

Yemeni Universities Administrations Role in Teaching Process and Serving Society during Covid-19 Pandemic.

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Abstract:

The world witnessed a disaster hasn't seen before, at least in the modern history which is covid 19 disease that reflected on everything in our lives, of course education wasn't an exception, UNESCO General Director- Audrey Azoulay said that "We have never seen this reduction of education unrest". Universities in most countries of the world closed their doors to students in an attempt to limit the spread of the virus but still had to find suitable alternatives to continue educational process and serving community. The capacities of universities to cope with this pandemic varied based on several factors, including their infrastructure capabilities and the extent of interaction with this crisis, noting Yemen's dualism of war and epidemic. The study aims to estimate Yemeni universities' response to this pandemic and how to improve their performance in future, without forgetting dualism Yemen facing since more than five years' war and pandemic.

Key words: Corona pandemic, Yemeni universities, Administration role.

الملخص:

شهد العالم كارثة لم يسبق لها مثيل في تاريخه الحديث، تمثلت بالوباء المسبب كورونا أو كوفيد 19، انعكست أثارها لتشمل كل شيء في حياتنا، من بينها التعليم الذي لم يكن استثناء، فقد المديرية التنفيذية لمنظمة اليونسكو أودري أزولاري: "إننا لم نشهد اضطراباً في العملية التعليمية كالذي حصل في هذه الفترة". لقد أغلقت الجامعات والمدارس أبوابها أمام الطلبة في معظم دول العالم، كوسيلة احترازية للحد من انتشار هذا الفيروس الذي ينتقل بسرعة، لكن في ذات الوقت كان لا بد من السعي نحو إيجاد طرائق بديلة لاستمرار العملية التعليمية وخدمة المجتمع، لكن قدرة الجامعات قد تباينت في التعامل مع هذه الجائحة بناء على عدة عوامل، من بينها مدى قوة بنيتها التحتية، ومدى قدرتها وخبرتها في التعامل مع الأزمات، بالإضافة إلى أنه عند الحديث عن اليمن، فلا يمكن إغفال الثنائية التي تعيشها البلاد متمثلة بالحرب والوباء، تهدف الدراسة إلى تقدير أداء الجامعات اليمنية في التعامل مع الجائحة، وسبل تطوير أدائها في المستقبل، بدون نسيان ما واجهته اليمن منذ خمسة أعوام من الحرب.

الكلمات المفتاحية: فايروس كورونا، الجامعات اليمنية، إدارة الجامعات.

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Introduction

Since the beginning of 2020, the whole world has been through the famous corona epidemic, which has been considered a pandemic by the World Health Organization, because it is a new, rapidly spreading disease, transmitted in a very simple way, maybe merely contacting, talking, approaching, or even touching the surfaces that touched it, most governments of the world have taken strict procedures to reduce the virus spread, including limiting people movement or travelling, closing shops and gathering places, and prohibiting roaming and shortening it to a minimum. Only access to food and medicine is permitted, followed by the closure of mosques in many Muslim countries to include the prohibition of prayer in the Two Holy Mosques, as well as the closure of schools and universities.

Therefore, universities had to adopt new educational alternatives that are compatible with the current situation at the time of universities closure, to conduct educational process, which is supposed to continue under any circumstances, including the method of distance learning or e-learning that some universities have already implemented, as well as the important role of universities in serving society as a place that gathers researchers and academics, who are supposed to have an educational and service role, as they are highly qualified and knowledgeable about what can be done to guide society towards good interest.

Politics, economy, sports, tourism, stock markets, manufacturing, education, oil industry, banking, media and even specialized scientific research have been soured, the world has faced conflicting opinions even in the medical, therapeutic and diagnostic field of this disease, and studies have emerged that deny it quickly, which has left the world at a loss, and believed that the world after Corona may not be like before.

Objective

This study seeks to identify what role the administration of Yemeni universities played during this three-month pandemic so far since the beginning of the closure of Yemeni universities and the prohibition of academic lectures, and because Yemen is lucky - perhaps - it was one of the last countries in the world to which the coronavirus entered, but not to ignore the terrible duality that Yemen is going through, namely the war and epidemic, and their special implications for universities performance, especially since the war that Yemen has been going on for

more than five years. For this long period, it has had major consequences, including the interruption of salaries of state employees, university professors salaries cut, the loss of many infrastructure, including government electricity, and the halting of development, which was already underdeveloped.

Since there is another role for the state, academics, students and other members of the community, their role will not be focused on this study at the present time, but will be limited to the role of the administration, with the aim of identifying the Yemeni experience through selected universities, and then looking at the experiences of Arab and international universities.

The study questions include trying to find out whether there was a special strategy developed by the universities administrations to work during this pandemic, whether Yemeni universities have the capability to deal with them? and if universities do not have those possibilities, what actions have they taken to obtain them? Whether universities receive reality data from others or whether they have dealt with the issue as an inevitable fait accompli? Moreover, the extent of the impact of the economic, social and cultural reality and the country's current situation in how Yemeni universities deal with this crisis? Whether the war in Yemen and its repercussions have a direct impact on this issue? and how Yemeni universities can better cope with such a crisis in the future? in addition to other questions.

The ultimate aim of this study may not be merely to assess the performance of university administrations in dealing with this pandemic or judge there performance, as much as we aim to take advantage of what has happened in the development of ourselves in the future, and there is a good expression put forward by the late Ken Boulding when he said¹, "Science is to replace insignificant questions that can be answered with important unanswerable questions".

Methodology

In the efforts to try to answer these questions, it was worked on preparing a questionnaire containing a set of questions addressed to people working in the administration of some Yemeni universities and related persons distributed to a number of researchers and interested people, including

¹K. Boulding, *The image: Knowledge in Life and Society* (Ann Arbor: University of Michigan Press, 1956).

administrative leaders in Yemeni universities, professors, students, administrators and some people associated with university studies.

The importance of research on this subject and in all aspects of this pandemic seems to be great, given its novelty and the fact that it is still in force and the world has not been dealt with in a similar situation in the recent time.

This study began with a negative or zero hypothesis, which we consider it natural that the administrations of Yemeni universities did not have sufficient capacity to deal with the Corona pandemic, and that university education and community service stopped completely during the pandemic because the government decided to suspend the study and close universities to students indefinitely, will be considered at the end of the corona risk, and the reason for this hypothesis was to expect that universities infrastructure, especially the government ones, are not at the level of rehabilitation required to face the pandemic, The study predicted that Yemeni universities will not be able to cope with the epidemic, considering that great countries have stood helpless in the face of its spread, and they are at a high level of qualification, experience and different capacities.

