

Second Edition



# Tanmia Wa E'emar

مجلة تنمية وإعمار

Development and Reconstruction

*First Issue*

Jan. 2021

Scientific Journal - Published by Yemen Information Center







**Tanmia Wa E'emar**  
**(Development and Reconstruction)**  
**Scientific Journal**

**Editor-in-Chief:** *Dr. Ahlam Abdul Baqi Al-Qubati*

**Managing Editor:** *Prof. Dr. Fathia Muhammed Bahshawan*

**Editorial Secretary:** *Dr. Abdul Qawi Huzam Al-Shamiri*

**Editorial Board**

*M. Abd Al-Wahab Muhammad Al-Akil*

*Dr. Taha Farie Al-Sanwi*

*Dr. Abdul Qawi Huzam Al-Shamiri.*

*Dr. Fathia Mohammad Mahfuz*

*Dr. Fathia Mohammad Al-Hamadani*

*Dr. Jamila Muhammad Ya'coob*

*M. Ahmed Saeed Al-Wahish*

**Designer :** *Hani Al-Nashiri*



All copyright of this study is reserved for Yemen Information Center.  
reprinting of this Journal or any part of it or transfer it without prior written  
permission from YIC is not allowed

[www.yemeninformation.org](http://www.yemeninformation.org)

E-mail address: [YIC@yemeninformation.org](mailto:YIC@yemeninformation.org)

**Sana'a Office :** 967-1-216282 - **Aden Office:** 772415913 - **Ibb Office:** 04-426502



Content	Page
<b>Rules of publishing</b>	<b>1-7</b>
<b>Introduction</b>	<b>8-9</b>
<b>First – Research:</b> Peace and development between challenge and contribution from the Yemeni woman point of view.	<b>10-61</b>
<b>Second – Research:</b> The Role of the Academic Staff in Activating the Community Coexistence Culture.	<b>62-106</b>
<b>Third – Research :</b> The local media role in boosting the social peace building .	<b>107-156</b>



## *Journal Objectives*

Tanmia Wa E'emar (Development and Reconstruction) is a research journal that deals with human and applied research and studies on development, reconstruction, community coexistence and peace, and aims to achieve the concept of scientific research in line with the development of knowledge and the scientific and technological revolution. This concept is to embody the partnership and cooperation between the academic and institutional efforts for the various local developmental areas, reaching as well the regional and international level through the following:

1. Creating a documentary set (research, studies, papers) in the social and practical developmental sciences.
2. Building a partnership through cooperation and partnership agreements with local and international bodies sharing the same interests.
3. Publishing relevant experiences to keep pace with scientific and specialized developments in the various developmental fields and peace.
4. Presenting studies that contribute to the advancement of the functions of institutions and bodies concerned with the areas of comprehensive development
5. Publishing research and studies that meet the conditions of publication in the fields of studies and scientific research in various developmental fields and specializations in both Arabic and English languages.
6. The journal publishes summaries of university research that have been discussed and approved in the field of reconstruction, development and peace, provided that the abstract is prepared by the researcher himself/herself.



### **Admission Conditions**

(Research, study, developmental Report, scientific paper):

1. The study must be characterized by the originality of the presentation, with the respect of the scientific research methodology recognized in the fields of study, research, human sciences and administrative fields as well as the natural (developmental) sciences.
2. The research must be written in a proper language, taking into account the rules of control, and it must be free from linguistic, grammatical and typographical errors.
3. The research mustn't be published or submitted for publication in another journal.
4. The researcher must submit his/her research in a soft copy in a WORD file by e-mail.
5. The drawings, figures and graphs (if any) must be well presented, include titles and necessary explanatory data, and their dimensions and sizes should not exceed the page margins.
6. The number of the introduction words must not exceed 20 words.
7. The summary words in Arabic language must not exceed 200 words, and must not exceed 250 words in the English language.
8. The key words must vary between 2 to 5 words.
9. In the event that the researcher uses software or measurement tools such as tests, questionnaires, or other tools, he must provide a complete copy of the tools he/she used if it is not included in the body of the research or not attached to its appendices, and he/she must indicate the legal procedures that allow him/her to use them.
10. The number of pages of the research in its final form, including the abstract, references and appendices must not exceed forty pages with the following specifications:



- The space between lines should be 1.5 cm.
- The Arabic language writing size should be 14 written in (Simplified Arabic) and the titles in bold font style.
- The size of the English writing should be 12 and the titles should be written in (Times New Roman) bold font style.
- The page margins should be 2.5 cm on all sides and the page number should be at the bottom of the page in the middle.

11. The research must show all the sources and references in the reference list, so that Arab and foreign references, if any, be listed as follows:

**An example of documenting a research published in a journal:**

في قائمة المراجع: كوكز، فيصل صدام (2019): السلم والتعايش المجتمعي ودوره في التنمية الشاملة وتجاوز الأزمات العدد (7)، ص 65 – 90.

في المتن: (كوكز: 2019)

**Example of documenting a book:**

أبو النصر، مدحت (2017): التنمية المستدامة (مفهوم-أبعادها -مؤشرات)، المجموعة العربية للتدريب والنشر، القاهرة، مصر.

12. The sources and references in the research are documented according to the documentation methods recognized in the human and natural sciences. Documentation is done in the text by stating the last name and year of publication. The researcher should avoid writing the name of the reference in the margin, which, by following the APA system, is taking into account that the sources and references order is listed from the newest to oldest, followed by all links to the sites at the end of the list.



### **Publication Conditions in Tanmia Wa E'emar Journal:**

1. The topics must be compatible with the goals of the Yemen Information Center (YIC) and relevant within the context of areas of development - community coexistence and peace - areas of reconstruction.
2. The topics must adhere to the basic criterion, which is the objectivity of the scientific presentation, and the researcher's impartiality in dealing with them.
3. The researcher must adhere to what was stated in the paragraph (Conditions of accepting the subject for publication: p. 3), and in the paragraph (Types of Research and Studies, p. 4).
4. A written consent is attached to the research by the researcher or researchers to transfer the copyright to the Yemen Information Center (YIC), and the researcher has no right to publish it anywhere else.
5. The researcher bears full legal responsibility of the content of the topic, and the journal disclaims its responsibility for any rights loaded with the content that may expose the researcher to legal accountability.

Note: In the event that the research or study fulfills the conditions of publication in the journal, publication will be made free of charge, and there is a material prize for the best research or study, in addition to the medal of excellence in the annual conference of the center.

### **The Researches and Topics Respect the Following Methods:**

#### **First: Field Research**

- The researcher submits a summary that includes the general objective of the research or study in which he/she mentions the main themes that have been addressed, along with a brief review of the most important conclusions, recommendations and proposals that have been reached.



- Field research should contain an introduction in which the researcher clarifies the nature of the research and the justifications for carrying it out, indicating the nature of the problem and the extent of its impact on the developmental reality and peace, and briefly clarifying what previous research has shown about this problem. This is followed by a presentation of the study questions or hypotheses through which a solution to that problem can be reached, then the researcher presents the limits of the research in which the results of the study were generalized, and then he/she mentions the semantic definitions (the concepts and terms contained in the research). Then he/she reviews the most important and most recent studies related to the topic, analyzes and discusses them, clarifying his/her comments on them. This is followed by a presentation of the research procedures and methodology followed, then a description of the research community, its sample, the type of tools used in collecting the data, and determining the extent of its validity and stability, then presenting the results of the research and discussing them and the recommendations and proposals it reached. The research concludes by listing the sources and references on which it relied.

### **Second: Theoretical and Interpretive Research**

- The researcher gives a summary that includes the general objective of the research or study in which he mentions the main themes that have been addressed, along with a brief review of the most important conclusions, recommendations and proposals that have been reached.
- The researcher presents an introduction to the research in which he/she clarifies the nature of the problem or topic under study, with determining the importance of the research and its role in adding new to previous knowledge, followed by a presentation of the topics to be analyzed and discussed so that they are arranged in a logical manner with what precedes or follows it as topics that lead in its entirety to clarify the general idea that the researcher aims to reach, provided that it includes conclusions, recommendations and proposals to solve the problem or remove



the ambiguity surrounding the topic under discussion. Finally, the researcher attaches a list of the sources and references he/she relied on.

### **Scientific Paper:**

A brief summary must be presented in which the researcher explains the purpose of the scientific paper, the results, and the most important terms (key words), then an introduction is presented that shows the problem that is related to the developmental aspect and its role in addressing it for the topic under study and their importance, followed by a presentation of the terms of the paper in a sequential and interdependent manner. Discussing and analyzing them in a scientific and logical way in order to clarify the general goal that the researcher seeks to achieve, and the researcher can use various means such as photographs, maps or graphical figures to enrich the topic and clarify it in a better way, after that the researcher will present the results of the scientific paper, then it is discussed, analyzed, and the relationship between the findings of the paper and the theories related to the topic under study is clarified. After that, the researcher concludes the paper with a conclusion in which he/she mentions his/her findings in a clear and summarized manner, and attaches it to the list of sources and references he/she relied on.

### **Developmental report:**

An executive summary is presented in which the researcher briefly explains the purpose of the report and his/her findings, provided that the report includes an introduction explaining the importance of the topic, then the terms of the report are presented in a logical and clear manner, and it is concluded with a comprehensive explanation of the results and what he/she can add to the field studied, then a brief conclusion with an attached list of the sources and references that have been relied upon.



### Editorial

*Vice of Studies and Programs Affairs  
Dr. Ahlam Al-Qubati*

Tanmia Wa E'emar (Development and Reconstruction) Magazine is one of the publications of Yemen Information Center (YIC), one of the projects of Alternative Tracks Consulting (ATC) for Economic and Development Consulting.

The magazine seeks to achieve a strategic goal aimed at contributing to human and material reconstruction and the advancement of all areas of development. It also sheds light on reviving the community coexistence to contribute to the mechanism of building community fabric as an essential step towards building bridges of popular cohesion and acceptance of the other.

The magazine's topics revolve around the development and construction field, in line with the requirements of the difficult stage that Yemen is going through and the challenges and obstacles surrounding it in all developmental areas, with the aim of contributing to addressing the dire effects that have resulted from the five-year-old conflicts, whether at the human or physical level.

And based on the belief of the Alternative Tracks staff that differences and crises, no matter how severe they get, must ultimately end, and everyone should return to the dialogue table to find solutions that suit everyone and primarily serve the interests of society, and in these exceptional circumstances that Yemen is going through, all Yemenis must direct their efforts to unify the national ranks for societal advancement, and Yemeni women are no exception, as they are an essential partner in this process.

Therefore, it is imperative to provide an actual opportunity for them to be able to contribute to alleviating differences in order to reach peace and then comprehensive development due to its pivotal role in peace-making, development and building the societal and institutional fabric.



The first research of the magazine focused on the topic of Peace and Development between Challenge and Contribution from the View of Yemeni Women in order to work on the advancement of development, while the other research dealt with the Role of the Academic Staff in Activating Community Coexistence and laying the foundations for comprehensive and sustainable development, while the third research focused on the Role of Local Media in Promoting Community Peacebuilding, based on the importance of the positive role that the media is expected to play to unify the national ranks.

We would like to wish the readers and those interested in the field of coexistence, development and the media a pleasant reading, and their comments and suggestions are welcomed.



*All correspondence related to the journal shall be addressed at the following address:*

Tanmia Wa E'emar (Development and Reconstruction) journal

E-mail address: [YIC@yemeninformation.org](mailto:YIC@yemeninformation.org)



## **Peace and development between challenge and contribution from the Yemeni woman point of view**

*Descriptive research*

*Dr. Ahlam Abd Al Kabati*

*Miss Ahlam Ala Abda*

*Yemen Information Center*

*2020*



*Peace and development between challenge and contribution  
from the Yemeni woman's point of view*

**Abstract :**

At the global and local level, there is consensus on the importance of the woman's role in the peace-building process and in promoting community-based development. Many workshops and seminars are held regarding the importance of the woman in the peace building and the promotion of overall development areas at the level of all institutions and bodies. However, the roles assigned to women in reality are not separate from the traditional scope; there is an obvious gap between the capabilities of Yemeni women and their efficiency in performing the tasks assigned to them. Therefore, according to the descriptive research methodology, this research addresses three main axes. The first axis identified the challenges and obstacles that limit the effective participation of Yemeni women in the field of community coexistence and peace building from Yemeni women's points of view in seven fields: social and cultural, economic, political and legal, familial, personal, media and skills. The research sample found that most prominent challenges facing Yemeni women were: (1) Perception of the male-controlled society limits women participation (2) Deterioration of the living situation (3) Refusal of male decision-makers to the participation of women in decisions (4) Loss of the household head, so the woman became the breadwinner.

The second axis dealt with extracting solutions mechanisms, and activates the role of women as a key partner of men in promoting peace to reach a comprehensive development. One of the most important solutions was the need to give women the right to participate in leadership positions for decision-making and support women to participate in business and political activities as an actual partner for men, furthermore, activating the legislative and legal side to support women. While the third axis focused on the relationship between development and peace, and accordingly a constructive model was proposed to activate peace and promote comprehensive development (the pyramid of comprehensive development requirements).

**Keywords:** Women's role - Community coexistence - Peace - Challenge - Contribution - Comprehensive development.



## ***Introduction:***

Yemen is going through exceptional circumstances that have contributed in the deterioration of the community's infrastructure, as most of them are unable to provide services to the citizens.

So the economic and living conditions of the people have been deteriorated, and manifestations of famine and poverty have spread on a large scale, in all regions, whether northern or southern.

Thus peace has become an urgent necessity that must be made, and accordingly, a group of civil society organizations that work in the field of development and spread of the culture of peace and concern for women's issues, on the premise that considering the role of women is the basis of the development of society and its advancement due to the importance of its effective role in raising generations, along with its role in various entities and institutions as an essential element in the process of building community peace and promoting development, have emerged.

The political participation of women is one of the most essential elements for measuring the level of the democracy practice in any country.

As it is an indicator of enhancing citizen participation, and a criterion for redistributing complementarity relations in gender roles, and improving the mechanisms of democratic practice.

The decision to make peace is one of the areas in which women must play a fundamental role where they constitute more than 50% of the population, which makes it their right to participate in the peace process to open negotiations between all parties and ensure justice of the citizenship right for all without any exceptions. .

Empowering women in unstable societies has become a necessity because women are part of the solution to the various problems that countries and societies are facing.

So, supporting women to actively participate in the process of rebuilding the societal body and reconciling points of view between the various political decision-makers will contribute positively to the implementation of the peace process.



## Research problem:

In light of the deteriorating conditions that Yemen is going through, one of the negative phenomena has intensified, which is the marginalization of the role of women in particular in the political field and the limitation of their role which affected the disrupting of the peace process. Although Yemeni women actually participate in the National Dialogue Conference, it is regrettable that their participation was more figurative than actual. The parties involved in the decision-making were decision makers according to their party agendas, just like the role of women in the dialogue that was directed to a large extent in this context. Instability, various forms of violence have spread, including violence against women, such as marginalization and exclusion, (the National Committee for Women; United Nations Office 2016). In addition to other forms of violence in their work sites by the conflicting groups on a large scale from the governorates of the Yemen Republic, and therefore it was necessary to shed light on this phenomenon because of its negative and destructive effects on women and the formation of the societal body, bearing in mind that there are international charters and agreements that stipulate the damage caused by these phenomena and asked to eliminate them. Among these agreements is what was mentioned in the Security Council Resolution No. 1325 which was issued in October 2000 and stipulated the complete and total elimination of all forms of violence against women, (Ubadah; and others: 2008). This agreement emphasized on the importance of involving women in all sectors, including the political sector, in governmental or civil institutions. Such a decision is still completely absent from the realistic aspect that women live in conflict and war zones, including Yemen.

The importance of the current research problem lies in the premise that everyone talks about the importance of the role of women in the peace building process and the promotion of overall development areas at the level of all institutions and bodies. However, the roles assigned to women in reality are not separate from the traditional scope; there is an obvious gap between the capabilities of Yemeni women and their efficiency in performing the tasks assigned to them which weakened their role in general. So, it was necessary to shed the light on the most



important obstacles and challenges that hinder women from contributing in the community peace building process, promoting development and finding appropriate solutions that can enhance women's capabilities and enable them to exercise their roles more effectively so that they can contribute directly to the cause of peace and then promote the development process in its various fields, and this is what the current research focused on.

### **The importance of the study:**

The pace of changes in the Arab region brings into question despite the series of studies that have been conducted on the political participation of women, and the many seminars and conferences held on this issue, so what has been achieved on the ground in terms of progress in the participation of women in the political sphere and peace-making is very limited. Despite the importance of the women role in various developmental aspects, their role is still below the desired ambition because they face multiple forms of marginalization that impede their involvement in the fields of comprehensive societal development. In general, the importance of the current study lies on the attempt to search for ways to enable the participation of Yemeni women in the process of peace making and identifying the difficulties and challenges facing women and preventing them from becoming involved in.

The deteriorating conditions that Yemen has reached in all aspects of political, social and economic life and the infrastructure of Yemeni society in all areas of development, famine appeared and some civilians died of starvation in addition to the infrastructure damage. It is worth noting that the various Yemeni factions want to return to dialogue and peace if they have the choice. However, the pace of the managed conflict increases in intensity and in light of this complex situation and to avoid these grave disadvantages, reviving the peace process for Yemen has become an urgent necessity. In the same context, restricting the peace process to men alone has become useless because the conflicting parties which are managed internally and externally are dominated by men of various political and party affiliations. Hence the importance of



urgently involving women in the process of peace making, as on one hand the majority of women are peacemakers and development builders by nature, because they possess the emotion of motherhood that overflows with the values of giving, peace and tolerance, and on the other hand, women are the most affected by the impact and consequences of conflict and wars, and the greatest burden falls on them to protect children in areas of conflict and armed conflict, and this makes them more willing to revive the peace process and make it happen.

