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Х Международная научно-практическая конференция
Шамовские педагогические чтения научной школы
Управления образовательными системами

**НАУЧНАЯ ШКОЛА Т.И. ШАМОВОЙ:
МЕТОДОЛОГО-ТЕОРЕТИЧЕСКИЕ И ТЕХНОЛОГИЧЕСКИЕ
РЕСУРСЫ РАЗВИТИЯ ОБРАЗОВАТЕЛЬНЫХ СИСТЕМ**

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В сборнике содержатся статьи, представляющие перспективные направления научно-практических поисков для решения актуальных проблем современного образования. Авторы статей – вузовские преподаватели, руководители и педагоги общеобразовательных организаций, сотрудники региональных и муниципальных управлений образования, являющиеся учениками, сторонниками и последователями Т.И. Шамовой.

Сборник адресуется научно-педагогическим работникам, преподавателям и методистам учреждений повышения квалификации и переподготовки кадров образования, руководителям и учителям общеобразовательных организаций.

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методолого-теоретические и технологические ресурсы
развития образовательных систем"»**

Воровщиков Сергей Георгиевич, д.п.н., проф., академик МАНПО, председатель оргкомитета Шамовских чтений, sgvorov@mail.ru

Шклярова Ольга Анатольевна, к.п.н., проф. кафедры УОС им. Т.И. Шамовой ФГБОУ «Московский педагогический государственный университет», зам. председателя оргкомитета Шамовских чтений, oa.shklyarova@mpgu.edu

Аннотация: В статье описано проведение X Международных Шамовских педагогических чтений научной школы управления образовательными системами «Научная школа Т.И. Шамовой: методолого-теоретические и технологические ресурсы развития образовательных систем», которые прошли 25 января 2018 года.

Ключевые слова: научная школа; педагогические чтения.

X International scientific and practical conference «Shamovsky pedagogical readings school of sciences of Management of educational systems "School of sciences of T.I. Shamova: metodologo-theoretical and technological resources of development of educational systems"»

Vorovshchikov S., Dr.Sc. (Education), prof., academician of International Academy of Teacher Education Sciences.

Shklyarova O., PhD (Education), prof. of Moscow State Pedagogical University, the deputy chairman of the organizing committee of Shamovsky readings

Summary: In article carrying out the X International pedagogical readings school of sciences of management of educational systems "School of sciences of T.I. Shamova is described: metodologo-theoretical and technological resources of development of educational systems" which passed on January 25, 2018.

Key words: school of sciences; pedagogical readings.

Даже путь в тысячу ли начинается с первого шага...

Лао-цзы «Дао дэ цзин» («Канон Пути и благодати»)

На факультете повышения квалификации и профессиональной переподготовки работников образования Московского педагогического государственного университета в течение нескольких лет традиционно в Татьянин день – день студентов и университетов – проходили научно-практические конференции. С 2009 года эти конференции стали проводиться в формате Всероссийских педагогических чтений Научной школы Управления образовательными системами, основоположником которой является Татьяна Ивановна Шамова (22 ноября 1924 – 28 июля 2010) – проф., доктор педагогических наук, Заслуженный деятель науки РФ, член-кор. РАО, почетный член Международной академии педагогического образования (МАНПО) [15-20]. Приказом ректора МПГУ в 2011 году Всероссийские педагогические чтения Научной школы Управления образовательными системами получили официальный статус «Шамовских». В 2017 году решением Президиума Международной академии наук педагогического образования Шамовские чтения получили статус «Международной научно-практической конференции».

25 января 2018 года, в день памяти св. мученицы Татианы – небесной покровительницы студентов и педагогов – в столичной школе № 354 им. Д.М. Карбышева (директор: Т.К. Родионова, к.п.н., член-корр. МАНПО) состоялась X Международная научно-практическая конференция «Шамовские педагогические чтения научной школы Управления образовательными системами Татьяны Ивановны Шамовой по теме: «Научная школа Т.И. Шамовой: методолого-теоретические и технологические ресурсы развития образовательных систем». Организаторами чтений выступили: НП «Международная академия наук педагогического образования», ФГБОУ ВО «Московский педагогический государственный университет», НО «Фонд поддержки и развития образования, творчества, культуры», РОО «Инновации в образовании» (Беларусь), Минский филиал ФГБОУ ВО «Российский экономический уни-

та было реализовано 35 учебных программ из 22 университетов мира. За последние 10 лет учебная программа, основанная на расширенном учебном курсе, достигла своих целей, в частности, путем повышения качества ее преподавательского состава, расширения научных исследований студентов, развития международного сотрудничества.