In order to survey the respondents, the survey was divided into four paragraphs aimed at measuring the strategy of dealing with Corona, how the educational process and community service during the pandemic, the impact of infrastructure and the economic and social situation, including the war in Yemen for more than five years, as well as feedback to discover communication an information exchange between above and below sectors.

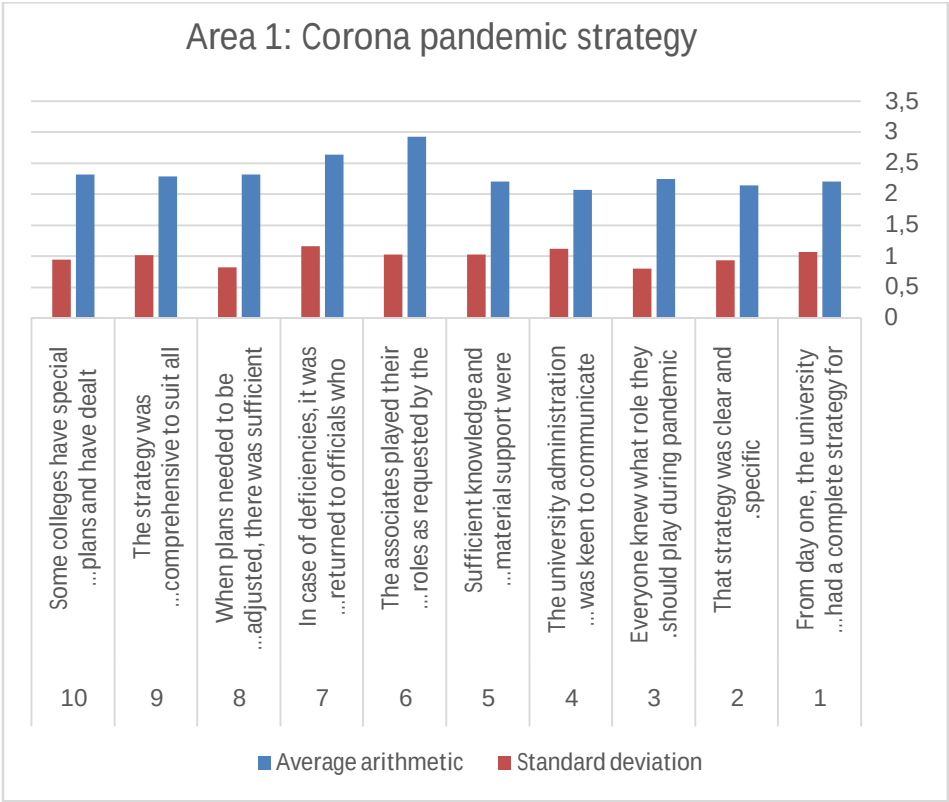
The questions included in the questionnaire include the objective of finding out how to respond and how to manage the situation during the pandemic in the educational process and community service, as well as trying to identify processes associated with the crisis, including how to plan, how to manage communication, the extent to which information is obtained in that period, how to make a decision, and how it is appropriate to the status quo.

There were five step-by-step options to every question, candidate should select one of them.

The paragraphs and questions of the survey will be clarified when presenting its outcome.

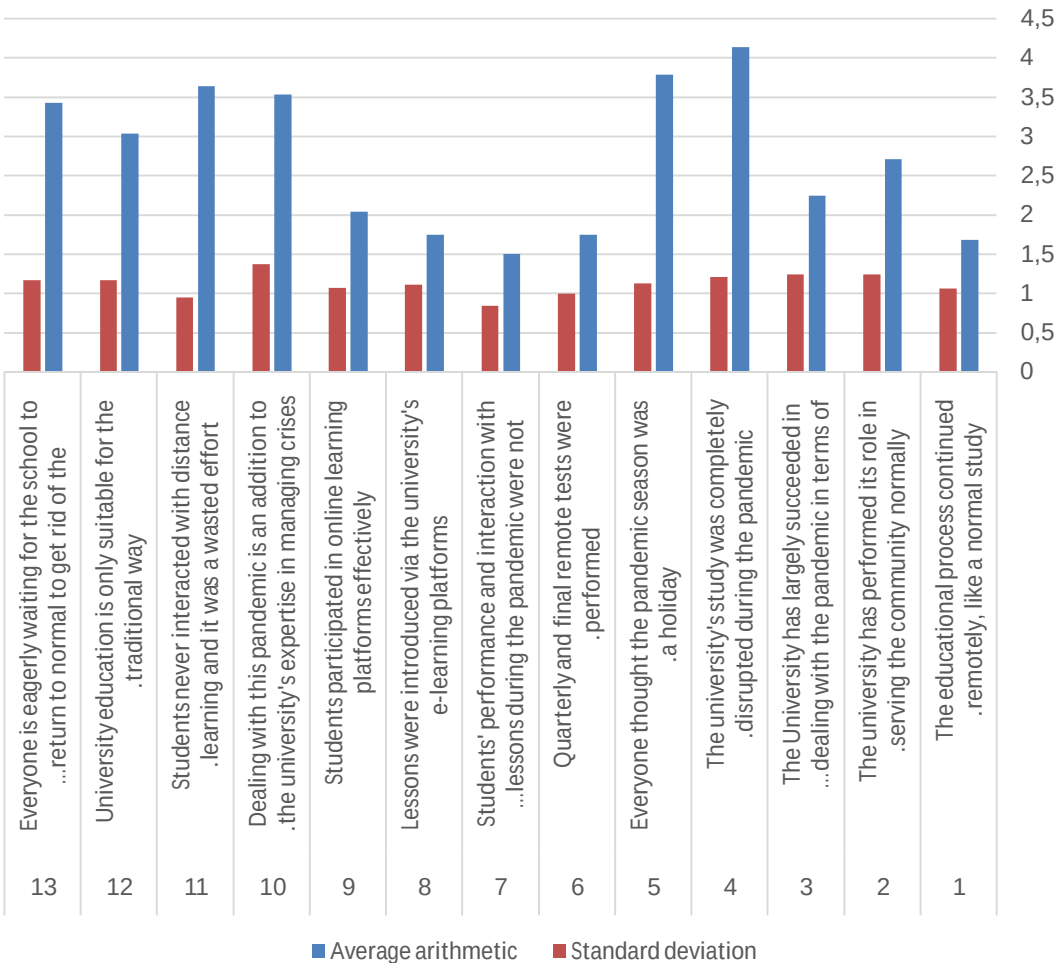
Analysis and results of the questionnaire