Some studies and research have mentioned that societies tend to be more peaceful with the increase of women leaders representation in decision-making positions (Alawi: 2016) which will be highlighted on and in more detail in the theoretical side and applied during the implementation of this study, of which one of its expected results is the identification of the most important difficulties and obstacles that stand in front of Yemeni women and limit their ability to activate the peace process, which will provide us with sufficient information through which it is possible to present proposals and solutions to overcome these difficulties and challenges.

It is evident that no society can achieve comprehensive development if women did not have a role in the active participation in decision makings related to their private lives and decisions that concern the society in general, such as the decision of peace. And if they do not take their share of professional, administrative and economic work, and do not participate in the institutions of power at various levels and in decision-making institutions. Therefore, it was necessary to address how to empower women, which has become the most important challenge to achieving development on the basis of participation and equal opportunities.



**So, the research questions that the current research will answer can be summarized as follows:**

- How has the conflict affected Yemeni women?
- What are the obstacles and difficulties that led to the reluctance of Yemeni women to participate in the activation of the peace process and the promotion of development areas?
- What are the solutions that can contribute to activating the role of women in the process of societal coexistence and the promotion of development?
- How can the comprehensive development process be promoted in Yemen?

#### **Research objectives:**

The main objective of the current research is to collect, analyze and interpret data on how Yemeni women can contribute to building community coexistence to reach the peace process and promotion comprehensive development through the following goals:

- 1- Identifying the difficulties and obstacles that prevent Yemeni women from participating effectively in the peace process and promotion development.
- 2- Defining the methods and solutions through which Yemeni women can be empowered to participate in the peace building process and the promotion of comprehensive development.
- 3- Study of the relationship between peace and development to present a constructive proposal for a model of an empowering women mechanism to build societal body to reach the stage of peace and promote comprehensive development according to the results of the current research.



### Key terms for research

**The role of women:** It is the roles that women play in various fields to contribute to societal coexistence that leads to peace and from which the advancement of comprehensive development is achieved.

**Societal coexistence:** it is the coexistence by properly managing environmental and value diversity, which is the acceptance of difference and recognition of others, and that the societal relationship between the members of society shall be positive based on the equality before the law to reach the stage of peace and harmony.

**Peace:** an important stage that precedes the developmental promotion in which the difference is accepted and the gap of differences is narrowed, to work on social stability and safety by completely stopping the conflict.

**Challenge:** the difficulties and obstacles that limit the role of women.

**Contribution:** the actual role of women in building peace and promoting comprehensive development.

**Comprehensive development:** The current research will deal with the comprehensive development on the basis of discovering weaknesses in all areas of development, and working to address them in a systematic way, taking into account the use of the country's natural resources and human capital for the promotion and integrated construction in a way that serves the interests of current generations, and does not harm the interests of future generations.

### Research limits:

1. Temporal boundaries: The research focuses on the role of women in building community coexistence and peace in order to promote development from the viewpoint of Yemeni women pioneers in the field of peace and development for the year 2020.
2. Spatial boundaries: The study was limited to Sana'a, Aden and Ibb.



3. Human boundaries: Yemeni women working in the field of development and peace from Sana'a, Ibb, and Aden.

### **Theoretical framework and previous studies**

The participation of women in the decision-making is one of the issues that capture the interest of activists in the fields of human rights, democracy and citizenship, especially in the Arab world, which is witnessing political mobility and internal strife in some of its countries and external interventions, which calls for intensifying all human efforts to establish stability in it, including the need for the role of women who participated in some popular protests in some Arab countries that are still mired in conflicts and are unable to establish community coexistence and build peace where women are by nature an essential advocate for security and safety. Knowing that it was this same woman who paid dearly for the price of political conflicts at the expense of her dignity, the fragmentation of her family, and the loss of the possibility of effective influence in the course of events that contribute to her marginalization, the situation has reached a marked deterioration in her role under intellectual extremism.

Among the results of the conference held in Beirut on how to enhance the role of women in building peace and resolving conflicts, in which its elite Arab women participated (parliamentarians, members of advisory councils, party leaders, civil society activists and academics), from various intellectual and social references, representing a number of countries in the region (Yemen, Iraq, Syria, Libya, Palestine, Lebanon, Jordan, Egypt, Tunisia, Morocco, as well as the Kurdistan region of Iraq), it concluded with a set of results that shed light on the most important challenges facing women in the countries of the region, including: The old - new challenge, based on the idea of male Arab societies and the cultural heritage that still casts a shadow over women (Conference on Promoting the Role of Women in Peace building and Conflict Resolution: 2016).

It is worth noting that Yemen, Syria, Iraq, Sudan and Egypt suffer from calamities, wars and crises. Arab women are the most affected in the Arab countries that suffer from conflicts and struggles. According to



the 2013 A.D. statistics, the number of displaced women from four Yemeni governorates which are Saada, Abyan, Hajjah and Al-Bayda has reached 284,551 refugees until March, distributed over 14 governorates, accounting for 49% of the total number of people displaced from those governorates due to violence and fighting in the country (Humanitarian Response Plan: 2016). This was before the intensification of the conflict. Taiz, for example, has become a blighted city, and the displacement of women in it to the rest of the governorates has become apparent, and so is Al-Hodeidah Governorate.

Moreover, the United Nations has adopted women's issues since the first International Conference on Women, which was held in Mexico in 1975, the second in Copenhagen in 1980, the third in Nairobi 1985, and Beijing 1995. The Convention on the Elimination of All Forms of Discrimination against Women (1979) represented the international legitimacy of women's rights, as it details what is considered discrimination against women, the measures that must be taken to eliminate that discrimination, and what is considered a violation of their rights. If they are deprived of enjoying the same rights as men, and with the growing global interest in women's issues and the need for their participation and inclusion in the processes of equality and development, the efforts of regional governmental and non-governmental institutions joined forces with the United Nations to shed light on the complex and intertwining problems that women face in their society. The United Nations Resolution No. 1325 issued by the Security Council in 2000 is considered one of the most important commitments made by the international community regarding the participation of women in the decision-makings in peace processes (Ancel Derian, and others 2017).

It is worth noting that there is a close relationship between women, peace and development. If we review what happened at the beginning of the twenty-first century from the issuance of a set of basic resolutions issued by the United Nations Security Council, on top of which was Resolution 1325 issued in 2000, followed by Resolutions 1820 and 1888 in 2008 and Resolution No. 1889 in 2009, which dealt with the status of women and their rights, as well as the need to develop a local international strategy that contributes to protecting women from



the effects of conflicts and struggles. And we discussed the level that Yemen has achieved in implementing these standards, starting with the issuance of Security Council Resolution No. 1325 in 2000 and after the security disturbances that Yemen has experienced, as well as the efforts aimed at building peace jointly by Yemeni women. This research tries to shed light on the position of Yemeni women regarding the social, cultural, economic and developmental aspects, to find out the most important obstacles that led to the reluctance of Yemeni women to participate effectively in these aspects (United Nations: 2012) International legal protection of human rights in armed conflicts.

The Security Council Resolution 1325 in its document that includes 18 points, shed light on four axes, all calling for the importance of the participation of women in all areas of decision-making and in peace processes. It also included gender training in peacekeeping operations and the protection of the rights of girls and women and the mainstreaming of a gender perspective into the reporting and implementation systems of the United Nations. The Security Council Resolution 1325 urges, within these topics, the action of the UN agencies, the Security Council, the Secretary-General, governments and all parties involved in conflicts. It is regrettable to confront the truth and say that Security Council Resolution 1325 will not be a magic tool that guarantees protection for all girls and women in the stage of conflict and beyond, because international norms and their implementation are limited by nature in terms of geographical impact under the lack of local monitoring mechanisms, as it is difficult to measure the effects of International policy tools such as Resolution 1325 and other decisions that benefit women, children and vulnerable groups who live in the mid of armed conflicts and their post-conflict periods (Al-Mutawakel: 2011-2016).

Resolution 1325, issued by the Security Council at its session held in October 2000, affirms the significant role of women in preventing and resolving conflicts and in the peace building process, which emphasized the importance of women's equal participation and their full participation in all efforts aimed at maintaining peace and security. When the resolution confirmed the need to increase the role of women in the decision-making related to conflict prevention and resolution, it stressed on



the need for the full implementation of international humanitarian law for human rights that protect women's rights during and after conflicts.

And it stresses on the need for all parties to ensure that all parties take into account the demining programs and awareness of their dangers, and strengthen on the urgent need to mainstream women's perspective in all conservation processes, recognizing that understanding the effects of armed conflicts on women and providing effective institutional arrangements to ensure their protection and full participation in the process of establishing and strengthening international peace and security, and we note the need to standardize data on the effects of armed conflicts on women in various data.

Thus, there has become an urgent necessity to support all types of qualitative and quantitative research that provide measurable indicators, in order to contribute to reducing the gaps between international and regional policies and the actual reality that girls and women are living in different instable countries, like Yemen. In this context, it is worth noting that since 1990, the number of civil society organizations in Yemen has increased significantly, including the Yemeni Women Federation Organization, which led the movement to defend women's rights and most of these efforts were supported by international development agencies and private donors, which affects the orientations of the civil society and its capacity. As a result, its activities declined dramatically after the outbreak of the conflict. Nevertheless, the coalition of women leaders and two activists in the field of the advancement of women took the initiative to draft a charter for peace aiming at exerting pressure on the warring parties to stop targeting women and girls, enter peace talks, ensure the representation of women and make a national plan related to women and peace. This point was discussed in the National Dialogue Conference for Yemen, where the conference concluded with one of its proposals on the action plan related to women, peace and security, which includes allocating a quota for women with a percentage of 30% from the government, political parties and civil society organizations. The participation of women in security, army and intelligence agencies, and gender sensitivity when developing the state's general budget, to implement the conference's proposals and the action plan related to



security and peace. This supported the struggle of women to establish peace and provide aid to women activists to ensure that their voices and attempts to resolve current conflicts go through. (HRP: 2016).

### **The previous studies:**

There are many researches and studies that have dealt with the issue of the role of women in societal coexistence, peace and development. Some of which focused on studying the obstacles that hinder women from providing a positive role, and the other focused on the influencing factors. Below are some of these studies that are related to the current research variables:

Hani's study 2017 entitled "Women and Development between Challenge and Contribution", showed the results of this study that despite the tremendous changes that have taken place in the Iraqi society, the society's perception of women has changed a bit in spite of the effectiveness of the role of women in various levels and their contribution to the development process. However, customs, traditions and social norms play an active role in shaping the male view of women, and limit their participation in the fields of development.

**Al-Rawashda and Al-Arab study 2016** entitled "The Obstacles that Limit the Participation of Jordanian Women in the Political Life in Light of some Social Variables."

The study found that there are many obstacles that limit the participation of women in political life, including social, legal and political, economic and media obstacles. Social factors were manifested in the lack of community awareness of the importance of women's participation and encouragement for them to play their political role. As it made clear that customs and traditions stand strong in front of them, while legal and political obstacles are represented in the non-participation of women in the political life and democratic development, and some legislations are inactive in their handling of women's issues. In addition, the economic obstacles are represented in the economic dependence of women on men and their weak financial capacity, which weakened their opportunity to reach administrative positions. As for the media obsta-



cles, it addresses women's issues superficially, and does not work on changing the traditional view of women, and providing awareness programs on the importance of women's participation in the political life.

**Al Ayla study 2007** entitled "The Reality of Palestinian Women in Political and Public Participation". This study deals with women's political independence from the premise that it will contribute to their liberation from inherited social restrictions. It explained that the role of women will not be effective without having a role in the political life, which calls for removing social, economic, political and legal obstacles that prevent their effective participation, as well as the removal of restrictions that are made by women and impede their political and public participation.

**Massaad study 2000** dealt with the political participation of women in the Arab and international instruments, and it also focused on the advantages of the political participation of women in the Arab world and dealt with the women's quota in the Arab political reality. Then it dealt with regional models for the participation of Arab women in a number of Arab countries such as Syria, Yemen, Palestine, Sudan, Jordan, Morocco, Algeria, Tunisia, Egypt and the Arabian Gulf.

**Al-Jasem 1999** entitled "The Role of Arab Women in the Political Life". It focused on studying the case of Arab women after the 1968 revolution. The results of this study indicated the extent of the Arab women's contribution to the Arab liberation movement for the sake of independence and freedom since the beginning of the twentieth century. And with the growth of the awareness movement and the rejection of colonialism and backwardness, her claim to national political rights came before social, through participating in political movements that put forward national demands against colonialism, so women's groups gave the political work the priority.

### **The study methodology and its procedures**

The methodologies mean the standardized scientific way that the researcher follows to arrange ideas in an accurate scientific manner, so that they lead to the discovery or understanding of a truth. In order to



study the current topic of the research, the criteria of the descriptive analytical approach were followed, which relies on studying the phenomenon as it is in reality, giving an accurate description and clarifying its characteristics, and providing data from various sources (including the interview and the open questionnaire).

### Research community

Yemeni women who are cadres of civil society organizations, leaders and activists in the field of development and peace in the governorates of Sana'a, Ibb and Aden.

### The research sample

A group of twenty-one female activists in the field of peace and development were randomly selected from Sana'a governorate as a city representing the northern regions, Aden representing the southern regions and Ibb representing the central regions.

### Research Tool:

#### Interview and Open Questionnaire

When designing the interview guide, questions were drawn up to simulate the living reality of Yemeni women, to make sure the results are realistic about the difficulties and challenges facing Yemeni women and limit their participation in the peace building. In addition to that, they suggest possible solutions that will contribute to the possibility of promoting the role of women in the peace and advancement process with comprehensive development from the sample's point of view, so that everyone is given the opportunity to express their perceptions and opinions through their experience in the field of community coexistence and peace in order to advance comprehensive development. The tool was presented to a panel of judges (five specialized professors in the field of human and social sciences) and it was amended in light of the committee's proposals. The interview guide included three main points:

**The first axis:** Identifying the obstacles and challenges facing Yemeni women in the field of peace and development, and it included five questions



**The second axis:** Identifying solutions and suggestions that will contribute to empowering women to contribute to the peace and development process. It included five questions.

**The third axis:** the study of the relationship between peace and development, which included two questions. (Review Appendix No.1 - Interview Guide).

Then the interview questions were formulated within an open questionnaire in order to obtain the opinions of the women who we were not able to be interviewed for various reasons, or who apologized for the impossibility of being interviewed (Review Appendix No. 2 - the open questionnaire).

### Statistical means

The research used the following statistical methods:

- Encode answers into paragraphs, (paragraph coding unit)
- Duplicates to count the repeated paragraphs
- Percentages to calculate the percentage of occurrences at the level of paragraphs and fields by comparing them.

### Viewing and discussing results

#### First: displaying the search results

- The current research focused on three main axes: The first is concerned with identifying the difficulties and challenges that hinder the contribution of Yemeni women in the field of peace and the advancement of comprehensive development. The second suggests possible solutions to solve the difficulties and challenges from the viewpoint of the research sample and work to enable women to actively contribute to the peace process and the advancement of development fields. And the third exam-



ines the relationship between peace and comprehensive development in order to be able to suggest a development model for the requirements of promoting comprehensive development in Yemen.

The answers from the interviews and open questionnaires were classified into paragraphs and coded as follows:

- Classifying paragraphs into fields according to their content, so that the coding unit was the paragraphs.
- Calculating the frequency of responses for individuals of the sample at the level of each paragraph.
- Calculating the occurrences of fields according to the paragraphs that belong to the domain.

### The first axis

#### The obstacles and challenges that hinder women from contributing to the peace process and the advancement of development

Seven areas fall under the obstacles and difficulties, which are explained as follows:

**(1) Social and cultural obstacles:** The results of the current research indicated that there are many reasons that hindered the participation of women in the field of peace and community development related to the traditional view of the society towards the capabilities of women and this is consistent with what the results of Hani (2017) went to for Iraqi women, as well as the study of Al-Rawashda ; Al Arab (2016) for Jordanian women. The results of the current research also indicated that there are those who consider the participation of women in the decision-making and building societal body to reach peace and advance development is a form of social revolt, out of the domination of men. This pushed many women to refrain from exercising their legitimate rights in building the social body and advancing community development. In addition to that, social upbringing played an important role in the reluctance of



women to actively participate due to the perception of discrimination between men and women in terms of mental competence and physical abilities, so their participation was limited to feminist businesses.

Among the most prominent obstacles that are facing women in engaging in activities related to decision-making or the political aspect and even development in its various fields are the spread of illiteracy among the middle of women, due to the low percentage of girls enrolled in education, and there are many discourses that are dyed with a non-moderate religious nature that affect negatively the acceptance of women in the public domain.

The results of the current research, as shown in Table 1, showed that one of the most prominent obstacles in the social and cultural aspect, according to the sample's point of view, 19% mentioned that it's the negative view of the male community towards women in addition to the unemployment of the head of household and the increasing burdens of women in the family are among the most prominent social and cultural obstacles which hinder women from participating in the political life. Moreover, 9% of the sample members believe that unfair customs and traditions, with widespread ignorance among women are considered a strong obstacle that limits the participation of women with men in all fields. 3% of them also mentioned that the culture of shame is a major obstacle to the effective participation of women.



