

2021 report on the work done by the Center for Inclusive Education

One D.A.D. - Friendly Academic World can be created!

One D.A.D. (Friendly Academic World) can be created! How do global crises affect education?

The COVID-19 pandemic has affected all sectors of the economy and completely changed the way we live. The "lockdown" accepted by humanity has certainly taught us all to live in new conditions. And during this period, not only resistance was shown in many areas, but also the ability to adapt to the new reality was shown. While the instinct of self-preservation was important to overcome new challenges during the pandemic, collective and rapid decision-making played a more important role. One of the most affected areas in this period can be called the field of higher education. Moreover, higher education was one of the least willing to convert its operations to an online format. Some higher education institutions have been more flexible and have been able to switch to distance education. Among them, it can be noted that UNEC is the most adaptable. It is difficult to fully assess all the measures and results he has implemented to support higher education in the world.

One of the measures to combat the COVID-19 pandemic was the closure of educational institutions around the world. This led to an unprecedented education crisis that peaked in mid-April 2020. Between April 16 and 19, schools and universities were closed in more than 190 countries around the world, which directly affected the lives of nearly 2 billion children and youth, that is, more than 93% of those in education. Of course, the "lockdown" has had a serious impact on all universities. Tuition fees should also be considered. Private universities are struggling to survive as the number of students who can afford tuition declines. The crisis was felt more in the field of research than in the recruitment of students and teachers, because the ability of research to produce material, social and rapid economic results was lost.

The events that took place at the beginning of the crisis also changed the nature of social inequality. Relatively wealthy countries also faced major problems. Crises also lead to cuts in education budgets, and it is precisely during a crisis that the education system needs more investment. During the pandemic, some countries had to compromise on the quality of education. Public funding for higher education has been cut in several countries, and many universities fear that private investment will decline in the near future.

Indeed, supporting education that provides access to new jobs and emerging opportunities plays an important role in economic stimulus plans. In several countries, improving education services is a key component of post-pandemic recovery plans.

Innovative education, creativity and adaptive entrepreneurial skills play an important role. This, in turn, requires constant improvement of the education and training system. It is possible to mention the special approach of the President of the Republic of Azerbaijan to education and the rapid process of "internetization" for students living in remote regions of our country, and in general in all regions. Less developed countries should be supported by the world's powerful institutions, large organizations and especially states.

The pandemic has forced the global academic community to turn to new teaching methods, including distance and online learning. This has proven difficult for both students and teachers, who must cope with the negative emotional, physical, psychological and economic consequences of the disease while helping to combat the spread of the virus. The new coronavirus has had a serious impact on employment, education, energy, agriculture and other areas of the global economy, including the psycho-emotional state of citizens.

The economic impact of the current crisis is also significant. The UN Department of Economic and Social Affairs estimates that the COVID-19 pandemic has caused the global economy to weaken by 2% by the end of 2021. The International Labor Organization has predicted that global unemployment will increase between 5.3 million and 24.7 million by the end of 2021. The World Trade Organization noted that there was a 15-35% decrease in world trade during this period.

The economic crisis affects the activities of universities in many ways: job opportunities for graduates who can enter the labor market decrease; problems in paying tuition fees; non-fulfillment of obligations to state institutions at any level; and most importantly, a change in the psychological state, a change in the behavior of learners regarding the preference for the Internet in certain circumstances. Recovery from the effects of the pandemic is a long-term process.

The COVID-19 crisis continues the downward trend in the quality of education. Due to the decrease in investment in education and financial income in developed countries, they have turned to low-quality education services in developing and less developed countries. And this trend is predicted to continue. Here, fake online universities, colleges, etc. that appeared in the last one or two years can be mentioned.

The projected changes in global education can be divided into five categories:

- 1) urgent changes to solve the problems of continuous education and research;

- 2) necessary changes to maintain the employment of students who are already employed or may be employed within the next few months;
- 3) long-term changes caused by sudden changes in processes, work modes and development of new resources;
- 4) changes in the work model of universities in terms of opportunities for parents and students to get higher education;
- 5) macro-level changes needed to promote quality higher education in times of change.

To adequately respond to emerging challenges, higher education institutions must focus on quality, relevance and accountability. For this, individual participants and independent institutions must abandon traditional methods of planning and implementing educational programs. There is a need for greater collaboration at the national and international levels to develop open, flexible and relevant learning systems in times of crisis.

However, there are some positives. Many scientific studies show that after the COVID-19 crisis, new professions will emerge, and university admissions will increase due to new job opportunities. It should be noted that the current crisis differs from previous ones in its type and the availability of alternative technology-based education models with relatively low material losses.

The current crisis may continue with different scenarios for three reasons: 1) as human health is at risk, many traditional sectors/industries may face significant changes in consumer behavior with changes in the nature and quantity of demands; 2) students may not want to return to traditional education models after trying alternative education models at a lower cost; 3) changes in labor markets may lead people to use their different skills to move into other fields (eg, aviation and hospitality managers may apply for jobs in fields where similar knowledge, skills, and attitudes apply). In higher education based on these criteria, there have been changes in both the curriculum and training models.