Area 1: Corona pandemic strategy		Average arithmetic	Standard deviation	Approval degree
1	From day one, the university had a complete strategy for managing educational work during the Corona pandemic.	2.21	1.07	Weak
2	That strategy was clear and specific.	2.14	0.93	Weak
3	Everyone knew what role he should play during pandemic.	2.25	0.80	Weak
4	The university administration was keen to communicate with all its members during the pandemic.	2.07	1.12	Weak
5	Sufficient knowledge and material support were provided for the implementation of strategy.	2.21	1.03	Weak
6	The associates played their roles as requested by administration.	2.93	1.02	Medium
7	In case of deficiencies, it was returned to officials who were making the necessary clarification.	2.64	1.16	Medium
8	When plans needed to be adjusted, there was sufficient flexibility to deal.	2.32	0.82	Weak
9	The strategy was comprehensive to suit all colleges, institutes and university centers.	2.29	1.01	Weak
10	Some colleges have special plans and have dealt differently with what was done at other colleges.	2.32	0.94	Weak
Overall average		2.34	0.61	



Area 2: Educational process implementation and community servicing		Average arithmetic	Standard deviation	Approval degree
1	The educational process continued remotely, like a normal study.	1.68	1.06	Very weak
2	The university has performed its role in serving the community normally.	2.71	1.24	Medium
3	The University has largely succeeded in dealing with the pandemic in terms of education and community service.	2.25	1.24	Weak
4	The university's study was completely stopped during the pandemic.	4.14	1.21	Big
5	Everyone considered the pandemic season as a holiday.	3.79	1.13	Big
6	Quarterly and final exams performed remotely.	1.75	1.00	Very weak
7	Students' performance and interaction with lessons during the pandemic was not affected.	1.50	0.84	Very weak
8	Lessons were introduced via the university's e-learning platforms	1.75	1.11	Very weak
9	Students participated in online learning platforms effectively	2.04	1.07	Weak
10	Dealing with this pandemic is an addition to the university's expertise in managing crises.	3.54	1.37	Big
11	Students never interacted with distance learning and it was a wasted effort.	3.64	0.95	Big
12	University education is only suitable for the traditional way.	3.04	1.17	Medium
13	Everyone is eagerly waiting for study to return normally to get rid of the consequences of distance learning.	3.43	1.17	Big
Overall average		2.71	0.42	

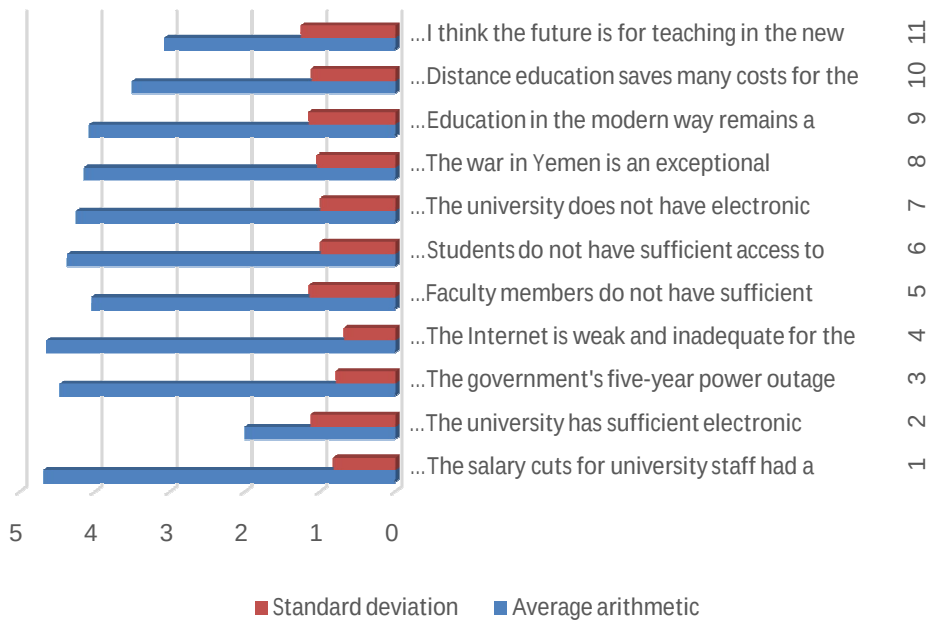
Area 2: Educational process implementation and
community servicing



Area 3: The impact of infrastructure and economic situation		Average arithmetic	Standard deviation	Approval degree
1	The salary cuts for university staff had a negative impact on the educational process during the pandemic.	4.68	0.82	Very big
2	The university has sufficient electronic equipment and computers for the educational process during the pandemic.	2.00	1.12	Weak
3	The government's five-year power outage affected continuing implementation of educational process during the pandemic.	4.46	0.79	Very big
4	The Internet is weak and inadequate for the educational process during the pandemic.	4.64	0.68	Very big
5	Faculty members do not have sufficient access to online lessons due to the difficulty of accessing the Internet.	4.04	1.14	Big
6	Students do not have sufficient access to internet access.	4.36	0.99	Very big
7	The university does not have electronic applications and specialized platforms to deliver lessons through it.	4.25	1.00	Very big
8	The war in Yemen is an exceptional circumstance that cannot deal with the pandemic normally.	4.14	1.04	Big
9	Education in the modern way stills a difficult luxury to achieve according to current situation in Yemen.	4.07	1.15	Big
10	Distance education saves many costs for the university that was spent on traditional education.	3.50	1.11	Big
11	I think the future is for e-learning, not	3.07	1.25	Medium

for the traditional way.			m
Overall average	3.93	0.50	

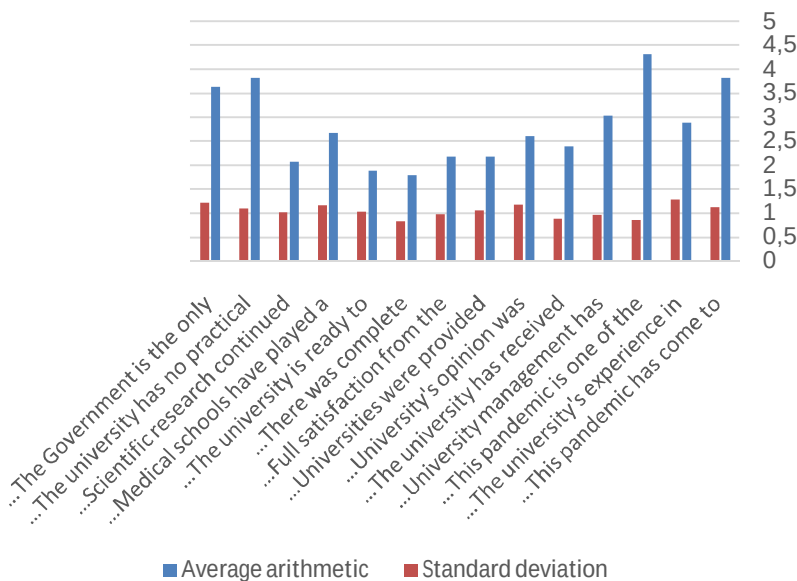
Area 3: The impact of infrastructure and economic situation