<b>Table (1) cultural and societal obstacles</b>			
	<b>Categories coding paragraphs</b>	<b>Frequency</b>	<b>Percentage%</b>
1	Patriarchal society's view ( the deficiency that limits women's capabilities)	17	19%
2	Unemployment of the head of household exacerbated the burden on the woman	17	19%
3	Unfair customs and traditions against women (restricting women's role)	8	9%
4	Widespread ignorance and community disrespect for the role of women	7	8%
5	Shame culture	3	3%
6	Unequal opportunities for men and women in all aspects of life	2	2%
7	Racism and violence towards women	1	1%
8	Deterioration of the morals, behaviors and values levels	1	1%
9	Negative thinking and psychological frustration resulting from the harsh situation	2	2%
10	High rates of assault, crimes, and violations (kidnappings)	5	6%
11	Embracing the ideas of extremism and fundamentalism	1	1%
12	Society's negative view of women's role	1	1%
13	Society's perception of women differs from one environment to another	1	1%
14	Widespread of rape	3	3%
15	Exacerbation of displacement rate	3	3%
16	Increase of the divorce rate due to the family disputes because of the deterioration of the living standards	4	4%
17	Increase of the widows percentage	4	4%
18	Increase of the early marriage rate (due to fear of displacement and poverty)	3	3%
19	Increase of the societal disputes frequency	2	2%
20	Successive crisis and injustice	1	1%
21	Spread of diseases and epidemics due to the widening of poverty	1	1%
22	Separation of educational institutions from the political side	2	2%
<b>Total</b>		<b>89</b>	<b>100%</b>



## **(2) Economic obstacles:**

The impact of the conflict on women in the field of work, as the responsibility doubled on her shoulders that she assumed the greatest role so she became the main breadwinner in many families due to the absence or death of the head of household, or because of the physical disabilities of some men that led to depriving them of their ability to work. The woman went out in search of sources to provide the basic needs for her family in addition to the destruction of the facilities and institutions, and consequently the loss of many job opportunities and their restriction to a few. As these establishments abandoned their employees for the inability to pay salaries, and the women were the most vulnerable to that, which forced them to accept work for a very low salary in order to be able to provide a living for their family. It also made them delve into the field of various small projects (making food in homes, sewing, marketing products in homes, cosmetics, incense, sweets etc...). The results of the current research indicated, as shown in Table No. (2), that one of the main obstacles in the economic field is the deterioration of the living standard, so that 26% of the sample indicated that, and this deterioration was due to the interruption of salaries, which 21% of the research sample indicated. This is the spread of poverty, which has led women to accept any type of work for a small amount of 19%. This result is consistent with the results of the Rawashda study - The Arabs (2016) for Jordanian women, and the family study (2007) on the reality of Palestinian women.



<b>Table (2) Economic Obstacles</b>			
	<b>(Encoding categories (paragraphs</b>	<b>Frequency</b>	<b>Percentage%</b>
1	Deterioration of the living standard	21	26%
2	Severance of salaries had a devastating impact	17	21%
3	Woman accepting any kind of work against small sums ((exploitation by employers without paying duties	15	19%
4	Extreme poverty due to job loss	8	10%
5	Forcing woman to do street work as bagger	1	1%
6	Lack of job opportunities and scarcity	5	6%
7	Stopping female entrepreneurs projects	3	4%
8	Decrease of investment	3	4%
9	Expensiveness and high prices	3	4%
10	Firing woman from her job	1	1%
11	Destruction of many factories and institutions resulting loss of work	3	4%
<b>Total</b>		<b>80</b>	<b>100%</b>

**(3) The political and legal obstacles** that dealt with the results of the current research concerning the nature of the laws related to women's rights in particular at the family level still disadvantage women, and this is in agreement with the findings of the study of Al-Rawashda; The Arabs (2016) for Jordanian women, in addition to Al Ayla 2007 study on the reality of Palestinian women in political and public participation in addition to an agreement with the results of the Massaad study (2000) on women's political participation in Arab and international documents and Al-Jasem (1999) on the role of Arab women in political life.

The lack of security and stability during wars and conflicts has a negative impact on the life of women consequently a change occurs in the roles of Yemeni women, as the wars have resulted in the killing of thousands of young men and heads of households and exposing some of the others to various injuries and disabilities that prevented many of them from returning to the labor market, and that prompted a lot from women to bearing additional burdens that turned her into a basic breadwinner for the family, so the woman found herself forced to search for work to support their families and meet their needs. International reports revealed that women in Yemen go through daily struggle in order to manage daily affairs and their suffering increases in preserving their



dignity and caring for their families in overcrowded homes and unsafe tents where they live under violence and physical and psychological exploitation.

According to some members of the current research sample, the participation of Yemeni women in the political life is still very limited despite the efforts of women's organizations and the international community in order to give them all the rights to gain their position in society. However, the social reality and cultural heritage reality is still considered as one of the most prominent obstacles and challenges facing Yemeni women. Judging women as an inferior being and treating them as weak creatures with limited capabilities and subordinate to men who are still the dominant ones in a society characterized by a male view, as this mentality is what controls decisions at various social and political levels. As indicated in Table No. (3), 31% believe that the deterioration of the security situation is one of the main obstacles that stand in the way of the inclusion of women in political work. 16% of the members of the research sample think that the peace perception is a political one given to men only as well as the refusal of the male decision makers the participation of women and giving her rights.



<b>Table (3) Political and Legal Obstacles</b>			
<b>encoding categories (paragraphs)</b>		<b>Frequency</b>	<b>Percentage%</b>
1	Deterioration of the security situation	15	<b>31%</b>
2	Seeing peace as a political process entrusted only to men	8	<b>16%</b>
3	Not giving her the real opportunity in decision- making positions	5	<b>11%</b>
4	Refusal of male decision-makers women participation and giving them the right to make decisions for not appreciating the developmental role of women and their marginalization	5	<b>11%</b>
5	Absence of the official, societal role of women	2	<b>5%</b>
6	Not including her in ministerial portfolios	1	<b>2%</b>
7	Not nominating women for senior leadership positions	3	<b>6%</b>
8	Some people making women a tool of conflict	2	<b>4%</b>
9	Lack of adequate legislation and laws supporting women at the family level (killing her with impunity in the name (of guardians of blood	4	<b>8%</b>
10	Misunderstanding of our noble religion percepts using it against women's right	3	<b>6%</b>
<b>Total</b>		<b>48</b>	<b>100</b>

**(4) Family Obstacles:** The results of the current research indicated that family obstacles were as follows: The most prominent obstacle in the family field was the loss of the head of household, where the result was (40%) of the opinions of the research sample, and considering domestic violence the second obstacle, where it was (22%). As the ways of expression varied regarding the increase in domestic violence after the outbreak of the conflict, as was the lack of encouragement of the parents (19%), and it was mentioned that the injury of the husband, children, or brother (disability) due to the conflict is a hindrance (12%). Some women mentioned that one of the obstacles is the multiple roles of the woman, so that she is forced to go out to find work, and at the same time she is required to take care of her family or injured husband, and they represent 3% of the sample, as it is shown in Table No. (4).



Table (4) Family Obstacles			
	Encoding categories (paragraphs)	Frequency	Percentage%
1	Loss of the head of household and women becoming the main breadwinner to many families	17	40%
2	(Domestic violence aspects (and many frequent disputes	9	22%
3	Parents discouraging women	8	19%
4	(Spouse, children, or brother injury (disability	5	12%
5	Pressure on women assuming multiple roles	3	7%
<b>Total</b>		<b>42</b>	<b>100%</b>

**(5) Obstacles related to women:** Based on their response to societal inspirations without their role and the reduction of their various possibilities to participate in the decision-making process, including the societal peace decision, which led to their reluctance to provide actual participation in this aspect, this may develop for some women and become a major obstacle, which is the view of women from their personal perspective, where some of them, if not most, lost self-confidence, which was reflected in the level of their active participation in the societal advancement in various fields due to the firmness of some prevailing beliefs.

For example, the basic role of women is represented in childbearing, raising children, and housework, and what is beyond that is considered a departure from the social norm and the prevailing view. In light of this traditional view, the level of women's participation in political decision-making centers, including the peace decision, or participation in the fields of advancing development, has decreased, as shown in Table (5), where 33% of the research sample mentioned that one of the reasons that hinder women from active participation in all aspects of societal and institutional work are represented in their lack of self-confidence, and 24% of the research sample said that the current situation affected the woman's moral, because due to her emotional nature, she tends to peace.



In addition, 14% of the sample answers touched on the fact that the dispersion in women's opinions on important issues and the failure to unify their efforts to highlight their role is one of the obstacles facing women, while 10% of the research sample responses touched on the fact that women's hostility to women and her fight in leadership roles and positions is considered one of the most severe difficulties that hinder the participation of women in presenting their role in an appropriate manner.

The results of the current research indicated that women's fear from the point of view of the male community, which may sometimes reach societal ostracism, is one of the important obstacles facing women.

<b>Table (5) Personal Difficulties (being a woman)</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Lack of self-confidence	7	33 %
2	Impact of the conflict on a woman's moral because of her emotional nature that tends to peace	5	24%
3	Fearing the point of view of patriarchal community leading to social ostracism	4	19%
4	Dispersion of women's opinions on important issues- failing to unite efforts to highlight their role	3	14%
5	Enmity of woman to woman and their fight in leadership roles and positions	2	10%
<b>Total</b>		<b>21</b>	<b>100%</b>

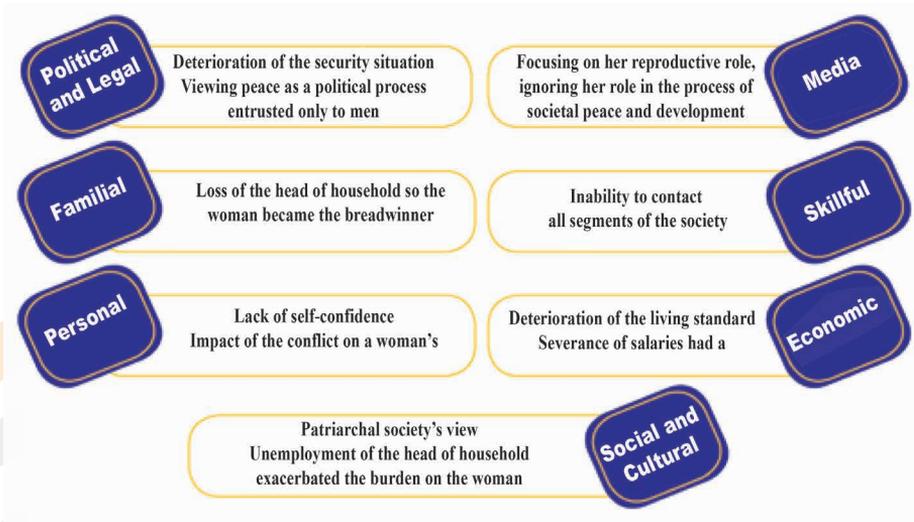
**(6) Obstacles in the media aspect:** the stereotypical image of women in the media is considered as one of the obstacles. The results of the current research indicate that the most important obstacles in the media side are the media's focus on the reproductive role of women at the expense of their role in the process of community coexistence, peace and development, as indicated by 50 % of the current research sample, and 30% of them referred to the absence of the media's role in highlighting the importance of the women's role in societal coexistence and reducing the gap of differences. In addition to that, they mentioned that one of the obstacles is the stereotypical image of the different media outlets of the women's roles as shown in the table N° (6) This is consistent with the results of the study (Al-Rawashda; Al-Arab: 2016 for Jordanian Women).



<b>Table (6) the sixth field: obstacles in the media aspect</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Focusing on the reproductive role of women, ignoring their role in the process of societal coexistence, peace and development	5	50%
2	Absence of the media's role in highlighting the importance of women in societal coexistence and reducing the gap of differences	3	30%
3	Image stereotyping of women's role in different media	2	20%
<b>Total</b>		<b>10</b>	<b>100%</b>

**(7) Obstacles in the skillful aspect:** Table N° (7) indicates that the inability to contact and communicate with all segments of society and the scarcity of qualifying courses for women is a prominent obstacle that limits the participation of women in various fields. 33% of the research sample members agreed on this. In addition to that, the poor level of education among women represented a hindrance associated with poor contact and communication skills.

<b>Table (7) the seventh field: obstacles in the skillful aspects</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Inability to contact and communicate with all segments of the society	3	33 %
2	Scarcity of training sessions for women in the aspect of peace and development	3	33 %
3	Poor levels of education and skills for women	2	22 %
4	Women fearing leadership positions	1	12%
<b>Total</b>		<b>9</b>	<b>100 %</b>



*Illustration 1: The most important obstacles and challenges that hinder women from contributing to the peace process and the advancement of development*

### **Results of the second axis Suggested solutions to empower women in peace participation and development advancing**

According to the Security Council Resolution N°. 1889 of 2009 on the necessity of the full and effective participation of women in the stages of the peace and development process, several steps must be taken through which the role of women can be activated. In line with this, the results of the current research emerged to propose a set of solutions that contribute to activating the role of women in several areas, including solutions to empower them in the political, legal, economic, social, and media fields, in addition to the field of women's self-perception.

**(1) Solutions to empower women in the political and legal field:** The results of the current study focused on the importance of enacting laws and legislations that do justice to women and give them all their rights starting with the family and community environment, and then legislation related to their rights to contribute to decision-making, build the process of community coexistence, and effectively advance community development.



And this is consistent with Resolution (1325) adopted by the Council Security in its session held in October 2000 to achieve the principle of empowering women to play their role within the scope of civil society institutions and humanitarian organizations and work to increase their participation and give them the opportunity to find appropriate solutions for active participation in building societal body and peace which contributes to the process of developmental advancement in all fields.

Thus the results of the current research indicated that one of the most important solutions that must be taken into account in the political and legal field is to give women the right to participate in leadership positions in decision-making, and 24% of the current research sample agreed on this.

In addition to the importance of supporting women to participate in business and political activities and raising various issues which the percentage 21% indicated, and emphasized the need to activate the legislative and legal aspect in standing by the side of women's rights in the field of work and society. The percentage 11% mentioned that they also agreed that it is necessary to work on the participation of women in the development ministries and planning bodies (quotas), as the percentage 10% of the research sample mentioned. Furthermore the percentage 10% of the research sample indicated the need to stop the conflict in order to achieve security and stability in a way that guarantees the advancement of development fields. For more details, review Table N<sup>o</sup>. (8).



<b>Table (8) Solutions regarding Politic and Legal Side</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage</b>
1	Activating the role of women as a mediator among the various parties to narrow differences among them	4	5%
2	Involving women in developmental ministries and planning bodies (quota)	12	10 %
3	Giving women the right to participate in leadership positions for decision making.	19	24 %
4	Supporting women to participate in business and political activities and raising various issues (working to limit the marginalization of women in the political field)	17	21 %
5	Activating the role of legislative and legal side in supporting the rights of women in the field of work and society	9	11 %
7	Working on enacting legislation on the family side to provide equity to women	4	5 %
8	Working to revive peace in order to achieve stability and security, and to enable women's participation in the development fields	7	10 %
9	Correcting misconceptions among some interpreters of Islamic law that marginalize the role of women	2	3 %
10	Application of reward and punishment principle (justice and equality)	2	3 %
11	Involving women mainly in the organizations work of peace Supporting youth initiatives that promote peace building and advancing development	2	3 %
<b>Total</b>		<b>78</b>	<b>100 %</b>

## **(2) Solutions to empower women within the societal aspect:**

To empower women on the societal side, the traditional inferior view related to their role in society must be changed, starting with considering methods of socialization within the family and working to modernize them, passing through the need to change the old women stereotype and their role and work for equality in the upbringing process, as the old outlook was that women are creatures limited in potentials and capabilities and unable to give outside home role limits. Therefore, it is imperative to work on enhancing the positive perception of women by



the family and society, and by the woman herself so that the results of the current research in table (9) show that one of the most significant solutions is to support the activation of the woman role in the social aspect. Thus, the decision-makers are urged to work on societal awareness of the importance of the woman's role as she is the actual partner of the man and complements him, which was mentioned by 25% of the research sample in addition to the importance of giving her the real opportunity to show her abilities to become an effective competitor and partner, with the importance of raising awareness concerning educating and empowering girls.



<b>Table (9): Solutions Concerning The Societal Side of Women</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage %</b>
1	The work of women on training a generation capable of running the country's affairs which is known by its education and knowledge	3	6%
2	Raising awareness of the importance of educating and empowering girls	4	7 %
3	Encouraging and stimulating women to work and reducing school dropout	4	7 %
4	Offering women the real opportunity to show their abilities to become competitors and partners	5	10 %
5	Community awareness of the importance of a woman's role as .being a partner of the man and his complement	8	15 %
6	Moving away from intermediaries, favoritism and fighting against corruption	1	2 %
7	Establishing a national reconciliation that brings together all components ( spreading coexistence between the feminist) sector first and then the society as a whole	3	6 %
8	Supporting community awareness concerning the role of women in building peace	3	6 %
9	Empowering women to be self-reliant in order to be an active partner in development	3	6 %
10	Women should support each other by creating feminist coalitions that enhance the effectiveness of their roles	2	4 %
11	Women not refrained from participation to avoid society criticism	3	6 %
12	Women adopting the peace culture spread to contribute to the development of society	3	6 %
13	Women's contribution to educating her family and environment and then her society about the importance of coexistence and acceptance of the other (staying away from (regional	10	19 %
<b>Total</b>		<b>52</b>	<b>100 %</b>



**(3) Solutions to empower women in the economic aspect:** Table N° (10) shows that one of the most important solutions that will contribute to activating the role of women in the economic field is focusing on methods of empowering women economically, as the percentage 25% of the research sample indicated.

That is by building projects for various developmental fields within civil society institutions and organizations.

As well as supporting the private sector by giving it the necessary facilities to advance development and formulate strategic developmental planning to combat poverty, illiteracy and unemployment, and to promote education in all disciplines and levels to support the comprehensive development process.

In addition, they indicated the importance of establishing a national program that works to harness the proceeds of the country's natural wealth in order to raise the standard of living for the advancement of all areas of development.