To overcome the current crisis, universities must act flexibly, think innovatively and collaborate to reduce the impact of this problem. This requires a willingness to change and a shift in thinking about how we plan and deliver learning to apply new solutions to achieving meaningful outcomes. All higher education institutions of the world through joint cooperation have created a single educational platform "D.A.D." they can create and use.

Sevinj Mahsimova, coordinator of the UNEC Inclusive Education Center

[Bir D.A.D. - Dost Akademik Dünyası yaratmaq olar! \(unec.edu.az\)](https://unec.edu.az)

Psychological support is provided to students on the topic of "Relationships between families and students".

A series of meetings with a psychologist on "Relationships between families and students" are held under the joint organization of UNEC Inclusive Education Center and Logos Psychological and Speech Development Center.

Within the framework of the memorandum signed between UNEC Inclusive Education Center and Logos Psychological and Speech Development Center, the next meeting took place at the Faculty of Finance and Accounting.

The purpose of the meetings was to eliminate psychological problems and improve the general psychological condition of students during the COVID-19 pandemic, problems between families and young people and ways to overcome them. At the meeting, the leading specialists of the Logos Psychological and Speech Development Center, Gunel Akhundova, Orhan Ogulcan Aydogan and Rena Guliyeva, talked about the influence of families on young people's choice of university and major, as well as about student-parent, family-student-career relations. They discussed with the students in this direction.

[Tələbələrə "Ailələr və tələbələr arasında münasibətlər" mövzusunda psixoloji dəstək göstərilir \(unec.edu.az\)](https://unec.edu.az)

UNEC student's unforgettable day: presentation of the book "Wait for Me".

The presentation and signing day of the book "Look at Me" by Mahsim Badirkhanli, a student of UNEC, was held.

The book was published by the publishing house of the University of Economics with the support of UNEC management.

Director of UNEC KIM Adila Abdullayeva, coordinator of UNEC Inclusive Center Sevinj Mahsimova, teachers and students, as well as Mahsim Badirkhanli's parent also participated in the presentation and signing day organized in the library of UNEC educational building No. 2.

Those who came to the presentation congratulated Mahsim Badirkhanli and wished him success in his studies and creativity.

Mahsim Badirkhanli, who is studying in the 3rd year of the Correspondence and additional education center of UNEC, is a student with a craniocerebral trauma symptom disability. The collection of poems "Wait for Me" is the first book of Mahsim Badirkhanli, who has been writing poetry since childhood.

[UNEC tələbəsinin unudulmaz günü: "Gözlə Məni" şeirlər kitabının təqdimatı](#)

[The inclusive educational environment of UNEC was reported at the international conference](#)

The Union of Disability Organizations of the Republic of Azerbaijan (PIU) with the financial support of the Ministry of Foreign Affairs of Finland, the State Employment Agency under the Ministry of Labor and Social Protection of the Republic of Azerbaijan, the National Confederation of Entrepreneurs (Employers) Organizations of the Republic of Azerbaijan and the support of the organization of the National Confederation of Entrepreneurs (Employers) Organizations of the Republic of Azerbaijan organized a conference on the theme "Decent work for all - no one should be left out" on the occasion of the International Day of Persons with Disabilities on December 3.

Davud Rahimli, president of the Union of Disabled Persons' Organizations, opened the conference with an opening speech and informed about the December 3 International Day of Persons with Disabilities and the project.

Then Vladanka Andreyeva, the coordinator of the UN in Azerbaijan, spoke about the projects and goals of the UN delegations in Azerbaijan in the field of disability.

Finland's ambassador to the South Caucasus, Kirsti Narinen, gave a video address to the participants of the conference, expressed his opinion on the work done, and informed about the projects supported by the Finnish government in Azerbaijan.

At the event, the work done within the framework of self-employment programs and ensuring the employment of persons with disabilities was discussed, and the importance of expanding cooperation with various international organizations and private companies in this field was emphasized.

Sevinj Mahsimova, coordinator of UNEC Inclusive Education Center, participated in the discussions and informed about the organization of inclusive education in UNEC.

[UNEC-in inklüziv təhsil mühiti barədə beynəlxalq konfransda məlumat verilib](#)

[A meeting was held with a psychologist on the topic "from online education to offline education".](#)

A series of meetings with a psychologist on the topic "From online education to offline education" are held under the joint organization of UNEC Inclusive Education Center and Logos Psychological and Speech Development Center.

The first event within the framework of the memorandum signed between UNEC Inclusive Education Center and Logos Psychological and Speech Development Center was organized at the Russian School of Economics. The purpose of the meetings was to eliminate the psychological problems that arose in students during the COVID-19 pandemic and to improve the general psychological condition. At the meeting, the leading specialists of the Logos Psychological and Speech Development Center, Gunel

Akhundova, Rena Guliyeva and Emin Safarov, spoke about the effects of the pandemic on the organization of education, the adaptation of students to pandemic conditions and their mutual relations. They also held discussions with students in this direction.