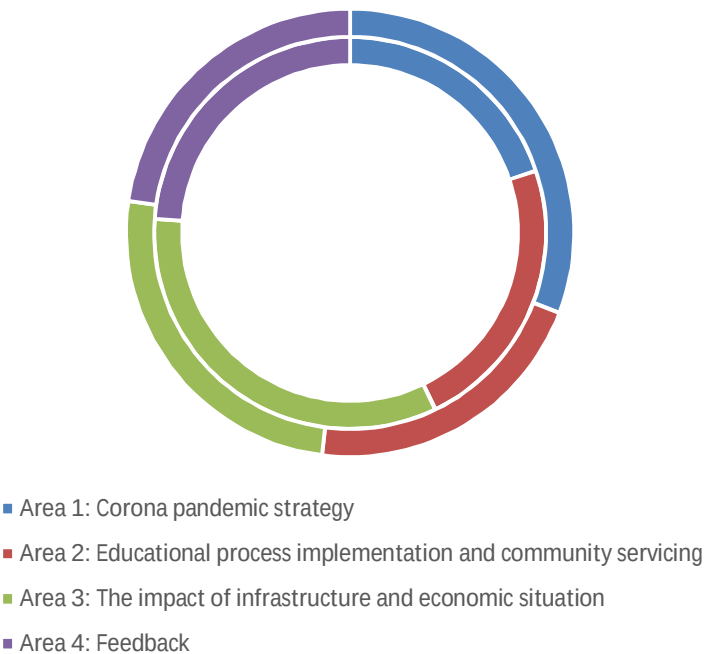
Area 4:Feedback		Average arithmetic	Standard deviation	Approval degree
1	This pandemic has come to show where palaces need to be repaired.	3.82	1.12	Big
2	The university's experience in dealing with the pandemic can be used to deal with similar crises.	2.89	1.29	Medium
3	This pandemic is one of the additional disasters that have befallen on the university.	4.32	0.86	Very big

4	University administration has received a series of valuable proposals for how to deal with the pandemic.	3.04	0.96	Medium
5	The university has received additional support to deal with the pandemic.	2.39	0.88	Weak
6	University's opinion was considered by others on how to deal with the pandemic.	2.61	1.17	Weak
7	Universities were provided with the necessary health equipment and disinfectants during the crisis.	2.18	1.06	Weak
8	Full satisfaction from the university staff for the role of administration in dealing with the pandemic.	2.18	0.98	Weak
9	There was complete satisfaction from the students about the educational process during the pandemic.	1.79	0.83	Very weak
10	The university is ready to respond to this pandemic perfectly.	1.89	1.03	Weak
11	Medical colleges have played a positive role in dealing with the pandemic.	2.68	1.16	Medium
12	Scientific research continued normally during the pandemic.	2.07	1.02	Weak
13	The university has no practical role in dealing with the pandemic.	3.82	1.09	Big
14	The Government is the only responsible for the operation of the education system and to develop necessary plans during the pandemic.	3.64	1.22	Big
Overall average		2.81	0.45	

Area 4: Feedback



Comment on results



It's clear that the questionnaire paragraphs have developed a set of contradictions to try to determine the focus of the targets in answering questions, as well as the extent to which their views are directed towards making correct statements.

Since those surveyed come from different universities, their responses differed in a way that reflects what they see in their universities, and some did not belong to universities at the moment, but the overall average was in reference to all the universities surveyed.

The study surveyed a number of Yemeni universities and higher education institutions, both governmental and private.

Contrary to expectations, there were a number of universities that continued the educational process through e-learning facing the challenges and difficulties that reality imposes on this type of study, and to be fair, researcher did not take into account that the study continued normally at corona time, but when discussing the students who studied through that method, they showed the problems and difficulties they faced in that type of education, most notably was the weakness of internet and lack of platforms for distance learning .Some studies needs a real presence in laboratories like applied studies, which remote study does not work with it, while the online study method has succeeded on some theoretical subjects that needs no more than reading and discussing. Some universities tried to keep communication between professors and students through means considered simple, such as WhatsApp and Telegram, but this was not a part of scientific method, but by personal jurisprudence of some individuals, and was not counted within the scientific evaluation of students or that they were considered lectures within the quorum.

Ibb University participated in scientific meetings with international bodies, most notably the mini-conference held by the Faculty of Medicine of Ibb University in collaboration with the Department of Radiology at Huazhong University's Federal Hospital, Huazhong University Since and Technology, to get benefits from Chinese expertise in dealing with the Corona epidemic, and as Wuhan is the place where the spread of this disease began, the aim of the conference was how doctors are treated and protected while dealing with patients and suspects, and spreading awareness about the epidemic.

Conclusion

From the data reviewed, it is clear that the strategy of Yemeni universities in dealing with the Corona pandemic was weak, that the educational process and community service at that time were medium, that the effects of the socio-economic structure and the war on performance were big as expected, and that feedback was medium.

This leads us to the fact that the Coved 19 pandemic should be an important lesson for Yemeni universities, and they should benefit from it and the repercussions that have shown the weaknesses and strengths that can be used to address imbalances, as well as to benefit from the experiences of Yemeni universities from each other, because there is a disparity in dealing and the way to deal with the crisis from one university to another, and international experiences are a good place to learn from them, and it is possible to get successful experiences and not cost much, and some of them are free, such as what Google platforms currently provide and Edmodo.

Recommendations

The study recommends Yemeni universities in dealing with the Corona pandemic as follows:

In the field of planning:

- 1- There should be a develop a philosophy, a clear vision and set applicable goals
- 2- Preparing a specialized and competent team with knowledge and experience to manage the planning and follow up its implementation
- 3- Give attention to the training of employees, specialists and students and introducing them to the university plans.

In the field of communications and information:

- 1- There should be an effective system of internal communication between the university administration and all its members should be established in a disciplined hierarchical manner.
- 2- It is necessary to have external communication between the university and the community in a way that ensures that the university provides its service to the community and receives services from it in a proper manner.

- 3- Being careful to review the information that comes or goes from university so that it should be reliable

In the field of infrastructure:

1. Given the difficult economic situation and the interruption of salaries of professors and employees of public universities, I recommend governmental universities to get benefits from the way private universities in how treating financial issues.
2. Granting a holiday to workers who do not perform essential tasks, pending salaries return.