<b>Table (10): solutions regarding economic field</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Building projects for developmental fields within civil society institutions and organizations	3	7 %
2	Working on women's economic empowerment	11	25 %
3	Activating the role of women as a key partner in development	5	11 %
4	Enacting legislations on health insurance and reducing work risks for women	1	2 %
5	Involving the people of country with expertise and competencies (to promote development (human capital	3	7 %
6	National program aiming at exploiting the country's natural resources in order to raise the living standard of the Yemeni citizen and to advance all areas of development	4	9 %
7	Supporting the private sector by providing it the necessary facilities to promote development	3	7 %
8	Concluding international agreements regarding foreign investments	2	5 %
9	Supporting the research and development fields to create appropriate investment opportunities	5	12 %
10	Promoting all specializations and levels education to support the comprehensive development process	2	5 %
11	Strategic developmental planning to fight poverty, illiteracy and unemployment	2	5 %
12	Taking interest in reconstruction projects for the advancement of development	2	5 %
<b>Total</b>		<b>43 %</b>	<b>100 %</b>

#### **(4) Solutions to empower women in the field of skill support:**

It is imperative to train women and develop their various skills, through rehabilitation programs and courses aiming at involving them in community development according to the viewpoint of the sample members by the percentage 46% who indicated that one of the most important solutions for skill support is awareness of all groups of women about their rights as shown in Table N° (11), as well as 27% of them emphasized the importance of training and qualifying women to develop their knowledge and performance skills in the political and developmental field.



<b>Table (11): Solutions regarding skills development</b>			
	<b>(Encoding categories (paragraphs</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Raising awareness of all groups of women on their rights	5	46 %
2	Taking interest in training and qualifying women to develop their skills in the political and developmental field	3	27 %
3	Working to develop women's cognitive and performance skills by having recourse to the technology to activate their role	3	27 %
<b>Total</b>		11	<b>100 %</b>

### **(5) Solutions to empower women within the media domain:**

The role of the various media outlets must be activated in the efforts that must be focused on standardizing and modernizing stereotypical views of women, through comprehensive awareness aiming at the importance of the role of women in various levels, whether social or religious, by working to eliminating the negative image of women and replacing it in a more positive way, through youth awareness among men, that the women are active partners and their role is complementary with their male partners.

As shown in Table N° (12), the research sample indicated the need for positive media awareness about the importance of the role of women in participating in political work by involving the media in public awareness of the importance of peace to build the nation and advance in all fields in addition to preparing popular orientation programs to support women's participation in peace building and the promotion of development.



Table (12) : Solutions concerning media field			
	Encoding categories (paragraphs)	Frequency	Percentage %
1	Positive media awareness of the importance of the women role in participating in political action and community coexistence	4	44 %
2	Preparing popular orientation programs to support women's participation in building peace and advancing development	3	33 %
3	Involving the media in raising public awareness of the importance of peace for building the nation and advancing all fields	2	23 %
<b>Total</b>		<b>9</b>	<b>100 %</b>

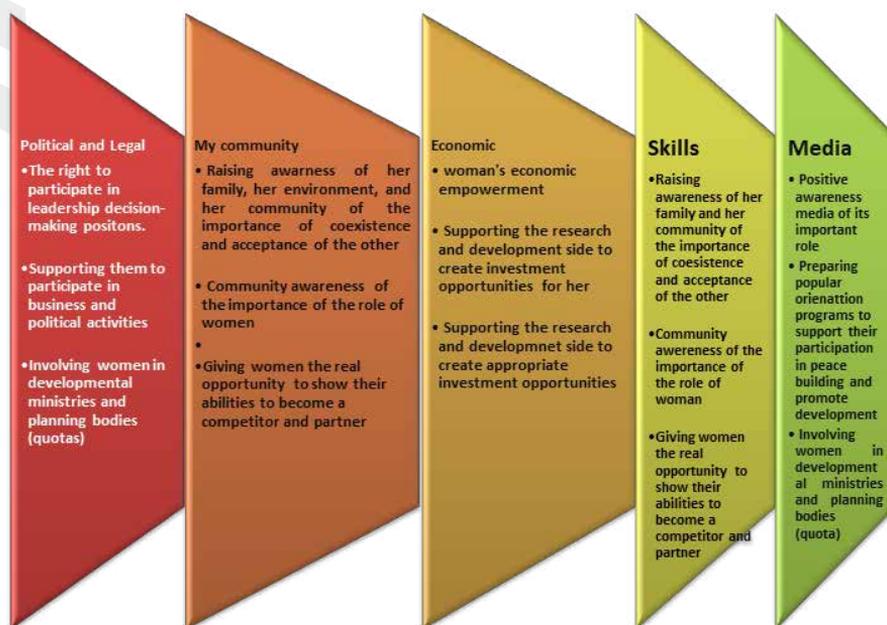


Figure 2: The most prominent suggested solutions to empower women in building peace and promoting development



### **Results: Third axis The relationship between community coexistence and peace with the way to advance development fields from the viewpoint of the research sample**

Everybody agree about the devastating effects of wars and conflicts in the regions of their occurrence, including but not limited to the phenomenon of displacement and the resulting economic, social and psychological problems, and the risk of exposing the population to poverty in countries that destabilize them due to conflicts. Moreover, these wars have exhausted the lives of millions of people and caused tremendous suffering, as people deny their rights to live in freedom and safety. It also destroyed the service, economic and social infrastructure, as well as governmental and private institutions. Crises and conflicts have a serious impact on the development of countries, and this is what happened in Yemen. Where Yemen was previously stumbled economically and in development, but the ongoing conflicts for more than five years have curbed the wheel of development and destroyed the infrastructure. Therefore, it was necessary to highlight the relationship of peace and development from the point of view of Yemeni women themselves, as they are the most affected by what is happening.

The results of the current research indicated as shown in table N° (13) according to the viewpoint of 29% of the research sample as saying that stopping the conflict (bringing peace, if peace provides advancing development), that is, stability and peace is the basic basis for comprehensive development, as 20% said the relationship between them is complementary. If peace is found, development has occurred, while others asserted that 7% of the research sample said that the relationship between peace and development is very strong.



<b>Table (13): the relation of peace with the advancement of comprehensive development</b>			
	<b>Encoding categories (paragraphs)</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Conflict suspension	16	29 %
2	.If peace exists, development is reached	11	20 %
3	Strong relationship between peace and development	7	13 %
4	Development is linked to the existence of infrastructure with a stable situation	7	13 %
5	To put the nation's public interest as a priority over private interests	3	5 %
6	No development without stability	3	5 %
7	Development is related to providing equal rights for members of society	3	5 %
8	With community solidarity and cohesion, the development process rises	2	4 %
9	Agreement among all Yemeni parties	2	4 %
10	Building a civil state that preserves the rights of citizens	1	2 %
<b>Total</b>		<b>55</b>	<b>100 %</b>



### The relation between peace and advancement in the comprehensive development fields

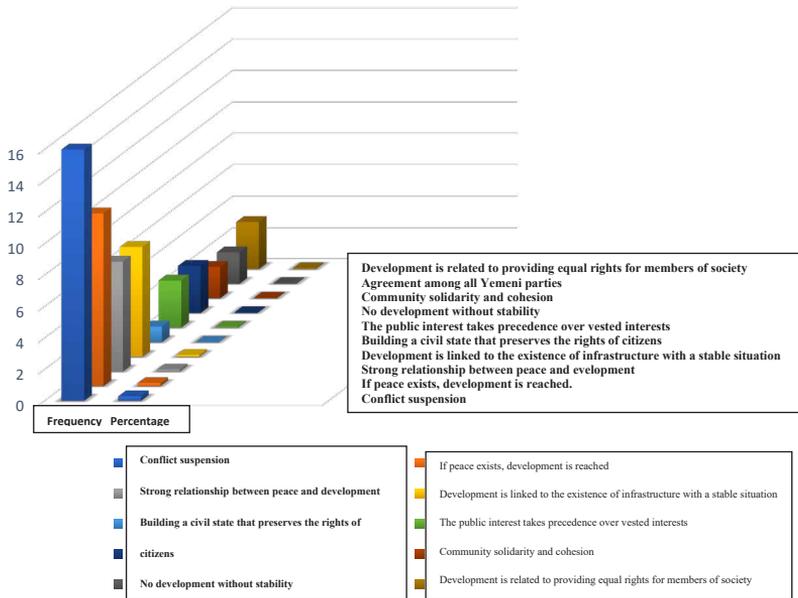


Figure 3: The relation between peace and development

### Second: Discussing the results

Since 2015, Yemen has suffered from the horrors of these conflicts that have ravaged the societal body and affected all segments of society without exception.

There are more than 21 million people in need of humanitarian aid, as mentioned in reports by United Nations organizations on more than one occasion, (Humanitarian Plan Response /January-December: 2016), and women were among the affected by this conflict.

Thus they were the most affected in several aspects, and the results of the current research indicated that the most important obstacles that weakened women’s participation were as follows:



Social and cultural obstacles affected women the most, at a rate of 30%, followed by economic obstacles which accounted for 27%, followed by family barriers which accounted for 14%, followed by obstacles related to women's self-perception which accounted for 7% of the obstacles. Finally, the media and skillful obstacles affected them, each of which was 3%, as shown in Table (14).

Table (14): Percentage of the obstacle field according to the overall axis of the obstacles			
	Obstacles fields that hinder women from participation	Total frequency of each field in the axis of obstacles	Percentage % of each field
1	Societal and cultural	89	%30
2	Economic	80	27%
3	Political and Legal	48	16%
4	Family obstacles	42	14%
5	Personal obstacles	21	7%
6	Media	10	3%
7	Skillful	9	3%
		299	100%

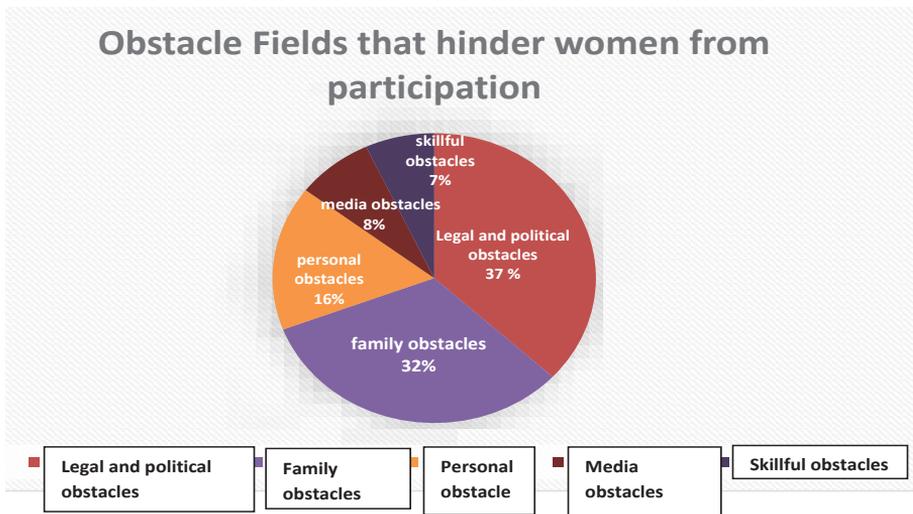


Figure (4): The obstacles facing women



It is also worth noting that among the results of the current study, which indicated that the deterioration of the security situation made women victims of political and sectarian conflicts, so that the proportion of widows increased due to the death of their husbands in the conflict in addition to the high rate of divorce, which leads to the deterioration of the societal body. Also, the phenomenon of displacement from one region to another, in which camps were made available for the displaced, and the severe damage that women suffered, but that prompted many families to prefer marrying their daughters in infancy fearing to be exposed to various risks, so early marriage cases increased.

This is in agreement with what was mentioned in the results of some studies and reports that indicated that early marriage increased by about 66% (the Foundation for the Development of Young Leaders, in cooperation with UNICEF: 2016) than it was before the conflict, and this is consistent with the results of the current research. Among the points indicated by the results of the current research is that one of the most important obstacles that women must overcome if they want to engage in political work is the economic obstacle as the search for solutions confirmed that it is necessary to work on empowering women economically for her to be able to participate effectively.

The research also confirmed the existence of some obstacles on the family side, including the multiplicity of women's roles and the burden that falls on them. The research sample confirmed that the rate of domestic violence against women increased its intensity after the conflict as a result of the pressures that the men suffer from. It also touched upon a very important point, which is the woman's view of herself and her ability to effect change.

The women must realize their feminine identities and their right to political citizenship as a complement to their male partner and embarking on the exercise of political, civil and societal work, and breaking the barrier of fear. They also have to pay attention to the general affairs of the country and the various issues of society and do not limit their role to concern for women's issues. They are half of the society and governess for the other half.



They have to create a qualitative accumulation in their varied and multiple performances in various fields and disciplines. It is worth noting that the second axis of the current research focused on a set of solutions through which women can be integrated into all the facilities and institutions in order to be able to perform their role. So the solutions were given according to the sample's point of view, which is illustrated in Table N° (15) and the solutions in the political and legal sphere topped the list of solutions, where 40% indicated that women must be given the right to participate in leadership positions to contribute to decision-making, with the need to involve women in development ministries and agencies planning (quota) in addition to the fact that 10% of them emphasized on the importance of stopping the conflict as a beginning of stability that will enable them to advance the wheel of comprehensive development of the country. After that, the solutions were related to the community field, with a rate of 27%.

They indicated the need for community awareness by emphasizing on the importance of the women's role as they are the men's actual partners, complementing him. We also underline the need to give women the real opportunity to show their abilities, and emphasized on the importance of caring for girls' education, empowerment, encouragement, and motivation for us to work.

Thus, in order for Yemeni women to contribute to societal development, a national reconciliation initiative that brings together all Yemeni components and segments is necessary.

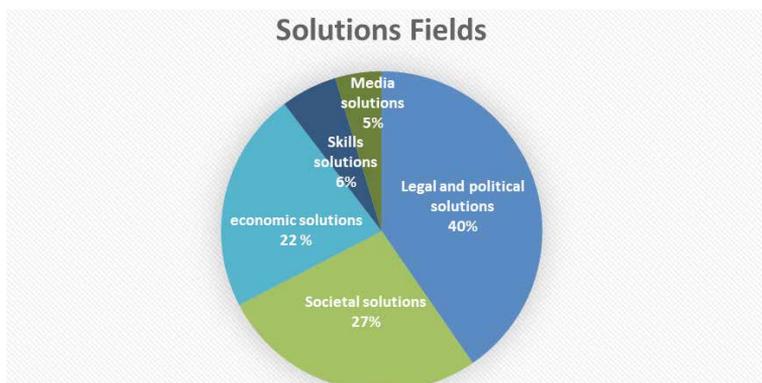
In addition, it was mentioned that from the solutions in the economic aspect, of a rate of 22%, women must be empowered economically, in addition to supporting development research to create appropriate investment opportunities. Hence, the idea of a national program initiative to exploit the country's natural wealth to raise the living standard of the Yemeni people has become a demand that must be implemented, and that can be done with national reconciliation first and then conclude clear international agreements with the great countries in the investment fields with clear provisions, taking into account the preservation of Yemen's sovereignty on all its lands and assets.



The solutions in the skillful aspect of women were among the suggested solutions, which took 6%, as they mentioned the need to pay attention to training and qualifying women to develop their skills in the political and developmental field.

The solutions in the media field were 5%, as they mentioned that positive media awareness of the importance of the women's role and their participation in political and societal work, and the preparation of popular orientation programs to support the participation of women in building peace and promoting development.

<b>Table (15) Percentage of field solutions according to the total solutions axis</b>			
	<b>Fields solutions</b>	<b>Frequency</b>	<b>Percentage %</b>
1	Solutions in the political and legal field	78	40 %
2	Solutions in the societal field	52	27 %
3	Solutions in the economic field	43	22 %
4	Solutions in the skillful field	11	6 %
5	Solutions in the media field	9	5 %
<b>Total</b>		<b>193</b>	<b>100 %</b>



*Figure 5: Suggested Solutions Fields*



It is worth noting that 28% of the current research sample stated that Yemeni women, despite all the stress and difficulties they are facing now, have proven that they are able to withstand all pressures and obstacles and have been able to stand by their families and society in this difficult situation.

In order to promote women's empowerment, they must overcome the fear stemming from the prevailing patriarchal view of society and culture that marginalizes them and weakens their role. In addition to that, in order to activate the process of integrating women into the peace building and national reconstruction plan to advance the areas of comprehensive development, this should be accepted by her male partner, and the decision-makers allow her to actively participate in all leadership areas related to decision-making in order to be able to make peace, and work on providing her with the necessary resources to build her knowledge and ability to achieve practicality and increase her participation in building the state and advancing various developmental fields.

It is also imperative to raise community awareness for all segments of society to work on changing the deficient perception of the role of women and their capabilities in making all fateful decisions, including the peace decision with the community participation to advance comprehensive development areas.

This includes working on amending some legislations to drop all forms of discrimination against women, working on activating the content of international agreements that remove all forms of discrimination within national legislation, and enacting laws on the family, community and institutional side in a way that supports women's rights, the first of which is their right to participate actively in the decision-making process and gather the Yemeni people and unify their word.

As for the third axis of the current research, which sheds light on the relation of peace and women with the advancement of comprehensive development areas, as explained above in Table N° (13), the results of the research confirm that in order to advance comprehensive development in all its fields, in a way that leads to raising the living standard for the Yemeni society, it must be preceded with this essential step (pri-



orities), which are the political stability, societal harmony and stopping conflicts in order to be able to achieve an increase in the participation of women in particular, which will help in achieving the lofty goal that all the people of Yemen aspire for in all their segments and various affiliations, which is the comprehensive development and prosperity of the homeland. Accordingly, we can present the following constructive suggestion, which represents the hierarchy of the comprehensive development advancement process (Figure 6).