Расширилась академическая мобильность студентов. Одной из целей проекта было привлечение иностранных студентов для обучения во Вьетнаме. План состоял в том, чтобы привлечь 3000 иностранных студентов во Вьетнам для обучения, но через 10 лет это число достигло лишь 2000 студентов. В процессе реализации проект также сталкивался со многими трудностями: некомпетентные преподаватели иностранного языка, ограниченный бюджет.

Помимо программ повышения квалификации, университеты также разрабатывали другие высококачественные учебные программы. 18 июля 2014 г. Министерство образования выпустило Циркуляр № 23/2014 / TT-BGDDT, регулирующий качество университетского образования. Целью повышения квалификации являлось повышение качества обучения на высшем уровне в квалифицированных учебных заведениях. Учебные программы высшего образования во Вьетнаме были направлены на их доступность для студентов.

Министерство образования Вьетнама также модернизировало программу обучения политическим теориям. Как мы знаем, социальная система Вьетнама после 1975 г. была построена на социалистической модели. Таким образом, марксистская идеология играла важную роль в общественно-политической жизни Вьетнама. Долгое время политические дисциплины марксизма и идеологии Хо Ши Мина занимали большую часть времени в учебном плане вьетнамского высшего образования. Однако для интеграции высшего образования дисциплины необходимо было изменить. В 2008 г. Министерство образования Вьетнама приняло решение об объединении трех программ: марксистско-ленинской философии, марксистско-ленинской политической экономии и социальной науки. Это изменение направлено на преодоление разрыва между высшим образованием во Вьетнаме и в мире.

Для интеграции с мировым образованием наиболее важным элементом явилось изучение иностранного языка. Осознавая важную роль изучения иностранных языков и необходимость инноваций в их преподавании и изучении, Министерство образования Вьетнама разработало и внедрило проект «Обучение и изучение иностранных языков в национальной системе образования на период 2008-2020 гг.». Были внесены следующие изменения в преподавание иностранных языков: созданы новые программы обучения иностранному языку для уверенного общения вьетнамских выпускников в интегрированной, многоязычной, многокультурной среде; увеличилось количество курсов по изучению иностранного языка; внедрены международные стандарты оценки качества усвоения иностранных языков, предполагающие 6 международных уровней, установленных Ассоциацией европейских экзаменов по иностранному языку); созданы новые учебные программы по иностранному языку.

Этот проект имел общий бюджет почти 9400 миллиардов, являлся одним из крупнейших проектов правительства Вьетнама по вопросам образования. Но после 9 лет реализации проект не достиг желаемых результатов и по прогнозам оказался неудачным из-за того, что цели оказались высоки по сравнению с возможностью их реализации. Условия обучения не отвечали требованиям преподавания иностранным языкам в тенденции интеграции и инноваций, обнаружилась нехватка оборудования и превышающее количество обучающихся. Учебная среда не соответствовала международным стандартам и не создавала для студентов мотивацию активно изучать иностранные языки.

Исходя из этих ограничений, 22 декабря 2017 г. премьер-министр Вьетнама подписал Решение «2080 / QĐ-TTg», в котором утверждается корректировка и дополнение к проектам преподавания и обучения иностранному языку. Период реализации этого проекта свидетельствует о высокой решимости правительства Вьетнама улучшить уровень иностранного языка для интеграции системы образования Вьетнама в мировое образовательное пространство.

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The Role of Self-Assessment of Students to Improve the Learning Process in Engineering Universities

Malinka Spasova Ivanova, PhD, Associate Professor, Department of Electronics and Computer Systems and Technologies, CEE, Sofia, Bulgaria, m_ivanova@tu-sofia.bg

Mariana Ivanova Dourcheva, PhD, Associate Professor, Department of Informatics, Faculty of Applied Mathematics and Informatics, Technical University of Sofia, Sofia, Bulgaria, m_dourcheva@tu-sofia.bg

Summary. Self-assessment by students is related to the development of skills for forming objective and critical feedback, as well as meta-cognitive skills for self-assessment of their performance during exam activities. The TeSLA system, which is applicable in different test scenarios and contexts, can also be used for self-assessment purposes. This article presents a self-assessment model using the TeSLA system, which was developed on the basis of a summary and analysis of best practices in the field of self-assessment and conducted TeSLA pilot experiments.