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The Tangible Role Of University Students In The Context Of The Coronavirus Pandemic Between Theory And Practice: Case Study of Algeria

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Abstract: The objective of this study is to highlight the role played by university students and graduates in general and Algeria in particular, in the light of the Coronavirus (Covid-19). The corona crisis is one of the most prominent health crisis, that have revealed the strengths and weaknesses of various sectors, specifically the higher education sector through university outputs, In order to reduce the effects of this serious pandemic on society by means of multiple technological innovations and students volunteer initiatives, that transformed academic studies into concrete real projects.

Key words: Coronavirus, health crisis, The higher education, university, pandemic, society, innovations.

Jel Classification Codes: I23, I19.

المخلص: الهدف من هذه الدراسة هو إبراز الدور الذي يلعبه طلاب وخريجو الجامعات بصفة عامة والجزائر بصفة خاصة في ضوء فيروس كورونا (كوفيد-19)، إذ تعتبر أزمة كورونا ذات الأبعاد المتعددة من أبرز الأزمات الصحية التي كشفت نقاط قوة وضعف مختلف القطاعات وبالتحديد قطاع التعليم العالي من خلال مخرجات الجامعة في سبيل تخفيض آثار هذا الوباء الخطير على أفراد المجتمع بواسطة الابتكارات التكنولوجية المتعددة والمبادرات التطوعية للطلاب، التي حولت الدراسات الأكاديمية إلى مشاريع واقعية ملموسة.

الكلمات المفتاحية: فيروس كورونا، الأزمات الصحية، التعليم العالي، الجامعة، الوباء، المجتمع، الابتكارات. تصنيف JEL : I23، I19.

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1- Introduction:

Human exposure since ancient times to many diseases, as a result of different epidemics and pandemics, starting with the plague and then cholera, smallpox, Spanish influenza Hong Kong flu, severe acute psychological syndrome (SARS) and (MERS), swine flu, Ebola, which is one of the most deadly pandemics' in the world and others. Today we are facing another type of virus that causes respiratory problems for the patient, whether mild cold or severe such as pneumonia especially in the owners of chronic diseases and the elderly. This virus has disrupted different areas of economic, social, human life...etc. This in turn caused the obstruction of various outlets of daily life, which led to the closure of many strategic places and destinations, as well as public and private facilities of service, commercial, economic, educational...etc.

The alarm was sounded from January 2020, When a serious pandemic began called the new Coronavirus (COVID-19), a deadly virus for which no proper treatment has yet been found, this led to concerted efforts to reduce the effects of the new virus, including the efforts of university graduates and students, which in turn illuminated the university's standing among different actors and has contributed to maintaining the stability of society and reducing the impact of the virus.

1-1 Statement of Problem

Crisis times are critical times that not only can be faced by certain parties, but require all efforts, this is exactly what we can say. It is a general problem borne by all members of society, cadres and students which made the position of higher education prominent during the Corona crisis due to the inventions and processes carried out by students and university graduates during the crisis.

1-2 Objectives of the Study

The main objective of this study is to determine the relationship that exists between the outputs of universities, (especially Algerian universities), and reducing the effects of crises (Coronavirus Covid-19) The specific objectives are:

- Determining How the current crisis affected the most active and important sectors, and what it is in the first half of 2020.
- Determining of The importance of higher education, and what is the role of the university in helping the community.
- Highlighting the tangible role of the Algerian University in the light of the Coronavirus crisis, and how did the Algerian University students and graduates contribute to reducing the effects of the Covid-19 virus.

2- Conceptual Review

2-1 History of Coronavirus Discovery

Human Coronaviruses, first marked in the 1960s, are responsible for a large proportion of upper respiratory infections in children. Since 2003, at least 5 new human Coronaviruses have been identified, including the Coronavirus for severe acute respiratory syndrome (SARS-CoV), which has caused significant morbidity and mortality, NL63 representing a group of newly identified group Coronaviruses that includes NL and the New Haven Coronavirus has been identified worldwide. These viruses are associated with both upper and lower respiratory tract disease and are likely common human pathogens. (Kahn & McIntosh, 2005).

In 2012, another type of virus called MERS-CoV, was registered in Saudi Arabia, the United Arab Emirates, the Republic of Korea and other countries, and in both cases, coronary viruses were new to science and fortunately both outbreaks were contained (Burtram C, 2020). In late December 2019, the new Coronavirus (Covid19) emerged in the Chinese city of Wuhan, as the virus began to spread from the popular market in the city and was classified by the World Health Organization (WHO) as a deadly and very dangerous pandemic due to its ease of transmission.

2-2 Covid-19 virus concept

According to the study of Unicef Organization Covid-19 (new corona virus) is: a novel Coronavirus (CoV), the disease caused by the novel Coronavirus first identified in Wuhan, China, has been named Coronavirus disease 2019 (COVID-19) 'CO' stands for corona 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or 'nCoV-2019'. The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold (Unicef, 2020).

The World Health Organization has stated that Coronaviruses represent a wide range of viruses that can cause diseases of animals and humans. It is known that a number of Coronaviruses in humans cause respiratory diseases ranging from common colds to more serious diseases such as (MERS) and acute respiratory syndrome (SARS). The newly discovered virus is caused by COVID-19, an infectious disease caused by the last detected Coronavirus, and the new virus was not known before it began to spread in Wuhan, China in December 2019, and its COVID-19 is now a pandemic affecting many From countries around the world (WHO, 2020)

3- The impact of Covid-19 on many sectors in the first half of 2020

Of course, the impact of Covid-19 was on many sectors, which in turn disrupted various life facilities and had a negative impact on members of society and the state. Here we saw how Corona's transition from a health crisis to an economic and educational health crisis.

3-1 The impact of Covid-19 in the first half of 2020 on Health

Researchers know that the new Coronavirus is spread by drops that release an abyss into the air when a person coughs or sneezes, and the drops generally do not travel more than a few feet, and fall to the ground (or on surfaces) in a few seconds. That's why social and physical get away is effective in preventing proliferation., and the symptoms of COVID-19 include the following: Cough, fever, shortness of breath, muscle pain, sore throat, unexplained loss of taste or smell, diarrhea, headaches, in rare cases, also COVID-19 can lead to severe respiratory problems, kidney failure or death (Lauren M. Sauer, 2020).