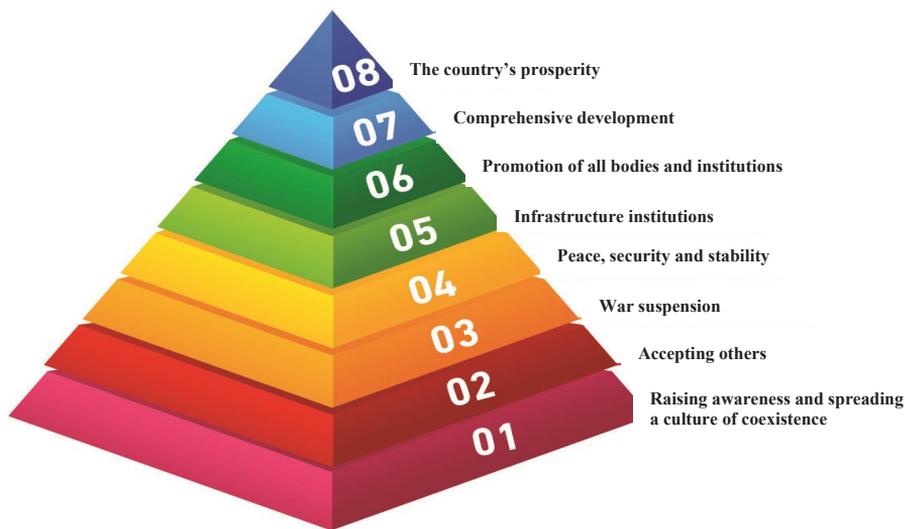


Figure N° (6) - The constructive vision for promoting the comprehensive development of the society and reaching the nation's prosperity phase.

Source: the researcher; based on the analysis of the theoretical framework and the content of the research sample interviews.

As shown in Figure 6 (the pyramid of developmental needs), in order to reach comprehensive development, the appropriate basis must be provided to achieve it, which starts from the necessity of societal awareness at all levels and media, religious and institutional platforms of the need for coexistence, which is one of the principles of our true religion, that we deviated from without awareness. As it urges us to co-



existence, tolerance and honesty with oneself and with others, Yemen accommodates all its children of all affiliations and beliefs. Building coexistence in which the woman will play a pivotal role as half of society and governess for the other half as a sister, wife and co-worker. This will lead to the disappearance of social classes and ideological differences in addition to the quality of a man, a woman, and each one will begin to present his role to complete the role of the other to participate in building the cohesion of the homeland.

When this is achieved, conflicts stop. The peace of the people diaspora and their unity will strengthen. Then stability will prevail, security and safety will return to all parts of the homeland, and internal and external investments will revive, which by its achievement, by the infrastructure services will play their roles and the citizens' living conditions will improve, which in turn will lead to the development of the performance of all governmental and private bodies and institutions. As a result, the wheel of comprehensive societal and economic development will be promoted and the prosperity of the homeland will be achieved.

### **The future research**

In order to link the results of this research to the roles of actors (government - parliament - the private sector - community organizations - the international community ...) and to appropriate strategies and mechanisms for the purpose of governing procedures and legislation to support Yemeni women in the process of promoting comprehensive development in all its fields, in a manner that leads to raising the standard of living for the Yemeni community as a whole, the researcher recommends that the future research of the Yemen Information Center for Research and Media focuses on the governance of Yemeni women's roles in order to find solutions applicable to the Yemeni reality after taking advantage of the strengths of Yemeni women as well as the opportunities available, especially those related to the international community.



### Recommendations:

1. The necessity to coordinate with all components of the Yemeni society by taking an urgent initiative for the national peace that is inclusive of all components, as Yemen has room for its entire people.
2. Official media should adopt a comprehensive awareness program for all media on the importance of coexistence and acceptance of the other, in order to settle community peace and to improve the standard of living for the Yemeni citizen.
3. Paying attention to the methods of family education based on non-discrimination between men and women, to enhance women's confidence in themselves and their ability to give outside their families frame.
4. Work to effectively implement Law 1325 to give women the full right to actively participate in peace building programs and the advancement of community development.

### The proposals:

- 1- Enacting laws and legislations that protect women first within her family and surroundings, and then in society.
- 2- Enacting laws and legislations that guarantee women the right to perform their societal and political role equally with men without discrimination or marginalization.
- 3- Carrying out more studies and research on how to empower women to build peace and contribute to society according to the point of view of her male partner and the point of view of society.



## References:

- حمداوي، جميل (2017): تحليل المضمون بين النظرية والتطبيق. WWW.ALUKAH.NEN <
- زيا، نعم إسحق زيا، المرأة العراقية ورؤية السلام في العراق وفق مقاييس الأمم المتحدة.
- شلق، هدى الخطيب(2017): أهمية دور المرأة في صنع القرار السياسي <https://lb.boell.org/ar/2017/04/27/hmy-dwr-lmr-fy-sn-lqrr-lsysis>
- هاني، ظاهر محسن (2017): المرأة والتنمية بين التحدي والمساهمة، دراسة اجتماعية ميدانية لموظفات جامعة بابل، مجلة كلية التربية الأساسية للعلوم التربوية والإنسانية. جامعة بابل.
- مسح الزواج المبكر(2017): مؤسسة تنمية القيادات الشابة، بالتعاون مع منظمة اليونيسف
- الرواشدة، علاء زهير (2016): المعوقات التي تحد من مشاركة المرأة الأردنية في الحياة السياسية في ضوء بعض المتغيرات الاجتماعية. الجامعة الأردنية.
- العزاوي، سالم جاسم محمد (2016): دراسة تحليلية لبحوث العلاقات العامة في العراق من 1989 إلى 2016. مجلة الباحث الإعلامي. العدد (38).
- المتوكل، انطلاق (2016): دراسة أولية عن أوضاع النساء في اليمن في أثناء النزاع والصراع المسلح، لتعزيز مشاركة النساء في عملية بناء السلام وأجندة ما بعد النزاع في إطار القرار 1325، لبرنامج دعم السلام في اليمن، الوكالة الألمانية للتعاون الدولي.
- علوي، هدى علي (2016): واقع المرأة اليمنية، الفرص والتحديات، مركز المسار للدراسات. دبي
- تقرير، اللجنة الوطنية للمرأة (2016): تقرير مسح رصد الحالات الانتهاكات والعنف القائم على النوع الاجتماعي والأضرار الواقعة على النساء بالتعاون مع مكتب الأمم المتحدة، مكتب اليمن.
- تقرير، مؤتمر تعزيز دور النساء في بناء السلام وحل النزاعات (2016)، بيروت.
- خطة الاستجابة الإنسانية يناير ديسمبر (2016)، Yemen HRP-Arabic
- <http://www.yemeres.com/yementoday/6063>
- <https://www.dapp.dk/ar/reportage/%D9%85%D8%A4%D8%AA%D9%85%D8>
- الخطة الوطنية لقرار مجلس الأمن 5231 المرأة والأمن والسلام وزارة الدولة لشؤون المرأة جمهورية العراق: 2014



- وضع المرأة اليمنية من الطموح إلى تحقيق الفرص (2014): البنك الدولي
- <http://documents1.worldbank.org/curated/pt/707931468334288497/pdf/878200ESW0Whit0n0ARABIC040220140web.pdf>
- لعمامرة، ليندة (2012): دور مجلس الأمن الدولي في تنفيذ قواعد القانون الدولي الإنساني. مذكرة لنيل شهادة الماجستير في القانون فرع: تحولات الدولة، جامعة مولود معمري - تيزي وزو، كلية الحقوق.
- تقرير، الأمم المتحدة (2012): الحماية القانونية الدولية لحقوق الإنسان في النزاع المسلح، منشورات نيويورك و جنيف.
- بيبير، شارلين هس (2011): البحوث الكيفية في العلوم الاجتماعية. سلسلة العلوم الاجتماعية 1783، ترجمة هناء الجوهرى.
- المصالحة، محمد (2009): المشاركة النسائية في مجلس النواب الأردني. مجلة المنارة، العدد 15، العدد 1.
- تقرير، وضع المرأة في اليمن (2009): اللجنة الوطنية للمرأة، الجمهورية اليمنية.
- عبادة، مديحة أحمد ; وآخرون (2008): العنف ضد المرأة دراسات ميدانية حول العنف الجسدي والعنف الجنسي، القاهرة، دار الفجر للنشر والتوزيع.
- العيلة، (2007): واقع المرأة الفلسطينية في المشاركة السياسية، مجلة النجاح للعلوم الإنسانية، جامعة النجاح، فلسطين.
- الوادعي، أحمد علي (2005): أوراق العمل وتجارب بعض الدول: المرأة العربية والقضاء، من وثائق وأدبيات مؤتمر حقوق المرأة في العالم العربي (من الأقوال إلى الأفعال)، المقام في 5 ديسمبر 2005 م - صنعاء.
- أنسيل دريان- باول وسانام ناراجي اندرليني (2004): السياسات الدولية الرئيسية والآليات القانونية: حقوق المرأة في سياق السلام والأمن.
- Inclusive Security: Women Waging Peace cannot vouch for the accuracy of this translation.
- نيفين، عبد المنعم مسعد (2000): المشاركة السياسية للمرأة، المركز العربي للدراسات والأبحاث السياسية، القاهرة.
- تقرير، المؤتمر الوزاري الأول حول المرأة وتحقيق الأمن في المنطقة العربية، جامعة نايف العربية للعلوم الأمنية: الأمن والحياة العدد 413: القاهرة .



## Appendices

### Manual Research Interview Titled

#### Peace and development between challenge and contribution from the point of view of Yemeni women

The research aims to study the difficulties that hinder Yemeni women from contributing to building the peace process and promoting development, and how to address them and develop appropriate solutions to overcome them.

Interview No. ( )

Date: \ \ 2020 AD

#### First: Personal data

Age: ( )

**Educational level:** High school ( ), Diploma ( ), Bachelor's ( ), Master's ( ), PhD ( )

**Marital Status:** ( ) Field of Work: Administrative Officer ( )

Education ( ) Human Rights Activist ( )

Place of Residence: .....

Q.1 / According to your point of view, how have the conflicts affected the lives of Yemeni women in the social and work fields?

Q2 / According to your point of view, are there specific reasons to women that may prevent them from participating in the activation of the peace and development process?

Q3 / What do you think are the most important challenges and obstacles that Yemeni women are facing and hinder them from contributing to the peace process and advancement of development in Yemen?

Q4 / How do you view society's point of view of women's participation in the peace process?

Q5 / What are the solutions that can contribute to activating the role of women in the peace process and advancing development?

Q6 / In your opinion, is there a relationship between the peace process and the development process?

Q7 / How can Yemeni women contribute to the peace building process?



Q8 / How can the comprehensive development process take place in Yemen?

Q9 / In your opinion, what is the required role of women to promote development?

Q10 / What are your contributions in the field of peace and development?

Q11 / I thank you for all this valuable information. Is there anything you would like to add before the end of the interview?



## Open questionnaire: for research entitled Empowering Yemeni women to contribute to the peace process and the advancement of development

The research aims to study the difficulties that hinder Yemeni women from contributing to building the peace process and advancing development, and how to address them and develop appropriate solutions to overcome them.

Date: \ \ 2020 AD Application/Form N°.: ( )

**First: Personal data** Age: ( )

**Educational level:** High school ( ), Diploma ( ) Bachelor's ( ) Master ( ) PhD ( )

**Marital Status:** ( ) **Field of Work:** Administrative Officer

( ) Education ( )

Human Rights Activist ( )

**Place of Residence:** .....

	Question	Answer
1	According to your point of view, how have the conflicts affected the lives of Yemeni women in the social field?	
2	According to your point of view, are there the specific reasons to women that could prevent them from participating in the activation of the peace and development process?	
3	In your opinion, how is the current situation on the lives of Yemeni women in the field of work?	
4	In your opinion, what are the most important challenges and obstacles that Yemeni women face and hinder them from contributing to the ?peace process and the advancement of development in Yemen	
5	How do you see society's view of women's contribution to the peace process?	
6	How can Yemeni women contribute to the peace building process?	
7	What are the solutions that can contribute to activating the role of women in the peace process and advancing development?	
8	In your opinion, is there a relationship between the peace process and the development process?	
9	How can the comprehensive development process be promoted in Yemen?	
10	In your opinion, what is the required role of women to promote development?	
11	Do you have contributions to peace and development?	
12	Thank you for all this valuable information, is there anything you would like to add?	





## **The Role of the Academic Staff in Activating the Community Coexistence Culture**

**Sana'a University as a model**

**Dr. Balkis Mathar Al Arika**

**Dr. Ibrahim Muhammed Al Hanchli**

**Yemen Information Center  
2020**



## **The role of the Academic Staff in Activating the Community Coexistence Culture: Sana'a University as a Model**

### **Abstract:**

Yemen is facing an exceptional and difficult situation. In order to get out of it, it is necessary to focus on community coexistence and enhancing national cohesion. In this regard, it was observed that there is a gap between the culture of community coexistence and the practices of a number of the academic staff in dealings with their students or colleagues in the work environment. Since the academic staff plays a significant role in spreading community coexistence culture, the current research dealt with the concepts of the culture of community coexistence and the values associated with it among the academic staff and discussed different roles that the academic staff plays to deepen and generalize the culture of community coexistence in the educational environment. In addition, it extracted a set of solutions to activate the spread of the community coexistence culture from the point of view of the academic staff. To reach these goals, the methodology of direct in-depth interviews was used on a sample of the academic staff in different faculties at Sana'a University. This research recommended the need for cooperation of the university administration, its research centres and service facilities to cooperate with relevant official authorities, local and international civil society organizations to support and promote a culture which accept the other as a cornerstone in promoting the community coexistence process. It also recommended the need for implementing many programs, activities, events and projects directed towards faculty members to improve their skills and capabilities enhancement for applying the values of community coexistence culture, where it is reflected in a positive way on the educational environment in various levels.

**Key words:** Culture of Coexistence - Academic Staff - Sana'a University



## **The introduction**

The culture of community coexistence is an adaptive process concerned with accepting differences and enhancing understanding among members of the society. In this context, (Canaan, 2009) stated that the culture of coexistence and peace means the existence of minds that believe in their role in building a society characterized by harmony, security, understanding, and a culture of populace and persuasion. So the culture of coexistence and peace is that we seek to solve problems and differences through negotiation. Therefore, the university professor's role appears in introducing and raising awareness of the importance of coexistence culture and community peace as a behavioral and ethical approach for students. Thus, the university professor must be aware of the importance of these behaviors and the positive or negative effects that result from students and society in general (Mukhtar, 1993).

The cohesion of community members and their level of coexistence is a fundamental factor for the development and advancement of the society. The university is the most important society institutions responsible for the outputs of human resources, and here must be noted that future generations, as a community capital, deserve a developed and thoughtful educational system in order to be able to face the challenges posed by the complex and intertwining problems produced by the local and external conflicts that affected Yemen. And since academic institutions are the main pillar in achieving comprehensive and sustainable development of societies by qualifying and providing graduates with the necessary knowledge and skills to enable them to work in the productive, social and service sectors.

It can also inculcate the values and concepts of community coexistence and raise awareness of its various forms in order to reach community peace. University institutions are considered the main pillar in achieving comprehensive and sustainable development of societies through qualifying and imparting skills, knowledge, orientations and values to large numbers of young graduates in all scientific and literary disciplines to work in all productive and social sectors. Given that young university students represent the societal capital, the more sin-



cere efforts are made by universities to develop their human resources, the greater is the proportion of intellectual capital in societies.

Therefore, educational institutions must work to instill the values of community coexistence through the example represented by faculty members, consolidate the rules of cooperation and solidarity, reject violence, achieve justice and development, and practice the values of forgiveness, dialogue and respect among all parties.

### **Research problem and questions:**

According to the Global Peace Index for the year 2020 issued by the Institute of Economics and Peace in Sydney City, Australia, Yemen is one of the most affected by violence through the order of 159 points (3,411) out of 163 countries (2020), as the Global Peace Index is based on a set of criteria. The report of the newspaper France, 2019 has shown that the effects of conflicts haven't only disrupted human development, but also led to the collapse of Yemen's infrastructure and erased the gains of the 20 past years. The turbulent conditions have greatly affected the infrastructure of Sana'a University and the psychological, physical and material state of the university's members, teaching staff and students.

It has been observed that the academic staff is the most affected by these critical situations resulting from the current conditions, and that their role is effective in achieving comprehensive and sustainable development by providing students with knowledge, skills, orientations, values and principles that enable them to adapt to the current conditions of the Yemeni society by establishing the concepts and values of community coexistence. University youth are the mainstay of society and its main pillar, as they are future leaders and the axis of developmental advancement. Youth is an integral part of the development of society, its stability, and the development of countries (Sadeqyar (2007). Therefore, the United Nations drew the world's attention in 1985 to the vital and important role of youth, and this year was called the International Year of Youth for Development and Community Coexistence for Peace (2008: kura). The problem of the current research is that there is a gap



between the culture of societal coexistence and some behavioral practices of some of the educational and academic staff that emerged through dealing with their students or colleagues in the academic work environment.

Therefore, the current research focuses on shedding light on the concept of the community coexistence culture among the academic staff and their role in implanting this culture among their students by answering the following questions:

- 1- What is the nature of the societal coexistence culture among the academic staff?
- 2- What is the role of the academic staff in deepening and generalizing the culture of societal coexistence among their students?
- 3- What are the obstacles facing the academic staff to spread a culture of community coexistence?
- 4- What are the appropriate solutions that can enhance the role of the academic staff in spreading the culture of community coexistence?