Key words: self-assessment; TeSLA; combined training; distance learning; formal training

Introduction

The responsibility for well-designed training and testing activities is entirely led by the responsible tutor, who plays the role of a training designer, trainer and assessor. They should also take into account the importance of self-evaluation and self-assessment for acquiring new knowledge and skills or for reinforcing ones that have been acquired during the course [10].

Student assessment is an essential component of their education process and contributes to both their progress and the end result. Quality education (see [7]) means the same effect of both the predictable learning process and its outcome, taking into account the target priorities and needs of the individual, society and the state.

Fitzpatrick defines self-assessment as a form of assessment where each student understands their strengths and weaknesses in a field of knowledge in order to identify their learning goals, overcome weaknesses and improve achievements or performance. [3].

Boud & Falchikov speak of self-assessment as involvement of students in the process of evaluation of their training, in particular evaluating achievements and results [1]. Self-assessment can be ongoing and improves the learning process, but it can also be generalized and help them assess how much knowledge they have acquired in a particular area. The result of self-assessment can be part of the final assessment of the students.

Self-assessment can include evaluation of various exam activities: tests, practical tasks, solving mathematical problems, course projects. In literature, self-testing is known as a test and an assessment of the student's performance.

The aim of the article is to offer a self-assessment model suitable for engineering education, using the TeSLA system for authentication and authorship verification. The model was developed after summarizing and analyzing existing systems for self-assessment and evaluation and after pilot experiments with the TeSLA system in Technical University of Sofia.

Review of self-assessment and self-evaluation systems

This section shows some solutions that enable prospective engineers to assess their own exam activities.

To help train students in C programming, the Reflect system [6] was created, with its primary objectives being to enable students to evaluate their own knowledge and monitor progress in their

learning. Newer versions of the system include components that enable students to model different situations on their own, which is used to keep smarter feedback on the learners' progress, thereby promoting self-reflection. The Reflect system contains a set of self-assessment tasks.

The so-called Intelligent e-learning environment (ILE) is proposed in [2], which promotes active and collaborative learning for students. The ILE draws attention to the fact that the final assessment of the training is formed by the results of the tests as well as by the contribution of the students to the continuous course development. The system is applied in the course "Electrical Chain Analysis".

The appropriate presentation of information in various forms allows students to perceive only data that is relevant. Different ways of presenting information support and facilitate its easier absorption. For example, Nardoo [4] is an ecology themed self-learning system that provides information, which students can see, evaluate, and compare in different forms - graphics, video and audio.

Knowledge integration systems enable students to identify or link new knowledge with already existing knowledge. For example, the WISE tool [8] allows students to organize their ideas for data gathered from the Internet and integrate them with their existing knowledge.

New knowledge generation systems allow students to present their ideas in an appropriate form. For example, the Presentation Maker tool [5] allows students to create artifacts by combining various available resources, such as graphics and dashboards, along with personal notes and audio clips.

The TeSLA system for authentication and authorship verification

The TeSLA system is being developed in conjunction with the three-year project "Adaptive, Trust-based e-Learning Assessment", funded under the European H2020 program. It supports e-testing in courses where combined training or distance learning courses are applied. TeSLA is now tested for evaluating exams in a formal learning environment, with ongoing, concise and continuous assessment. Pilot experiments with the TeSLA system and the experience gained have shown that suitable self-assessment scenarios by students trained in Technical Universities can be summarized as follows:

- **Scenario 1:** Students have to perform a self-assessment task, for which the tutor has prepared a list of self-assessment criteria. For example, students must complete a test activity in which they have to self-test (perform a test). They form their self-assessment after taking into account the criteria prepared by the tutor. In addition, students may be asked to explain why they have assessed their knowledge/skills accordingly. Students can be encouraged on completion of their self-assessment, this task being perceived as a percentage of the final grade. They can also be stimulated by performing qualitative self-assessment.
- **Scenario 2:** Self-assessment can be implemented in combination with other forms of assessment. For example, students should submit their self-assessment according to predefined criteria regarding their activities during the course, such as participation in a lecture or preparation of a presentation, course work or a project. Such self-assessment can be encouraged in different ways. The self-assessment may be a percentage of the final mark or be counted as an average arithmetic value, also taking into account the teacher's assessment.
- **Scenario 3:** Another approach is for the teacher to evaluate the student's self-assessment and to make this assessment a percentage of the final grade.
- **Scenario 4:** It is possible for students' self-assessment to not be a percentage of the final grade nor be evaluated by the lecturer. In this case, students will self-assess according to certain criteria, thus improving their performance, achievements or end results.