Figure01: Situation (COVID-19) in number on 30/06/2020 :

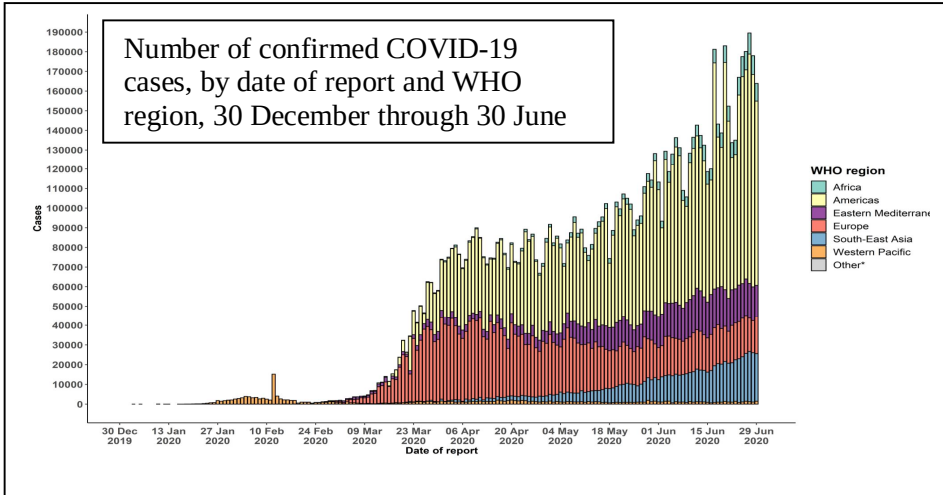
Situation in numbers (by WHO Region)		
Total (new cases in last 24 hours 30/06/2020)		
Globally	10 185 374 cases (163 865)	503 862 deaths (3 946)
Africa	297 290 cases (8 943)	6 010 deaths (131)
Americas	5 136 705 cases (94 219)	247 129 deaths (2 338)
Eastern Mediterranean	1 058 055 cases (16 281)	24 423 deaths (535)
Europe	2 692 086 cases (18 847)	197 254 deaths (416)
South-East Asia	784 931 cases (24 115)	21 593 deaths (515)
Western Pacific	215 566 cases (1 460)	7 440 deaths (11)

Resource: world health organization.(2020).situation report(30/06/2020).
Coronavirus disease. p01.

The pandemic has had serious health effects and led in 30/06/2020 to: **10.185.374** confirmed cases and **5.825.884** recovered, and about **513.284** people deceased (world health, 2020). In Algeria, when symptoms spread among people, Algerian local interests intervened to impose quarantine prevent mixing and isolate patients after the first case of virus was recorded in Algeria on 25 February 2020 when enter an Italian national working in the south of the country. And has reached the number of cases in30/06/2020: **13.907** confirmed cases, **9.897** curable cases and **912**deaths (cipalgerie, 2020). The following figure reflects the rapid increase in the number of infections in various countries of the world in

June and shows that the United States of America is one of the most affected by the virus.

Figure02: Number of confirmed COVID-19 (30 dec-30 june).



Resource: World Health Organization.(2020).situation report (30/06/2020). Coronavirus disease. p04.

3-2 The impact of Covid-19 in the first half of 2020 on the Global Economy

3-2-1 The impact of the Covid-19 virus on GDP

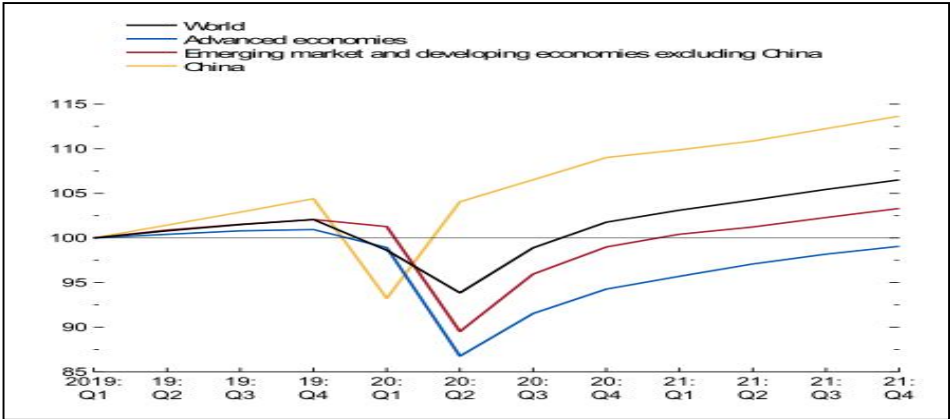
Gross Domestic Product (GDP) is the total current economic output of final goods and services priced at the market price during a given period of time, usually a year, or is the total value of the final goods and services produced by a country during a specific period in the year, is called internal because it reflects the results of economic and service activity achieved by economic agents residing within a country regardless of their nationality. (Haimeur, Mahemoud, & Aisa, 2018).

The spread of the Coronavirus has led to a contraction in production in China and beyond and to the world economy, which could reduce global growth by 1/2 points this year compared to the economic forecast for November 2019, and therefore annual global GDP growth is expected to decline to 2.4% in 2020 as a whole in 2019 by 2.9%, with growth in China falling to less than 5% this year (2020) with a forecast of more than 6% rise in 2021. The negative impact on financial markets, the transport sector and supply disruptions will also contribute to the decline

of group 20 economies² ((OCED), 2020).

According to the International Monetary Fund (IMF) report in June, it is expected that GDP will return to rise through recovery gradually after the second quarter (Q2) of this year 2020, especially China, whose economy has returned to activity before the beginning of (Q2) and the reason for the return of GDP to rise is to return to work gradually and open companies and factories especially in the developed countries, and the developing countries remain affected by the crisis, until quarter of the third quarter of the year (IMF, 2020)

Figure03 : Quarterly World GDP



Resource: International Monetary Fund.(2020). World Economic Outlook Update.P05

3-2-2 The impact of the Covid-19 virus on Employments

ILO's latest data on the impact of the COVID-19 epidemic on the labour market reveals the devastating impact on workers in the informal economy and on hundreds of millions of companies around the world. The ILO warns that the continued sharp decline in working hours globally due to global outbreaks means that 1.6 billion workers in the informal economy -nearly half of the global workforce- face a direct risk of destroying their livelihoods.