### **Research Objectives**

This research aims to achieve the following objectives:

- 1- Knowing the nature of the concept and values of the community coexistence culture among the academic staff at Sana'a University.
- 2- Knowing the role of the academic staff in deepening and generalizing the concepts of a community coexistence culture among their students.
- 3- Determining the factors and obstacles that affect the spread of the societal coexistence culture within the academic staff among their students.
- 4- Determining solutions and strategies to activate community coexistence according to the viewpoint of the academic staff.



## **Research Importance**

The importance of research is evident in the following points:

- 1- The scarcity of studies that dealt with peace issues in Yemen in general.
- 2- The importance of this research lies in the researcher's use of direct in-depth interviews with members of the teaching staff at Sana'a University.
- 3- The research seeks to draw the attention of the concerned authorities and educational and social specialists at the university regarding the activation of programs for building a culture of community coexistence within universities and the important role that a teaching staff member can play in spreading the culture of coexistence and achieving security and psychological stability for students, to achieve societal development and prosperity in general.
- 4- This research was conducted at a stage in which Yemen passes through an exceptional situation filled with crises and conflicts, and in which the values and principles of forgiveness and community coexistence have receded.
- 5- This research helps to raise the level of social and psychological adjustment of the teaching staff members and students.
- 6- The research will work to come up with proposals that suit exceptional circumstances to activate the role of teaching staff members by spreading the culture of community coexistence among their students, thus achieving psychological and societal balance.

## **Research methodology and tools:**

The current research follows the method of qualitative approach, which is reaching results in non-statistical or quantitative ways. The research used the method of field studies by applying the tool of direct in-depth interviews as an appropriate way to collect data from members of the research sample and to achieve the research objectives. It is also called



the intensive interview. In-depth interviews are a special kind of dialogue between the researcher and the sample members, and it requires the existence of questions arranged in the interview guide prepared in advance in order to achieve an effective communication.

The dialogue in the in-depth interviews revolves around a specific issue or topic, using what is called a snowball, which is a gradation with questions to reach through appropriate answers to the research problem (Bieber & Levy, 2011). The interview was based on an effective dialogue between researchers and members of the research sample.

The interview was about the following four themes:

**The first axis:** knowing the nature of the concept and values of the community coexistence culture among the academic staff.

**The second axis:** knowing the role of the academic staff in consolidating the concepts of the community coexistence culture.

**The third axis:** identifying the factors and obstacles that affect the spread of the community coexistence culture among the academic staff.

**The fourth axis:** Determining solutions and strategies to activate community coexistence according to the viewpoint of the academic staff.

Review Appendix No. 1 (Interview Guide)

### **Key words:**

#### **Culture of Coexistence:**

The culture of coexistence is one of the basic criteria for the advancement of the societal peace process. In this context, the term “culture of peace” is referred at the UNESCO as a comprehensive term based on global intellectual and strategic foundations that include the cultural, economic and strategic history of the world as well as the philosophical principles with ethical, valuable, knowledgeable, geographical and historical meanings of nations, and the development of human consciousness in general towards peaceful coexistence based on the respect of others and acceptance of their culture and temperament, cooperation



and international cohesion. (Abu Al-Sheikh, 2009), (Khalifa, Heba and Al-Zahrani, Nasser, 2020) know the concept of the culture of coexistence and social peace which is the spread of freedom, social justice, forgiveness and solidarity among youth, and a culture that enables young people to express their opinions and ideas on community issues, and it guarantees youth to exercise their rights by participating in the development of society.

The procedural definition of the community coexistence culture: It is a set of values, principles, behavior patterns, methods and educational means that a faculty member follows at the university, aiming at providing students with knowledge, skills, orientations and values in order to bring a positive change among them towards the acquisition of values and building community coexistence and psychological and social adaptation to the environment surrounding them to reach peace.

**Academic staff:** A group of faculty members at Sana'a University from various specializations with different degrees.

**Sana'a University:** It is considered the first university in Yemen established in 1970. Its headquarters are located in the Yemeni capital city, Sana'a, and it includes more than 124 majors in the humanities and scientific sciences.

### The research parameters

The parameters of the current research are identified by the following:

- 1- The objective limit: the community coexistence culture, concept, values, and principles.
- 2- Spatial limit: Sana'a University.
- 3- Time limit: The research was applied in the second semester of 2020.
- 4- The human limit: the research was applied to 10 members of the academic staff at Sana'a University, according to the following table.



## **Theoretical Framework**

### **Community Coexistence Culture and Education:**

The community coexistence culture is considered one of the standards of peace, and is one of the contemporary issues and modern Western terminologies used by many organizations and institutions, which has received wide attention by the United Nations and its institutions, especially the International Organization for Education, Science and Culture (UNESCO). UNESCO has played an important role in adopting the concepts and values of a coexistence culture and peace and disseminating them in conferences, programs, and periodic activities based on the principle (If wars start by people's minds, then the process of building community coexistence must begin in people's minds as well in order to achieve peace) (UNESCO 1985).

The United Nations has defined the community coexistence culture and peace as a set of values and attitude, traditions, patterns of behavior and ways of life that embody a set of principles, respect for human rights, commitment to settling disputes by peaceful means, recognition of the equal rights of men and women, and recognition of everyone's right to freedom of expression, access to information, adherence to the principles of democracy, freedom, justice, development for all, forgiveness, solidarity, pluralism, acceptance of differences and understanding between ethnic, religious and cultural nations as well as other groups (UNESCO 2001). (Canaan, 2009) defined the culture of community coexistence and peace idiomatically as a culture of dialogue, discussion and persuasion in dealing with others, instead of imposing an opinion. We can define peace as (not only stopping violence and conflict, but also providing basic human needs such as education, health, and sanitary water, etc. It's everything that makes a person live a decent life). The words coexistence and peace in the English language are synonymous to the word (peace), which means reconciliation, security, tranquility, love and friendliness, all of which express peace and reject fanaticism and violence (Elias, 2001)



“Therefore, we see clearly that all religions, including Islam called for coexistence and peace

O mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.” (Al-Hujurat:49). Islam fights hatred, racism, and wars among members of all human societies. Islam has urged us to embrace love, coexistence, forgiveness, equality and justice. God Almighty said “Be just! That is closer to righteousness.” (Al-Maidah: 8). Among the Quran verses that encourage coexistence and peace, renounce violence and avoid wars, the Almighty said: “If the enemy is inclined towards peace, make peace with them. And put your trust in Allah. Indeed, He ‘alone’ is the All-Hearing, All-Knowing.” (Surat Al-Anfal - Verse 61).

Therefore, there is an urgent need to achieve societal coexistence, as it represents a lofty human goal and purpose. However, in recent times, a multiplicity of social problems has been noticed, and it has become haunting for decision-makers at the local and international levels, for example, issues of poverty, disease, the environment and climate change have become among the prevailing problems of our time. However, the problem of conflicts is the most prominent because of their direct effects that lead to the obliteration of societal coexistence and the emergence of various forms of violence and extremism that cost the society a lot of victims and destroy the infrastructure, which leads to the depletion of natural and materialistic resources of the country (Ali Ismail and others, 2009).

The United Nations (United Nations, 1999 AD) believes that societies should recognize the community coexistence culture and peace through fourteen requirements to achieve sustainable development, as follows:

- 1- Working on resolving disputes and conflicts by peaceful means.
- 2- Commitment to the United Nations Charter and laws.
- 3- Promoting democracy and development and safeguarding all human rights and fundamental freedoms.



- 4- Enabling community members to acquire the skills of dialogue, negotiation and building consensus.
- 5- Promoting the democratic participation of institutions in the development process.
- 6- Eliminating poverty and illiteracy and reducing disparities within society.
- 7- Working to achieve sustainable economic and social development.
- 8- Eliminating all forms of discrimination against women by empowering them at all levels of decision-making.
- 9- Respecting, promoting and protecting all children rights.
- 10- Protecting the freedom of information flow at all levels and enhancing access to it.
- 11- Increasing transparency and accountability.
- 12- Eliminating all forms of racism and discrimination.
- 13- Promoting understanding, forgiveness and solidarity among civilizations, people and cultures, with special attention to minorities, interactions and linguistics.
- 14- Working to give all people their rights, including those who live under colonial domination or other forms of foreign domination or occupation, in accordance with the right of self-determination guaranteed in the United Nations Charter represented by covenants, declarations and decisions issued.

In addition to the above requirements mentioned by the United Nations to achieve community coexistence and peace in order to reach community development, the research emphasizes the importance of education, as it is considered the cornerstone of defining and spreading the culture of community coexistence to advance the peace process. Education and teaching, with their correct methods, are the true nucleus of building the human being and civilization, so it is imperative to shed light on positive educational methods and to build and develop education in a way that serves the advancement of various community facilities. We can say that education represents the arrow and the bow in confront-



ing all forms of conflicts and disputes (UNESCO 1995). In the same context, (Hassan and Muhammad Siddiq, 2001) note that the process of transmitting a culture of community coexistence requires focusing on the educational attitudes adopted by the educational staff to encourage learners to participate in shaping educational behavior, so that they can interact with these situations. In addition, this includes acquiring a culture of coexistence, societal cognitive aspects related to concepts, facts, and emotional aspects, and the necessity to take individuals out of direct and indirect violence, and replacing it with positive skills related to coexistent behavior and forgiveness in the everyday life.

In this context, the results of Maryam Al-Ansari's research made it clear that the culture of community coexistence and peace can be promoted through the tracks included in the curriculum, which are:  
**The first track:** Addressing the learner's relationship with his family and society out of understanding, cooperation and building positive relationships.

**The second track:** Enriching the learner's culture with images of international cooperation, its various forms and its multiple organizations, which play a fundamental role in establishing international peace and developing the spirit of human fraternity.

**The third track:** Providing the learner with a set of values, orientations, and behavior patterns. The most important of which are national loyalty, pride, protection, nation's defense, unity, solidarity, self-reliance, and developing a sense of human fraternity.

**The fourth track:** Preserving the environment with all its components and developing it.

**The fifth track:** Confirming concepts and facts that contribute to the stability of the political and social system of the state and help in the appropriate use of the state's resources to meet the needs of individuals and the society, in order to achieve balance between sectors and groups of society, and lay the foundations of community coexistence and peace (Hassan, Muhammad Siddiq, 2001).

Teaching and learning methods and institutional policy orientations should make coexistence, peace, human rights and democracy a daily practice and a knowledge acquisition simultaneously. With regard to



teaching methods, the use of activity and teamwork methods, discussion of ethical issues, and self-learning should be encouraged.

As for institutional policy orientations, effective methods of management and participation should be followed to encourage the implementation of democratic management at the school level, in which teachers, students, parents and the community contribute in a group (Al-Hanashli, 2012). From here, we can say that future generations must be given the opportunity to deal with educational patterns that are radically different from what exists now, in order to be able to face the challenges posed by the complex and intertwining problems. People need knowledge, skills and awareness in order to create and maintain societal coexistence.

The education of community coexistence is a comprehensive and participatory process that includes education for social and economic justice, gender equality, environmental preservation, and encouraging critical and innovative thinking, problem solving, cooperation and the creation of adaptive actions with different groups of society.

UNESCO, 1991 also clarified the importance of commitment in promoting a community coexistence culture and peace by expanding the concept of quality education using various methods, which are:

- 1- Executing projects in the field of community coexistence and peace
- 2- Conducting studies and researches.
- 3- Increasing community awareness.

### **Sana'a University**

Sana'a University was established simultaneously with the University of Aden during the academic year 1970/1971. It is the first university in Yemen, and currently includes more than 124 majors and a scientific division in which there are no less than eighty thousand students. Its main mission is to rehabilitate and train staff to contribute to the development process in various fields. With the beginning of the year 2006/2005 AD, Sana'a University witnessed a remarkable development to meet the requirements of the society, through the expansion of col-



leges and specializations, as well as the establishment of a number of specialized academic and service centers. Due to the importance of the university's role, many subsidiary colleges have been established in several governorates, some of which have become independent universities. It consists of twenty colleges, twelve of them in the main center in Sana'a, and eight subsidiary colleges.

The university does not only grant a bachelor's degree, but started in the early eighties granting postgraduate degrees, starting with higher diplomas, and then awarded masters and doctoral degrees in many disciplines from most colleges (Wikipedia, 2020). Despite what the university is going through in terms of crises and obstacles related to the weakness of available services, the deterioration of infrastructure and the weak financial resources, the university council facilitated, at the beginning of the year 2020 AD, the procedures for postgraduate studies, masters and doctorates in all disciplines so that students can complete their postgraduate studies, for the fact that they cannot complete their studies abroad.

### **Academic staff in universities and spreading the culture of peace:**

Universities play a fundamental role in the development and evolution of the society, through which knowledge, skills, the transfer of expertise, heritage and cultures are spread. It also qualifies students with an effective training that enables them to practice their acquired skills and helps them to adapt in their societies (Ali, 2005). UNESCO believes that universities play a pivotal role in promoting positive thinking among youth and countering the negative and destructive ideas that plague the minds of young people (UNESCO, 1991). University professors have the knowledge, skills, experiences, values, attitudes and behaviors that affect their students either positively or negatively. Therefore, the teaching staff must have many important features in order to be able to practically impart peace concepts to their students, which are as follows as explained by (Ali, 2005):

- 1- Personal traits: the teacher should be flexible, have critical thinking and self-confidence, accept others despite their differences, be patient in making judgments, possess communication



skills, effective communication and the ability to explain and analyze.

- 2- Professional competencies: He has the ability to help his students in carrying out the tasks assigned to them, warn them of the dangers, defend them, understand their feelings, encourage them to social cooperation, participate with them in thinking situations, listen to them and accept their suggestions and opinions.
- 3- Situational experiences: The teacher must have sufficient knowledge in his field of specialization and the ability to accept different responses from students, even if they are not familiar, to have the ability to use the actual skills in the educational process, and to evaluate the daily and weekly work and the educational units and its effectiveness.
- 4- Academic competence: the teacher should be familiar with the information and experiences that students need and to present them in a correct and enjoyable way.
- 5- Educational competence: the teacher should be familiar with the appropriate educational methods to deal with students and effectively provide them with educational information.
- 6- Communicative competence: the teacher should be able to use appropriate and varied methods to convey information properly.

The qualities of the academic staff are reflected in their efforts to spread a community coexistence and peace and to promote the correct concepts for their students by doing the following (Ali, 2017):

- 1- Promoting the spirit of cooperation and equality and using the dialogue methods based on the freedom of opinion between the teacher and the student.
- 2- Placing students in interactive educational situations in order to realize the importance of national affiliation.
- 3- Connecting the student to the idea that all human societies came from one lineage, which is Adam, peace be upon him, and that all the monotheistic religions call for honouring the Human regardless of his gender, race, colour, or religion.



- 4- Linking the student to the idea that the land belongs to all people, regardless of their colours, beliefs or religions.
- 5- Introducing students to the United Nations Charter (goals, principles and values)
- 6- Shedding light on some of the successes achieved in the field of the international cooperation “health, science, education, and economics.”
- 7- Highlighting the importance of the means of communication and trade and economic legislative treaties in establishing a strong relationship between countries.

The university student is exposed to many dangers and the most dangerous ones that adopt destructive ideas due to the changes that the societies are going through at all economic, political, social and cultural levels in addition to the negative impacts of open channels and social media that negatively affect moral and coexistence values, peace and national identity affiliation. To avoid these risks, the academic staff should spread the culture of community coexistence and develop its values among university students (Hashem, Ahmed Merhi, 2018). They should pay more attention on orienting university students towards promoting a culture of societal coexistence and intellectual security in all colleges and centers of universities because this culture instills moderate thought in the hearts of young people, and this ultimately leads to intellectual renewal and coexistence among members of society. They should also teach academic leaders and university specialists that academic goals cannot be achieved at a high level, except in an environment of love, intimacy and forgiveness among all campus members (Abu Hamam, 2017).

The university is one of the active institutions in the society at the teaching, educational and social levels, because it has the tools to develop awareness and culture. Social leaders have an important role in promoting national identity and achieving intellectual moderation among university students. Social service is one of the most effective and influential professions for young people within the university, which aims to help them satisfy their needs and solve the problems they are facing through a set of preventive, curative and developmental programs (Hashem, 2018).



## **Previous studies**

The studies that dealt with issues of community coexistence and peace and the related values varied, including some of the following studies:

**1- Al-Sanee Study, Muhammad Ibrahim 2011: Entitled (The Role of the University Professor in Deepening and Popularizing the Concepts and Culture of Peace and International Understanding):**

The study aimed to develop appropriate proposals to support the role of the university professor in building and spreading a culture of coexistence conducive to peace and respect for human rights and cultural exchange with others in different societies. In order to achieve this goal, the researcher used the qualitative methodology to apply the interview tool on a sample of the teaching staff at the Faculty of Educational Sciences, Jerash University in Jordan. The study showed the diversity of roles that a university professor can play to spread the culture of coexistence and peace among his students, as he performs his educational and administrative role and participates in activities related to academic curricula, cultural, sports, social and entertainment activities.

Therefore, the study recommended providing many training programs that target the academic staff and encourage them to participate in conferences and seminars held jointly with other universities to refine their skills, enhance their capabilities, improve their performance, and consolidate the concepts and values of coexistence, peace and cooperation with other societies.

**2- Al- Ashin study, Muhammad Abd al-Hamid and Izzat Abd al-Gawad, Marwa 2012: Entitled (Mechanisms for Incorporating the Culture of Education for Peace into the University Teaching in Light of the Requirements of International Education).**

The study aimed to identify the philosophy of international education for coexistence and peace and the factors that help spreading it in universities. The study also aimed to present mechanisms to embed a culture of community peace by activating the principle of coexistence



through study programs, student federations and professional development programs for members of teaching staff to achieve these goals. The study is based on the descriptive curriculum. It was applied on a sample of teaching members and seniors at the university.