Model for self-assessment using the TeSLA system

Based on the review of existing e-self-assessment systems, the pilot experiments carried out under the TeSLA project as well as the long experience of the authors in their work with students from the Technical University of Sofia, a self-assessment model has been proposed taking into account the following factors:

- **Context of the model implementation** – Until recently, self-assessment by students had been carried out to support formal learning and examination activities, but the model is also suitable for assisting non-formal learning. For TUS as a university, which is characterized by

offline training in auditoriums and laboratories, as well as combined training applicable to some courses, the model is used for e-Learning purposes.

- **Assessment model** – It is possible for the self-assessment by students to not be combined with another evaluation model and to not affect the final grade. The tutor can decide that the competences that students will receive in the self-assessment process are among the course targets, and then the student's self-assessment or the tutor's evaluation of the student's self-assessment can form a percentage of the final grade.
- **Role of the self-assessment** – the tutor should clearly define the goals of self-assessment: whether it will support learning and examination activities, or has the task of improving the performance of a particular activity by the student, or it would test knowledge and/or skills.
- **TeSLA instrumentarium** – the tutor should evaluate which TeSLA tools are appropriate in carrying out self-assessment activities depending on which test activity is to be performed: test execution, solving an engineering problem, preparation and implementation of a presentation, course work or project, or other activity.
- **Role of the tutor** – it turns out that the tutor plays a particularly important role before and after the self-assessment process. They should prepare adequate resources for students who have no self-assessment experience, as well as provide opportunities for experienced students to participate in setting criteria and self-assessment standards. After self-assessment, the tutor would have to decide whether to take into account the students' assessment or to form their own evaluation of the self-assessment process.
- **Students' self-assessment experience** – usually, first-year students do not have experience with self-assessment, and they need resources developed by the tutor to help them perform self-assessment to high quality standards. Students with self-assessment experience can be involved in the preparation of criteria and standards for self-assessment.

Conclusion

Self-assessment contributes not only to the assessment of knowledge and skills, but also to the development of metacognitive skills [9] for objective and critical evaluation, and helps to detect and fill the gaps and manage the learning process. Students are actively involved in their training, become more responsible, and see the opportunity to control their training. Technological solutions such as the TeSLA system can facilitate the self-assessment process by providing student authentication features and authorship verification. The paper presents a self-assessment model using the TeSLA system, which can be used in different self-assessment scenarios as well as in different contexts.

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The Educational System in the Syrian Arab Republic and its functioning in the modern post-war period

Boushra Toumeh, PhD Student in Moscow State Pedagogical University, Moscow

Summary. If morality is the first pillar of nations and peoples, so science is its second pillar. the war took place in Syria and brooded down the Syrian society's structure in its various sectors, economic, social and service. Education is one of those sectors that was negatively affected in its most aspects by the war through the declining of quality levels of its outputs and the loss of further strategies that can lead to the brink of abyss, and leave effects not limited to the current period but will take the next phase of the future of the country. In this paper we will point out the reality of the educational process in Syria during the recent crisis, and try to give some ideas that can work at least in solving some of the problem that have emerged in this sector.

Key words: education; Syria; schools; universities; war; crisis; society.

The educational sector in Syria has aimed to reduce the illiteracy rate to a small extent and rehabilitate the members of the society in order to effectively enter to the labor market and adapt to the technical changes. However, after the devastating crisis, the fear of illiteracy rises again, due to the influence of the destruction, displacement, homelessness and lack of services on the educational process.

In the reading of the statistics related to the education sector and the effects of the crisis, we can explore the scale of the disaster that has hit this sector especially, and the Syrian society in general, because of the correlation between the declining in education levels and the emergence of many social and developmental problems as well as the structure of human resources that will lead the process of development and reconstruction of the country.