As a result of the economic crisis caused by the epidemic, nearly 1.6 billion workers in the informal economy (representing the most vulnerable groups in the labour market), out of a total of 2 billion workers worldwide and 3.3 billion global workers, have been severely

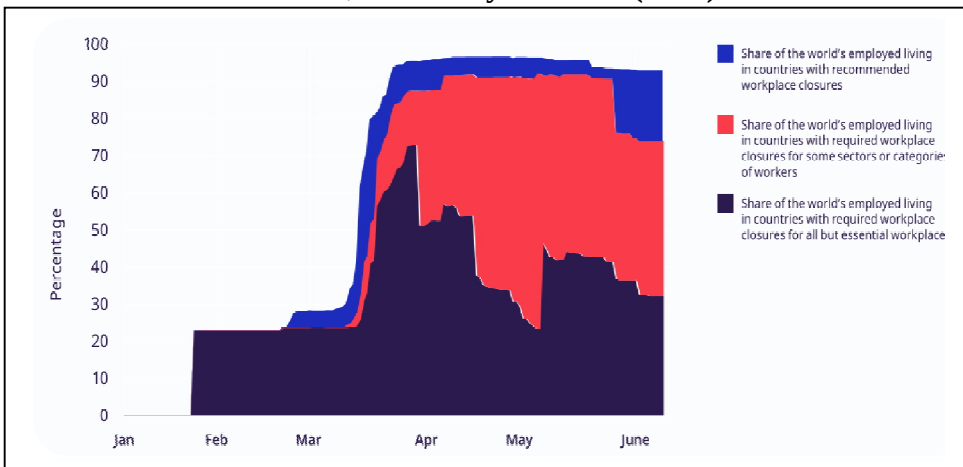
² G20 .ORG: The G20 brings together the world's major developed and emerging economies, comprising the European Union and 19 member states, and aims to promote international financial stability.

affected by their ability to earn a living. This is due to closure measures and/or because they operate in the most affected sectors.

Worldwide, more than 436 million enterprises face high risks of serious disruption. These enterprises are operating in the hardest-hit economic sectors, including some 232 million in wholesale and retail 111 million in manufacturing, 51 million in accommodation and food services, and 42 million in real estate and other business activities.

According to the following figure, at 15 June, almost one third of the world's workers (32 per cent) were living in countries with required workplace closures for all but essential workplaces. An additional 42 per cent were living in countries with required workplace closures for some sectors or categories of workers, and a further 19 per cent in countries with recommended workplace closures (International labor, 2020)

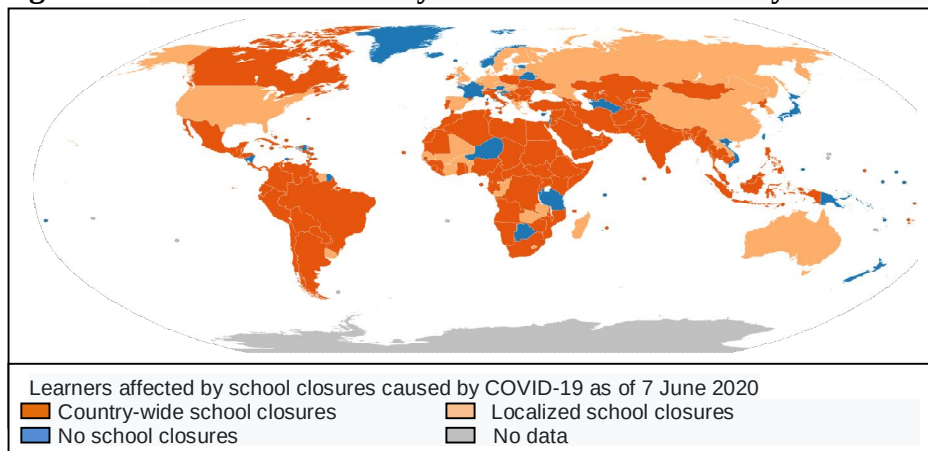
Figure 04: Share of world's employed in countries with workplace closures, 1 January–15 June (2020)



Resource: International Labor Organization.(2020).COVID-19 and the world of work. Fifth Edition. p02.

3-3 The impact of covid-19 in the first half of 2020 on Education

Of course, the virus has affected the education sector at various levels and higher education is among the sectors that have been severely affected due to the multiple processes adopted by universities to encourage students to train and produce. Most governments around the world have temporarily closed educational institutions in an effort to contain the COVID-19 pandemic. These closures at the national level affect more than 60 percent of the world's student population and sever other countries have carried out local closures that have affected millions of additional learners (Unesco, 2020).

Figure 05: Learners affected by school closures caused by COVID19

Resource: Retained from: https://en.wikipedia.org/wiki/Impact_of_the_COVID-19_pandemic

The university's unique ecosystem have been impacted significantly by the rapid spread of the Coronavirus (Covid-19) outbreak, creating uncertainty regarding the implications for higher education (rankings, 2020). Measures taken to slow the infection rate include: social get away and restrictions on juvenile sizes, Home quarantine, where necessary ensures that schools and offices are closed so that people (students) can reduce their interaction with others and slow the spread of the virus while the health care system deals with the pandemic. (University, 2020) .

According to a survey conducted by QS World University, the international student survey has attracted nearly 11,000 respondents since its inception in mid-February, as they asked for their ideas on the higher education sector approach to crisis management and the Coronavirus many participants stressed the importance of (QSSurveydata, 2020):

- ❖ Online learning;
- ❖ International coordination and collaboration;
- ❖ Proactive, preventative measures;
- ❖ Strong university leadership;
- ❖ Flexibility for assessment deadlines and exams;
- ❖ Stricter sanitation initiatives;
- ❖ Clear communication from university leadership and administrators.

4- The Tangible role of university students(Algeria case)

During the Covid-19 pandemic, the governments relied on several solutions to continue learning, including government of Algeria, such as distance learning through YouTube platforms or lessons, and the opening

of many online libraries for university students, allowing university students to use laboratories in the midst of the crisis, Here has emerged the role of the elite of students and graduates to intervene hand in hand with the official authorities, to try to reduce the spread of the virus and try to contribute to the provision of the necessary supplies, to maintain the safety and health security of the various members of society

The role of university students was also recognized as one of the most important outputs of the state, which represents academic projects and entrepreneurship. In addition, countries depend on them for development within the framework of activating various specializations to study and to get acquainted with the seriousness of the situation during crises.

Many studies have emphasized the university's active role in achieving development and community protection, including research by the university news website globally, which stated that the purpose of higher education is four main points: preparing for sustainable employment, preparing students for active citizenship, personal development, creating a broad advanced knowledge base and stimulating research and innovation (Universityworldnews, 2020).

4-1 University concept

The university has been defined as an educational institution with its own independent academic entity, joined by students after high school to become their name of students, and is the highest known institution in higher education, and it has several names such as college institute, academic, complex technical colleges, ...etc (Kiari, 2012).

The University is also a formative institution that does not draw its objectives in isolation from the social and economic environment that emerges from it, but rather is inspired by the society that is the source of its structures and frameworks and from which it chooses its value and objectives, in the sense that society gives its birth, meaning, purpose and means (Aymen, 2008).

In Algeria According to Article 02 of Executive Decree No. 03-279 of August 23, 2003 which defines the functions of the university and the rules for its organization, and functioning, it is:" A public financial institution of a scientific, cultural and professional nature with moral character and financial independence.