The most important results of the study revealed the weak levels of achieving the requirements of international education to activate coexistence in order to reach peace in Egyptian universities as well as the weakness of the academic programs and decisions at the university that deal with the concepts, values and standards of coexistence and peace. The study recommended the necessity of spreading the culture of peace and community coexistence through three basic axes: the study programs, student federations and professional development of the teaching members.

**3- Al-Hanashli study, Ibrahim Muhammad 2012: Entitled (The Role of Secondary Education in Developing Peace Values among Secondary School Students in the Republic of Yemen in light of some Contemporary Global Variables.)**

This study aimed to identify the role of secondary education in developing the values of coexistence, forgiveness, cooperation, acceptance of others and national loyalty in order to achieve societal peace among high school students in the Republic of Yemen. In order to achieve these goals, the researcher used the quantitative analytical description method by applying the questionnaire tool distributed to a sample of 800 male and female students, then analyzing the content of the curricula. The results of the study showed the availability of certain concepts and values of peace values in the curricula, and also showed that there are concepts and values that were not included in the curricula, based on the field study. The researchers prepared a concept proposal to consolidate the concepts and values of coexistence, forgiveness, cooperation and other values of community peace. This proposal consists of three axes: the teacher, the curriculum, and the school.



**4- Annie Turns Johnson study 2013: Entitled (The Role of Universities in Laying the Foundations of Peace: Visions about Conflicts and the Development Process in Kenya).**

The study aimed to know the opinions of the research sample on the nature of conflicts in Kenya, and to determine the appropriate conditions for a comprehensive development of society. The study emphasized the importance of the role of universities in spreading the community coexistence culture, peace and acceptance of others among their students in order to achieve security, stability, sustainable development and prosperity for the Kenyan society. In order to achieve these goals, the study used the descriptive and analytical method to seek opinions of experts and those concerned with community coexistence and development issues.

The results of the study showed that there is a strong relationship between the development building and the stability of the country and the awareness of all members of society (children - youth - elderly) of the importance of coexistence for peace and the application of its principles. The study showed the importance of the contribution of higher education institutions in spreading the concepts and values of coexistence and peace, as it highlighted the importance of the role of educational stakeholders in developing plans and strategies to spread the culture of community coexistence and other peace values through the teaching and learning process and through various university activities, study programs, scientific researches and activities directed to community service.

**5- Al-Qahtani's study, Ali Bin Saad, 2015: Entitled (The Teacher's Role in Spreading the Culture of Peace among High School Students in Riyadh).**

The study aimed to identify the teacher's role in spreading the culture of coexistence and positive peace among high school students in Riyadh. To achieve this goal, the researcher used the descriptive survey approach and the questionnaire tool addressed to teachers and students. The study showed two important results. The first is that the teacher is spreading, at an average degree, the culture of coexistence, forgiveness and peace among students from the students' point of view, and to a large extent from the teachers' point of view. This role encourages students



to accept advice from experiences and righteous people, urging them to respect the elders. The other result is that the teacher plays his role towards spreading the culture of dialogue at a moderate degree among students from the students' point of view, and at a large extent from the point of view of the teachers. This role urges students not to interrupt the other party during the dialogue, and emphasizes on their respect and appreciation for the other party during the dialogue. Based on these results, the study recommended providing training courses for the teacher on how to conduct discussion sessions and involve students in solving school problems. It also recommended conducting more studies on the teacher's role in spreading the culture of coexistence and acceptance of others through dialogue to build community peace among students in other learning stages.

**6- Khayri Study, Amira 2017: Entitled (Formulating a Proposal to Activate the Efforts of Egyptian Universities to Spread the Culture of Peace among their Students: Suez Canal University as a model)**

This study aimed to present some proposals to activate the efforts of Egyptian universities in spreading the coexistence culture and community peace among their students. To achieve this, the researcher used a descriptive and analytical research method using a case study at Suez Canal University to spread the culture of community coexistence.

The field study resulted in the interest of all colleges in the university to solve environmental problems, spreading the community coexistence culture and developing cultural awareness among its students. The study confirmed that the efforts exerted need to be supported and strengthened by the university leadership, teaching staff, the postgraduate studies and research sector, the community service sector and environmental development.



**7- Hashem and Ahmed Marai Study, 2018: Entitled (The Role of University Organizations in Developing the Values of Social Peace for University Youth, a study from the perspective of the way the society is organized)**

The study aimed to determine the role of university organizations in developing the values of social coexistence to advance peace processes among university students. To achieve these goals, the researcher used both the qualitative and the quantitative approach. The results showed a high level of awareness among university students of the concept of social peace and coexistence, and an increase in the contributions of university organizations to the development of joint work values and the belonging and forgiveness among university students.

The study showed that the role of the university administration, student federations, university students' welfare agencies, specialists and social workers is one of the sources of obstacles to building community coexistence. The study recommended getting rid of these obstacles that affect the role of university organizations in promoting social coexistence.

**8- Al-Ariqi, Abdel-Moneim, and Abdel-Samad Study, 2018: Entitled (A Proposed Conception to Incorporate the Concepts and Values of Forgiveness in Social Studies Curricula (7-9) in the Republic of Yemen).**

This study aimed to identify the concepts and values of forgiveness included in the social studies curriculum for grades (7-9), to identify the concepts and values of forgiveness that should be included in social studies curricula for grades (7-9) and to conceive a proposal to include the concepts and values of tolerance in the social studies curriculum for grades (7-9). The researcher used the descriptive and content analysis curriculum. The results of the study revealed the limitations of basic education curricula in the social, religious, intellectual, and cultural fields, because they do not inculcate the values and concepts of forgiveness, except in very few cases and in a random and implicit way. The study suggested a general view to include the values of tolerance and social coexistence in the social studies curriculum for grades (7-9) from the stage of primary education in the Republic of Yemen.



**9- Shara'bi Wedad and Faraj and Alia Study, 2019: Entitled (Peace Culture in the Saudi Universities: Prince Sattam Bin Abdul Aziz University as a model)**

The aim of the research is to know the opinions of the university's teaching staff on the Kingdom's role in promoting the culture of peace, to identify areas of the culture of peace that must be promoted among university students, and then to develop proposals for the basic principles of the university which will enable it to promote a culture of coexistence and peace. To achieve these goals, the researchers used the anthropological approach and the observation form and they designed the fieldwork manual. The research emphasized the importance of identifying the foundations, requirements and proposed mechanisms to activate the culture of peace, community coexistence and constructive dialogue to enhance the culture of social peace in Saudi universities.

**10- Al-Maalouf, Lina, Samara, Yussef, Al-Zaboon and Muhammad Study 2019: Entitled (The Role of Jordanian Universities in Spreading Concepts of Peace and Tolerance among their Students).**

This study aimed to identify the role of Jordanian universities in spreading concepts of coexistence, forgiveness and peace among their students. To achieve the goal of the study, a questionnaire tool that was distributed to male and female students in the faculty of higher studies was used. The researchers came to the most important result after carrying out statistical analyzes that the role of Jordanian universities in spreading the concepts of peace, forgiveness and coexistence and accepting the opinions of others among their students was very positive. Based on the results of the study, the researchers recommended holding more conferences on peace, forgiveness and acceptance of others at the university, and inviting different sectors of society to join and participate in it. The researchers also recommended conducting more scientific studies and research to address the intruder phenomena in Jordan's culture, such as intolerance, mental closeness, and the lack of participation in volunteer work.



Finally, the researchers emphasized that Arab and Islamic culture is a culture of forgiveness and coexistence, and there is no obstacle that hinder coexistence and recognition of the other, and that all human beings have equal and fair rights.

### **11- Khalifa, Heba Ahmed, Al-Zahrani, and Nasser Awad Study 2020: Entitled (The Contributions of Universities in Spreading the Culture of Social Peace among Youth) - a study applied on the Um Al Qura University- Kingdom of Saudi Arabia**

The study aimed to identify the contributions of universities in spreading the culture of social peace among Saudi youth and study the values of forgiveness, justice and freedom. In addition, the study aimed to identify obstacles to spreading a culture of peace and community coexistence that Saudi universities are facing. The study used the descriptive and analytical approach using a questionnaire tool that was distributed to workers and students at Um Al-Qura University. The study showed that the university's contributions to spreading a culture of peace, forgiveness and freedom among youth to promote social coexistence were moderate, while the university's contributions to spreading justice and promoting a culture of peace, coexistence and social forgiveness were weak among youth. Finally, the study suggested a scenario to activate the contributions of universities in spreading a culture of social peace to achieve coexistence among Saudi youth in accordance with Vision 2030.

#### **Summary of the Previous Studies and the Position of the Current Study Thereof**

After reviewing the previous studies related to issues of coexistence and social peace, its concepts, values and principles, we note that all the studies have agreed on the importance of the role of educational institutions, especially universities, in promoting a culture of community coexistence and its values such as dialogue, cooperation and forgiveness, rejection of violence, security, human rights, social justice and other values leading to building peace within the community. The studies focused on the essential role of the teacher and academic staff in the latest



amendment in the attitudes and behaviour of students towards issues of community coexistence and peace and the promotion of security and intellectual moderation that ultimately leads to peace, social adaptation, psychological and community safety, achieving human development in order to reach the highest goal of comprehensive and sustainable development, and thus the current study meets with previous studies on its topic.

This study benefited from the previous studies that influenced on theoretical information and supported the research problem of the current study. What distinguishes this study from the previous ones is the use of direct in-depth interviews with the academic staff because it is one of the Arab studies that aimed to know the roles of the academic staff in universities in order to spread the concepts and the value of coexistence and peace and the factors and obstacles that affect the dissemination of these concepts and reach a proposal to activate their role towards building community peace.

### **Analyzing and discussing interview results**

Depending on the theoretical framework of the research, the results of the previous studies and the results of the current research that aims to generalize and deepen the culture of community coexistence and its related values such as forgiveness, dialogue, cooperation and the rejection of violence to reach social peace, this research contributes to strengthening and activating the community coexistence culture by upgrading the role of the teaching staff member in promoting a culture of societal coexistence and acceptance of difference to advance social peace, raising the cultural level and awareness of the standards and values of coexistence among academics by implementing proposals and recommendations on how to enhance positive community coexistence. The research deals with four main axes and under each axis falls a number of topics in the following order:



### **The first axis: the community coexistence's concept nature and culture values**

This axis aims to analyze and explain the nature of the culture of societal coexistence and the concepts associated with it among the teaching staff through direct in-depth interviews. The concept of the community coexistence culture has its multi-faceted connotations and indicators, whether they were social, economic or political, to be directed towards achieving peace and comprehensive and sustainable community development. The study showed that the views of the research sample differed in clarifying the concepts of the community coexistence culture and peace. Some of them saw the concept of coexistence as achieving justice, equality, forgiveness, dialogue, cooperation and other positive values represented by emotional and moral values. While others saw that coexistence is a way to end conflicts and differences to reach social peace. The sample focused on clarifying the concept of community coexistence and peace with several points as follows:

**Interview (1):** Community coexistence and peace are defined as achieving security and self-sufficiency, and this cannot be achieved under conditions full of conflicts, disputes and wars.

**Interview (2):** The community coexistence is the dissemination of principles and goals that guide others towards embracing a culture of peace, rejecting wars and spreading efforts that focus on development in various political, economic and social fields.

**Interview (3):** The societal coexistence means dialogue. Through dialogue, other peace values are strengthened and realized.

**Interview (4):** The culture of societal coexistence means all the emotional values that are promoted through education, using different methods and means of teaching.

**Interview (5):** The societal coexistence means the acceptance of others and the respect of their opinions, ideas, principles, and affiliations, whether their interpretation are true or false.

**Interview (6):** The societal coexistence means embracing forgiveness, acceptance of the other and different opinions, and rejecting racism, tribalism, regionalism, ethnicity, patriarchal culture and religious extremism.



**Interview (7):** The societal coexistence means forgiveness, acceptance of dialogue, cooperation, brotherhood, equality and strengthening national affiliation.

**Interview (8):** The societal coexistence means equality in rights, duties and cooperation among all members of the society.

**Interview (9):** The societal coexistence means the coexistence in the current situation and the acceptance of the other in order to advance peace.

**Interview (10):** The societal coexistence means the adherence to the moral values associated with the conscience and a sense of inner peace and with the surrounding environment in order to achieve economic, social and political peace.

Through the concepts presented by the sample members, it became clear that the majority is moving towards dealing with the community coexistence as a basic step to building peace. Building the community coexistence requires creating appropriate conditions for community members such as human rights education, economic development, increasing aid, promoting social solidarity, and restoring harmony between members of the society.

The coexistence according to this concept requires harmony between the individual and his society, between men and women, and between the environment and the human being. The culture of peace is closely related to the ethical values and is represented by emotional values, the sense of psychological peace for the individual, and the adaptation to the surrounding environment. And this is met with what was stated in the 2017 Amira study.

The results of the current research indicated that the values of the community coexistence and peace are numerous, such as forgiveness, cooperation, dialogue, rejection of violence, societal justice and equality of rights and duties, loyalty to the nation self-sufficiency, psychological peace with the environment and with oneself. The answers varied and differed by choosing the most important value among the community coexistence values from the point of view of the academic staff, and the results confirmed the importance of the faculty member having this chosen value to spread and enhance it among his students. For example,



the majority stated in interviews (3), (4), (6) and (10), representing 40% of the sample respondents that the dialogue is the basis for building community coexistence, through which other values of peace such as forgiveness and acceptance of differences are achieved. Constructive dialogue reflects values of social peace, thus the coexistence that leads to social peace and to comprehensive development is achieved. In this context, the United Nations believes that achieving development or the community coexistence culture and peace is linked to enabling individuals to acquire skills for dialogue, negotiation, building consensus between opinions and resolving all disputes by peaceful means (United Nations, 1999). The results of the study (Amira, 2017) emphasized the need for the participation of all parties related to education in promoting efforts that aim at developing the values and skills of social coexistence and peace among students through education and training on establishing dialogue and building consensus between different opinions. The results of the study (Al-Qahtani, 2015) also agreed, and it emphasized the importance of introducing communication skills, communicating with others, dialoguing within the curricula and teaching methods in educational institutions, and enhancing the value of forgiveness and cooperation. The results of interview (6) confirmed that the academic staff should foster the dialogue among their students which enables them to be in harmony with those around them.

The interviews (5), (9) and (2), which represented 30% of the sample, indicated that the value of accepting differences to achieve community coexistence is one of the most important values that the academic staff must embody and spread, especially in the current situation in Yemen. The interview (5) showed that the societal coexistence culture is very important when it is properly built through the application of the principle of coexistence, acceptance of others and respect for their opinions, ideas and principles, and by distancing them from partisan, sectarian, religious, and regional extremism.

The interview (2) also focused on the need for university professors to be objective without any ideological, sectarian, partisan or regional extremism and to embody the values of justice and equality. The interview also made clear that one of the causes of wars is the lack of recognition of the rights of others, and in this context, the results of the



studies (AMalfuf, Samara, Al zaboun 2019) mentioned that the use of the term “communal coexistence” to describe people living side by side in peace as a result of culture and awareness expresses their acceptance of others. It also mentioned that the coexistence is achieved when different individuals can live together without being at risk of violence or exclusion.

It is worth noting here that the Arab and Islamic culture is a culture of forgiveness, coexistence and peace, and there are no obstacles to coexistence. It affirms that forgiveness is the basis for recognition, respect and coexistence with others, and that all human beings have equal human rights. The Malaysian community embodied an ideal model for the concept of coexistence, in which ethnically, socially, culturally, ideological and linguistically diverse groups live in perfect harmony which promotes development and stability. This coexistence has been achieved for them due to activating the value of coexistence and preserving the rights and obligations of all members of the society equally. This has led to the Malaysian development and financial economic, social and political stability in a way that makes them comparable to developed countries in a record time.

The interview (8), which represented 10% of the sample members, focused on the value of justice and equality of rights and obligations as a basic value of community coexistence. The results of the interview confirmed that the absence of social justice leads to the spread of hatred and resentment among members of the society which also leads to the spread of conflicts and destabilization of security and stability.

While the interview (7), which represented 10% of the research sample opinions, indicated that forgiveness is one of the noble and sublime values that strengthen relationships and bonds in the society, and enhance the value of affection, intimacy, and love. The results of these interviews embody the teachings of the Islamic religion that urged people to embrace these good qualities. Forgiveness is often associated with pardon, the Almighty said: “And forgive and pardon (them), you will find that surely Allâh is Great Protector, Ever Merciful”.

This is consistent with the results of the study (Al-Hanashli, 2012), which stated that it is wrong for the student to learn that forgiveness is



disregarding rights or withdrawing from serious work situations. Forgiveness is not just an emotion that pushes its owners to withdraw as some people think, but it represents a productive energy. It pushes its owner to work and production to support cooperation and instill virtue and affection, and this represents a motivation for work and achievement, The results of these interviews also agreed with the results of the study (Al-Ariqi, 2018), which emphasized the value of forgiveness and the importance of spreading it among students through the educational content of the curricula, reconstructing the curriculum, including the values of forgiveness, and modifying teaching and learning strategies. Al-Hanashli emphasized that the value of forgiveness is one of the educational requirements necessary to achieve societal coexistence. While the interview (1), which represented 10% of the opinions of the research sample, confirmed the value of cooperation and the importance of community coexistence.

