humanity, balancing these aspects with economic education and the requirements of the labor market in the age of technology, encouraging education for human integration away from violence and hatred, and upholding the value of accepting the other as it is away from pressures. Raising the human being over machines and artificial intelligence, and paying attention to the teacher as the basis for the success of education, the Yemeni teacher has become trapped between immigrating outside Yemen and working in fields other than education to be able to provide for his family's needs.

Yemen's participation in achieving these goals requires meeting basic needs represented in supporting education in Yemen to return to what it was before the war (2011), and that international aid be disbursed to support real education that qualifies students at all levels to acquire reading, writing and self-learning skills to be able to enter into the concept of human education for the third world, and for there to be comprehensive transparent community control to achieve the goals of supporting real and realistic education, away from corruption, randomness, and fictitious reports of achievement. Yemen needs international cooperation to support the return of people to life first by pressing to end the state of war, and if they return to life, they will be real supporters of the goals of the Education for Human Education Initiative for the Third World. Thank you all.

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