A UNICEF report indicated that 2.8 million children left their schools as a result of their destruction, escaping from conflict zones or seeking work in the labor market to support their families. This is -in fact- a horrific figure and carries serious consequences, the lowest is depriving the child of education, and the highest - is the tendency to join the «terrorist thought» groups, as well as it will have an impact on the decline of GDP in the future by 5.4%.

The report also pointed out that the rate of enrollment in primary education (from 1 to 9th classes) has declined from 98% in 2011 to 70% in 2014, reaching 50% in 2017 due to the escalation of military confrontations and violence on the one hand, and the migration of many Syrian families abroad on the other hand. The United Nations estimates that half of the children do not receive any education in refugee camps in neighboring countries, which means more than 600,000 children remain outside educational institutions there.

In addition, many parents have stopped sending their children to school, especially girls, because of insecurity and fear of attacks, according to the UN Special Representative on Children and Armed Conflict, who added that many non-governmental reports point to the separation of male and female students, and proscription of teaching music as a material study in schools in certain areas under the control of extremist religious groups.

All of this will have an impact on the cultural and social level of these children in the future, and on the way they live and raise their children on, moreover working in traditional characters that are far from the scientific and civilized foundations of today's world, so as a result of all that, these human resource will not be qualified to contribute to the reconstruction of the country when the war ends.

Damages of the educational infrastructures in millions of dollars. According to the minister of education in the Syrian government, the war damaged nearly 5,000 schools out of the 22,500 schools frequented by more than 5 million children before the crisis. These included total or partial destruction of 3,000 schools, which the government would need at the very least to rebuild, rehabilitate and qualify for \$ 100 million. While the rest of the affected schools were used either as military sites or as places for sheltering the displaced. Most of them were located in three governorates: Aleppo, Idlib, Deraa, in addition to Deir al-Zour, Raqqah and Damascus Countryside.

Displacement into safe areas has put pressure on schools located in those areas, in terms of the number of students in the classroom or the availability of seats or teaching staff. The number of students per class in some schools has increased to 90 students, whereas the average did not exceed 35 students before the crisis, which affects the level of understanding, perception and information that can be delivered to students. While some international non-governmental organizations estimated the damage to the education sector from the destruction, loss or damage to educational equipment and the departure of cadres in the amount of \$ 1 billion, as well as the loss and killing of more than 500 educational personnel and 500 other students.

Reduction of expenditure budget on higher education. The total damage to the higher education sector was estimated at 9 billion Syrian pounds, according to sources in the Ministry of Higher Education. These major damages were accompanied by a decline in government expenditure on education during the crisis years. The education budget in 2010 amounted to 35.4 billion Syrian pounds, which equaled 778 million dollars in exchange rates for the said year. In 2012 it reached 19.5 billion pounds and 28.1 billion in 2015, which accounted for 2% of the total budget appropriations and then amounted to 32.85 billion in the budget of 2016 accounted for 1.66% of the total budget and calculated at the exchange rate prevailing in the market, this amount is only 84.23 million dollars, that constitute 10.8% of the 2010 higher education budget.

That reflects the reduced financial ability of the government to cover the expenses of the main services in society, especially the education sector, and this will leave serious effects on the levels and quality of its outputs in the case of the decline in the provision of basic education requirements and teaching methods and tools, the bad security conditions, the weak financial capabilities of citizens to enroll their children in private school or universities. The percentage of increase in the number of students enrolled in Syrian universities during the crisis years declined significantly, reaching 32.4% between 2006 and 2010, and decreased to 18.7% between 2010 and 2016. The main reasons of reducing number of university students, especially in the first stage, can be clarified through:

- Disruption of transportation, difficulty in moving between cities and students' access to their colleges.
- Bad security conditions in many cities where universities are located, and targeting them more than once by missiles and rockets.
- The decline in the financial possibilities of the citizens due to the decline in their financial capabilities and the high cost of education and living expenses.
- The decision of many students to emigrate to the country or join the military service.

The connection between increasing of the violence and declining of the education. Higher education suffers from the absence of any national strategies linking its outputs to development issues and their societal aspects. However, regardless of the scientific level, the potential and the quality of the outputs of education in Syrian universities and the large number of students beyond its absorptive capacity, as well as the administrative and organizational constraints and the absence of the foundations and the real criteria in the selection and appointment of faculty members, but it was able to provide the economy and society with many cadres and qualifications that contributed in one way or another in the development process in the country before the crisis years.