4-1-1 The importance of the university

The importance of the university not only in the field of teaching and scientific research, but based on the importance of the university and its role in society and the output of new leaders and cadres and in order for

the university to play a better role in the service of society must develop a clear vision on how to meet the needs of individual, society and think about the programs it offers through different departments, and this leads us to the requirements of the market, which is an essential and crucial part of the requirements the development in society, which constantly seeks to interact with a changing world and change its requirements needs, tools and methods, also mechanisms accelerated (El almi & Rouabhi, 2018)

According to Allaa Boukmish, this activity, which is done either internally(at the university level) by improving its returns and production as well as developing it, and externally (outside the university) through activating the developmental role of the community through the exploitation of concepts. Theoretical information studied in problem solving and the manufacture of equipment for the development of society (Boukemich, 2004). And that's exactly what's come to light, it is confirmed that university students are the most effect segment in society.

4-2 University student's concept

The closest definition of the social role of students as mentioned as Ali Saad mentioned in his book that students: are young people representing a group of age that occupies a distinct position in the building of society. They are energetic and capable of work and activity, and it is also a class with psychological and cultural construct which helps it to adapt integration and participation with a big Energy to For the stability of society and the fulfillment of its aspirations (Ali saad, 1989).

This is what made the student's position during the plight of COVID-19 prominent in different countries of the world through friction with strata of society. Since we're in a time of technology and development, they have been relying on technological means using social networking sites that are ubiquitous in the world, like Facebook, Instagram, Twitter etc, to introduce the pandemic and the ways of spreading it and how to prevent it, Create specialized websites and applications, and the oldest students from different disciplines to conduct research and various studies on the pandemic, as many students also produced medical materials and equipment (alcoholic disinfectants, masks),Which has seen a global scarcity after the global spread of the virus for example China characterized by all of the above besides the invention of robotics mechanism that deals with patients with caution and mastery.

4-3 Algeria university students

The Algerian university network comprises one hundred and six (106) higher education institutions spread over forty-eight wilayas (48) covering the entire national territory. The network consists of fifty (50)

universities, thirteen (13) university centers, twenty (20) national and ten (10) higher schools, eleven (11) higher teacher training colleges and two (02) annexes. (Ministry algeria). All of these institutions of higher education contributed a clear and tangible contribution to reducing the effects of the Covid-19 crisis. In Algeria, like other countries, students and university graduates starting to contact the member of the society and work to provide the necessary supplies, graduates and university students took many steps to avoid the spread of the virus .The Algeria government has also issued an appeal for scientific competencies at the university level for the manufacture of sterilization products muzzles, special medical clothing, remote diagnostic devices, ventilators and early detection tests, among the most important innovations are the following:

4-3-1 Virtual Treatment

including the work of several volunteer doctors to open a health-care platform called (etabibi), to provide medical consultations through the platform and relieve pressure on hospitals and in the same context also provided the National Authority for the Promotion of Health and Research Development(Foram) to put forward a list of a group of doctors specialized in various diseases to provide consultations to contribute to the reduction of pressure and assembly, as the application was initiated "MySpace", During the outbreak of the pandemic (Ultraalgeria, 2020)...

4-3-2 Useful Concrete Innovations

- The creation of a 100% Algerian information system based on the analysis of the big data of the spread of Corona in all provinces, and works to reduce the duration of diagnosis of the virus from 40 minutes to two minutes, the health information system called "Monadim" connects 586 hospitals (in 120 hours) and all doctors in various medical interests directly to the Pasteur Institute for Medical Analysis and Research in the capital. (Al ain, 2020)
- Smart sterilization tunnel invented by BENEVOLES united from Batna to sterilize the entrances and exits of many facilities, institutions and public administrations that are witnessing a high demand by citizens (Lemouchi, 2020)
- An Algerian doctor with his research team have developed a smart muzzle project and smart phone applications, that connect doctors to each other and discover people with the Coronavirus. in addition to his invention of a thermal drone that intelligently scans large areas, to measure the temperature of citizens, especially those who are not committed to quarantine (Ultraalgeria, 2020).

- A 100% respiratory device was also invented by an Algerian company it has been officially adopted by the Ministry of Industry and Mines in order to start manufacturing and distribute the devices free of charge to hospitals. (Elkhabar, 2020).
- The doctors of the Pasteur institute starting to raise their return, and many professors and researchers to do the manufacture of alcohol steriles Based on research centers in universities, Then it's distributed to hospitals, in addition to producing muzzles and medical clothing for doctors and nurses to avoid transmission of the virus to them, and many others inventions.
- The Algerian government has started to ease the measures it had undertaken to limit the spread of COVID-19 by allowing more businesses to reopen and allowing some public transportation in cities to resume, but the lifting of restrictions will be gradual and dependent on the evolution of COVID-19 cases in Algeria. (Embassy u.s, 2020).

4-3-3 Humanity

We also do not forget to mention the human aspect of the students where many of them formed fundraising teams as well as food items for vulnerable groups and low income earners were Social media sites have been most credited with the spread of these initiatives by the general public, especially the university category. This blew up her talents and humanity during the pandemic that the world is going through in general and proved that the Algerian University has produced young energies that did not have the full opportunity to show their talents except in the current situation. It was concluded that the effective role of university students was clearly highlighted in the midst of the crisis; they have been confirmed to be the most effective group in society with their own footprint, both in times of crisis and without them. The university student is also the one who is relied upon to continue research development through various inventions, discoveries and researches and support humanitarian work.

5- Conclusion:

The higher education is an industry process for future generations and that investing this type of industry is the best and most useful investment because educational institutions are working to feed society with future leadership in all fields. (Charki, 2008, p. 173), generally during the Coronavirus (COVID-19), it became clear that higher education is the mirror of the progress of society, during crises we always find students and university graduates at the forefront alongside the relevant authorities. In Algeria students began their research and worked to find

ways to mitigate its spread and work on the discovery of the drug and the multiplicity of biological research by specialists in addition to:

- The emergence of the role of higher education in supporting and promoting the formative environment of society (students, graduates), especially the facilities granted during the crisis ;
- Many students take self-initiatives to remove harm from marginalized members of society;
- Algeria has highly efficient intellectual educational components;
- Providing the opportunity for graduates and students of Algerian universities, such as the provision of laboratories and training, is one of the most important factors in highlighting the academic training that has been provided to them.

6-Recommendations:

In addition to above following issues should also be addressed:

- Providing more field training opportunities in various fields not only at the end of the study period;
- The need to take care of students and provide material support according to research's needs;
- Work to contain the competencies and owners of creativity and prepare them for face of crises.

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