["Onlayn təhsildən oflayn təhsilə" mövzusunda psixoloqla görüş keçirilib \(unec.edu.az\)](https://unec.edu.az)

An international webinar was held on the psychological effects of the pandemic on inclusive higher education

An international webinar on "Psychological resilience in inclusive higher education: effects of the COVID-19 pandemic on students" was held under the joint organization of UNEC and the Eurasian University Union (EURAS).

In the event attended by the academic staff of higher educational institutions of Turkey and Azerbaijan, the effects of the COVID-19 pandemic on the educational process, psychological stability of students with and without disabilities, problems arising in the current situation and ways to solve them were discussed.

The moderator of the webinar, the coordinator of the UNEC Inclusive Education Center, Sevinj Mahsimova, spoke about the problems arising in higher education during the inclusive pandemic, and the effects of the transformation of the education system during the post-pandemic period on students with disabilities.

Vice-rector of Istanbul Aydın University Prof. Dr. Mehmet Reşat Başar talked about the services provided to students with disabilities in the university he represents, as well as the organization of education during the COVID-19 pandemic.

Then Necdet Öztürk, the founder of the Global Foundation for the Disabled, spoke about the activities of people with disabilities and the projects presented by the Foundation for the Disabled.

Malak Karimova, director of Khazar University's psychology department and psychological counseling center, informed about the behavior of students with disabilities during the pandemic, the problems that may arise during their participation in classes, and ways to solve them.

Prof. Dr. İmer Okar, the head of the Center for Disability Application and Research of Turkey's New Century University, spoke about the organization of inclusive education in Turkish universities, especially the psychological problems of students with disabilities at New Century University, the organization of the educational process for these students, and the projects they implement.

Then Gunay Efendiyeva, a psychologist of the "Logos" psychological and speech development center, drew attention to the problems that arose in the educational process in the quarantine regime, and informed about behavioral violations and ways to solve them.

The event continued with discussions.

[Pandemiyanın inklüziv ali təhsilə psixoloji təsirləri barədə beynəlxalq vebinar keçirilib \(unec.edu.az\)](https://unec.edu.az)

[Poetry evening for disabled students at UNEC: Lines come from talented hearts](#)

The event "Lines come from talented hearts" dedicated to the "Year of Nizami Ganjavi" was organized by the UNEC Inclusive Education Center.

At the event, UNEC vice-rector for work with students, associate professor Saadat Gandilova spoke about the importance of holding literary and artistic meetings in order to introduce talented students and spend their free time effectively. He said that projects in this direction are regularly implemented at UNEC, and appropriate conditions are created for talented young people at the university to identify and further develop their skills. S. Gandilova pointed out that an inclusive environment has been created for students with disabilities to study comfortably at UNEC, and that those students are always surrounded by the attention and care of the university.

The moderator of the event, coordinator of the UNEC Inclusive Education Center, Sevinj Mahsimova, introduced the participants and informed about the program of the event.

At the event, Nigar Huseynova, a student of the Faculty of Finance, presenter of the Inclusive Education program at Radio UNEC, spoke about the life and works of Nizami Ganjavi. One of the part-time students, Mahsim Badirkhanli recited his poems, and Seyfullah Aliyev gave information about his novel. Paralympian Amid Hasanguliyev performed his own music on the theme of patriotism, and young writer Samir Imanov spoke about his books.

A member of the Global Disabled Foundation of Turkey, sociologist Mansur Mechin, who took part in the meeting, spoke about the integration of young people with disabilities into society, and recited his poem "I want to live".

The event continued with Maral Valiyeva, a teacher of home education secondary school No. 219 of Sabail district, Bahlul Aliyev, a veteran of the 1st Karabakh war, Tavakkul Aliyev and Mansur Rahimov, members of the Public Union of Talented Disabled, with speeches dedicated to Nizami Ganjavi's ghazals and mugham performances.

[UNEC-də əlilliyi olan tələbələrin poeziya axşamı: Sətirlər istedadlı ürəklərdən gəlir](#)

[The event dedicated to the "Year of Nizami Ganjavi" called "Lines come from talented hearts" will be held](#)

UNEC Inclusive Education Center will organize an event dedicated to the "Year of Nizami Ganjavi" called "Lines come from talented hearts".

On February 23 at 19:00 at the event, which will be held on the Zoom platform, students, specialists in inclusive education and other participants will sing excerpts from Nizami's

works, as well as poems written by them, and perform patriotic musical pieces and mughams.

[“Nizami Gəncəvi ili”nə həsr olunan “Sətirlər istedadlı ürəklərdən gəlir” adlı tədbir keçiriləcək \(unec.edu.az\)](http://unec.edu.az)