Value	Frequency	Interviews	Percentage
Dialogue	4	3-4-6-10	40 %
Acceptance of differences	3	5-9-2	30 %
Forgiveness	1	7	10 %
Justice	1	8	10 %
Cooperation	1	1	10 %
	10	1-2-3-4-5-6-7-8-9-10	100 %

From the above, it becomes clear to us that the academic staff at the university focused on the importance of emotional and human values to achieve community coexistence and the importance of promoting dialogue, cooperation, acceptance of differences, and embracing forgiveness and equality in rights and obligations. It also urged faculty members on the necessity to promote these values among university student by creating the appropriate environment on campus and through their behavior and the teaching methods they use. Awareness of the importance of practicing the values of the community coexistence culture among members of society leads to the consolidation of coexistence, forgiveness and stability in the society.



## **The second axis: the role of the teaching staff in establishing the community coexistence culture concept.**

The university education policy and programs, as indicated in the curriculum description methodology, aim to develop the emotional side of the university youth (positive ethical and behavioral aspects) and to develop scientific and practical knowledge and skills. This role is played by the academic staff. Through their behavior, ethics, language, teaching methods and means that they follow, and linking the scientific material with the values of community coexistence, so they can build the students' personality, instill the values of university education policy in their minds and achieve its goals.

This role is consistent with the study of Al-Qahtani, 2015, which confirmed that the greatest burden falls on the academic teacher in educating students on the importance of the coexistence culture and acceptance of others, correcting their behavior and directing them towards the values of community coexistence and peace. The faculty member must realize the importance of societal coexistence, and the positive effects it has on the student and society alike. He is a behavioral model for students and an effective source to help students acquire the desired social and political values such as community coexistence, peace, cooperation, social and national responsibility, which are important pillars of human development (Al Shar'i, Faraj 2019).

The lack of a societal coexistence culture in universities leads to the spread of negative phenomena on campus such as racism, tribalism and regionalism, hatred, tension, distrust and mutual suspicion among community members which causes political, economic and social instability. All the sample members emphasized the importance and necessity of spreading the culture of community coexistence at this stage in which Yemen is going through, and activating the role of universities with all their institutions and staff to lay the foundations of community coexistence.

For example, interviews (7) and (8) showed that academics should foster a culture of community coexistence more than ever between students and the teaching staff and among the university's leadership cad-



res, by promoting dialogue, cooperation, brotherhood, equality among students, and respecting freedom of opinion and the promotion and strengthening of patriotism.

80% of the respondents asserted that the role of academics in spreading the community coexistence culture and the values associated with it is weak at the present time, despite everyone's assertion of the professors' belief in peace issues and their importance in properly building the personality of the university student. They also explained that the most important reason of the shortcomings is the exceptional situation of the country that affected the moral of the academic and administrative staff, the lack of methods and means of education, and the suspension of activities, events, conferences, studies and research. For example, one of the sample members indicated in the interview (10) that the role of faculty members in spreading the societal coexistence culture is weak at the present time for various reasons related to several economic, social, political, cultural and administrative aspects that are related to the exceptional situation of the country and the difficulties and obstacles it is going through.

Another member of the sample indicated the importance of using appropriate teaching methods and effective and varied teaching and educational methods through training and qualifying teachers, especially new staff, and providing the means and an appropriate environment for the university educational system. This was supported by the interview (4) with a doctor specialized in teaching methods, who confirmed that students lack the development of their skills in the emotional aspect and the practice of the community coexistence values due to the weakness of the activities, methods and educational methods implemented, and the use of traditional methods based on recitation. And there are those who mentioned that from 2006 to 2014, courses were held at the Academic Development and Quality Assurance Center at Sana'a university to develop the skills of the teaching staff, qualify them and provide them with the skills of different and effective teaching methods that help their students acquire the different knowledge, skills, values and emotional diversity that will enable them to deal positively and boost their confidence in themselves and others.



The interviews (2) and (4), which represent 20% of the sample members, indicated that there is a deficiency in inculcating concepts and values of the community coexistence by the teaching staff and that their role towards students and society was weak. As they confirmed that the majority of the teaching staff focuses on purely transferring the scientific material for students and does not focus on the ethics, principles and values that the university student should acquire. Some members of the research sample stated that some members of the faculty staff had deficiencies in dealing with concepts of coexistence and acceptance of others.

The interview (6) revealed that there is a weakness in the values of societal coexistence among the teaching staff themselves due to the current situation in the country and the resulting economic deterioration, disorders and political conflicts. It also revealed that the level of the relationship between students is good thus weak among the teaching staff members. Therefore, the relationship that binds teaching staff members to each other must be reconsidered because it has a direct negative impact on the level of the relationship between students. This is consistent with interviews (2) (4) and (7) which showed that 30% of the sample members stated that there is a weakness in the role of the academic staff in spreading the culture of community coexistence due to their weak motivation that can be attributed to the continuation of the conflict and its impact on their psychological and economic situation and loss of hope for an improvement in the current conditions and a return to community stability and coexistence. Although the conflict has negatively affected the academic staff, they are trying to improve their performance as much as possible. The interview (2) showed that the role of faculty members in spreading the community coexistence culture is almost non-existent due to the society culture, the policy of marginalization and exclusion, and the embracement of religious, partisan and regional extremism.



**Previous interviews yielded to some of the following results as shown by the research sample:**

- 1- The belief of the academic staff in the importance of peace and community coexistence issues and principles.
- 2- The poor level of application of standards on the community coexistence among some members of the academic staff.
- 3- Lack of direct interest by some faculty staff members on developing students' emotional values.
- 4- The current situation and the cut in salaries have led to psychological deterioration in the state of the academic staff, which affected their level of adaptation to the surrounding educational environment.
- 5- The majority of the academic staff members emphasized the importance of building the infrastructure for the educational system and creating a suitable environment for it.
- 6- The academic staff stated that the current situation has led to the cessation of support for the activities, programs, seminars, events and scientific and entertainment trips for the academic staff, which has a negative impact on effective communication in the educational environment.
- 7- The academic staff reported that former faculty staff members were more fortunate to qualify train and provide services and means in the educational environment, while at the present time, these services are becoming unavailable.
- 8- Those enrolled in the teaching profession at the present time do not have a suitable environment that enables them to develop their skills and acquire modern teaching methods and means.
- 9- Some academic staff members are not satisfied with the current situation comparing with the level of services and educational aids with what they found in the different countries in which they studied.
- 10- The poor level of contact and communication skills of some members of the academic staff led to a deficiency of how to



spread the community coexistence culture between teaching staff members and students.

- 11- Most of the sample members emphasized the importance of disseminating and promoting the values and concepts of the community coexistence culture, especially in the current situation.

### **The third axis: The Obstacles of Spreading the Community Coexistence Culture According to the Viewpoint of the Research Sample**

Given the importance of the teaching staff member's role in shaping the students' personality, he implanted positive behavioral patterns in them and spread the community coexistence culture and peace through various methods and ways adopted by the teaching staff members. The researchers highlighted the many obstacles that the teaching staff members are facing in performing his scientific and humanitarian tasks towards his students and society.

Most of the interviews indicated that the most important obstacles that teaching staff members are facing in spreading the community coexistence culture are low living conditions and lack of income due to the disruption of salaries and the difficulty in finding work in light of the disturbances that Yemen is suffering from and the disastrous consequences that result from it. The interview (1) indicated that what worsens the situation is the difficulty to obtain a job opportunity outside the university due to the lack of need for higher degrees, and thus the teaching staff member is forced to accept any work with a bachelor's degree or even without certificates.

The interviews (1), (3), (7) and (8), which represent 40% of the research sample, showed that the main obstacle is the weakness of the university's budget, which has affected the support of activities, programs and events such as conferences, seminars and trips that target teaching staff members and students and stimulated the familiarity and coexistence between the faculty staff and students. The weakness of these programs hinders the community coexistence culture. The interview (1), (4), (5), (7), (9) and (10), which represented 60% of the sample members, showed that the management of the educational system



under exceptional circumstances is weak, and for this, it emphasized the importance of reconsidering the management of the entire educational system, activating the various university activities, training programs and scientific research, and integrating local and international organizations and sectors related to these activities.

Most of the interviews' results also indicated that the exceptional situations that Yemen is going through lead to various obstacles that have been classified in several areas as follows:

**First: Economic Factors:**

- Poor living standards, salaries disruptions and high prices.
- Difficulty in obtaining job opportunities outside the university because of specialization, age, or higher degrees, as higher degrees are not desirable in the labor market.
- Low self-sufficiency of most faculty staff members due to their total dependence on salaries disruptions.
- The majority of the faculty staff members are looking for other sources of income to depend on as a source of livelihood.
- Weak financial support in light of the current circumstances the country is going through.
- Weak budgets for training, activities, events and conferences.

**Second: Cultural and Religious Factors:**

- Weak application of the standards of the community coexistence culture.
- The poor level of developing the skills and emotional values of academic staff or students.
- Lack of interest of some teaching staff members in national and societal issues.
- The poor level of practicing a culture of societal coexistence among some faculty members, such as dialogue, coexistence, forgiveness, cooperation, and other lofty values urged by Islamic law.



### **Third: Societal Obstacles**

- Wrong and inherited customs and traditions followed by some teaching staff members.
- Gap existing between teaching staff members due to personal or intellectual differences.
- Poor level of dealing responsibly with faculty members and lack of appreciation of their scientific and social standing.
- Weak role of the family, schools, institutes, universities, organizations and institutions in spreading the community coexistence culture.

### **Fourth: Psychological and Health Obstacles**

- Lack of motivation and desire to teach among some teaching staff members as a result of the current conditions in Yemen.
- Loss of hope in the minds of academics to improve living and security conditions.
- Deterioration of the health level of faculty staff members and the spread of diseases such as diabetes - stress - anxiety - irritable bowel syndrome - mental disorders and others.
- Deterioration of the health status of the teaching committee member in general.
- Teaching staff feeling humiliated because of the exceptional situations the country is going through.

### **Fifth: Educational Obstacles**

- Weak availability of modern educational aids and tools.
- Weak use of educational methods and aids, and reliance on recitation.
- Lack of ethical values in support of the community coexistence culture and its values in the content of the curricula.
- Teaching methods neglect emotional values such as positive societal coexistence.



- Weakness of linking the correct values of the coexistence culture with the educational system.
- Stopping activities such as seminars, conferences, training and awareness courses, and scientific and entertainment trips.
- Lack of an appropriate atmosphere at the classroom that encourages freedom of opinion about community issues and problems.
- Lack of courses that address important issues at the local and global levels, such as rejecting violence and racism, supporting equality between men and women, respecting human rights, spreading cooperation, and addressing environmental problems.

#### **Sixth: Administrative and Technical Obstacles:**

- Lack of interest of leaders and managers in the culture of positive coexistence.
- Poor level of implementing qualifying courses to develop the university's academic staff skills.
- Lack of activating community services in the university environment.
- Selecting the administrative or academic staff based on mediation and not on competencies.
- Weakness of the phenomenon of reward and punishment on campus.
- Deterioration of the infrastructure of the university's facilities and services such as (electricity - water - devices and equipment - materials for laboratories).
- Poor effective administrative communication in some educational institutions.
- Weak means of communication between universities and between local and international civil society organizations.



### **Seventh: political obstacles:**

- Yemen witnessing conflicts at the present time.
- Poor enforcement of laws and regulations.
- Deterioration of the security situation.
- Misconception of the societal coexistence culture among some politicians and leaders.

### **The fourth axis: solutions and strategies to activate community coexistence according to the viewpoint of the academic staff**

The professor is a role model for students to follow, as he encourages students to acquire scientific skills and knowledge and desired social and political values and links them to ethical values such as community coexistence, cooperation, and forgiveness, social and national responsibility. Given the importance of the role of the teaching staff member, the study emphasized the importance of developing and activating his role through the proposed solutions according to the opinions of the sample from the academic staff, which were as follows:

- 1- Improving the level of the academic staff, which will positively reflect on improving his educational role and spreading a culture of positive community coexistence.
- 2- Holding cultural events such as seminars, evenings, and various programs that promote positive community coexistence.
- 3- Improving the quality of life for faculty members (housing - services such as electricity, water, internet - educational services - health services and others).
- 4- Raising awareness of senior leaders about the importance of correcting the concepts of community coexistence culture and the importance of coexistence for the university and society.
- 5- Qualifying the new faculty members to be able to meet the needs of the students, direct them properly, positively influence their behavior, and link methods of teaching methods with issues of morality, homeland and community coexistence.
- 6- Organizing partnership relations with civil society organizations in community coexistence issues.



- 7- Activating colleges' management, facilities and halls by holding student events and activities and linking them with community coexistence skills, in partnership with teaching staff members.
- 8- The university cooperating with cultural institutions, companies, societies and local and international organizations to support the community coexistence culture.
- 9- Activating the university's vision and goals towards issues of community coexistence (dialogue - cooperation - forgiveness - national loyalty).
- 10- Improving the ecosystem services on campus.
- 11- Activating social services, training and counseling for the academic staff, and activating the role of the community service center at the university.
- 12- Organizing academic events such as conferences, research, magazines, articles and field visit reports, with the participation of all stakeholders (academics - students - leaders - and administrators - and civil society organizations), which help to develop the values of community coexistence, enhance the culture of cooperation and accept others, discuss development and reconstruction issues in the present time and reach solutions that support home stability.
- 13- Activating effective contact and communication methods that enhance human relations on campus by developing various programs to restore affection, brotherhood and trust, and to activate the principle of coexistence between faculty members and to get rid of extremism and racism.
- 14- Encouraging faculty members to adapt to the conditions of society at the present time and find appropriate solutions to address the problems it faces.
- 15- Activating a partnership relationship between the teacher and the student based on respect, cooperation and the values of community coexistence.
- 16- Achieving social justice among faculty members.



- 17- Selection of positions within the university based on competencies.
- 18- Improving the economic situation of teaching committee members by encouraging the parties related to them to implement small income-generating projects.
- 19- Establishing a multi-purpose cooperative society for faculty members to ease the burden of the embarrassing economic situation on them.
- 20- Integrating the values of community coexistence into educational activities, and linking teaching strategies with local conditions.
- 21- Increasing the activation of various, appropriate and modern means and methods of teaching.
- 22- Making a plan and feasibility study for the facilities and research and service centers of the university and activating its positive role to support scientific, knowledge and skills activities and to increase the university's income.
- 23- Linking the university's research and service centers' services to the services actually needed by the society.
- 24- Preparing a guide for the community coexistence culture and peace directed to faculty members to guide them on how to promote a positive learning and educational environment and the associated values and standards for coexistence, cooperation, acceptance of differences and advancing societal consensus.
- 25- Activating the program of scientific trips and entertainment for students and faculty members.

### **In conclusion:**

The research emphasized the importance of activating the community coexistence culture by activating an advanced educational system that keeps pace with the crises that the world is going through in general and that Yemen is going through in particular. Systems cannot develop



into educational systems unless the relevant ministries, universities and research centers benefit from the outputs of the culture of coexistence. The societal coexistence that leads to the advancement of the peace and stability process, community coexistence will not be achieved by wishful thinking, but by the presence of qualified leaders capable of planning and implementing effective community programs.

Based on the research and its outputs, the university administration can contribute to developing and enhancing the culture of positive coexistence and improving the standard of living for faculty staff members by making fundamental changes in the administrative system at the university that will meet the needs of academic staff, employees and students. An effective administrative system creates an appropriate economic, social, human, cultural, scientific and intellectual environment. It spreads moral values and promotes a culture of societal coexistence that helps establishing peace and stability, achieve sustainable and comprehensive development, and conquer current challenges.

### **English references**

- 1- Kura, K.H. (2008). Youth Participation In National Development, Opportunities And Challenges, In A 2-Day International Conference On Nigerian Youth And National Development Organized By The Center For Democratic Research And Training (CDRT), Bayero University, Kano, Nigeria
- 2- Sadeqyar, h.(2007). youth as agents for change , 1st ed, friedrch- ebert- afganiŝtan office, Kabul, Afghanistan
- 3- Elias (2001). Dictionary English, And Arabic, Publishing House, Egypt, Cairo
- 4- UNESCO, (2001). Learning The Way Of Peace: A Teachers Guide To Peace Education , New Delhi,
- 5- UNESCO, (1991). The Role Of Higher Education In Society : Quality And Pertinence Non –Governmental Organizations Collective Consultation On Higher Education, Paris



## Arabic References:

- خليفة، هبة أحمد و الزهراني، ناصر عوض (2020). إسهامات الجامعات في نشر ثقافة السلام الاجتماعي بين الشباب - دراسة مطبقة على أم القرى- المملكة العربية السعودية، مجلة العلوم الإنسانية والاجتماعية، المجلد 4، العدد 4ص 80-60
- ويكيبيديا.(2020). الموسوعة الحرة، جامعة صنعاء [/https://ar.wikipedia.org](https://ar.wikipedia.org) تاريخ (-9-20 2020)
- صحيفة فرانس، (2019). بعنوان الحرب في اليمن محت مكاسب 20 عاما من التنمية البشرية وقتلت ربع مليون شخص، صحيفة فرانس 24 العدد، فرنسا
- شرعبي وداد و فرج، علياء (2019). ثقافة السلام في الجامعات السعودية (جامعة الأمير سطام بن عبد العزيز نموذجا، دراسات عربية في التربية وعلم النفس (ASEP)، العدد 170، ص 184-137.
- العلوف، ليلى و سماروا، يوسف و الزبون، محمد، 2019: دور الجامعات الأردنية في نشر مفاهيم السلام والتسامح لدى طلبتها. مجلة المركز العربي للأبحاث والدراسات الإعلامية، العدد 2 ص 171-147
- هاشم، أحمد مرعي (2018). دور التنظيمات الجامعية في تنمية قيم السلام الاجتماعي للشباب الجامعي "دراسة من منظور طريقة تنظيم المجتمع، مجلة كلية الخدمة الاجتماعية للدراسات والبحوث الاجتماعية، جامعة الفيوم، العدد 3ص 450-277.
- العريقي، عبد المنعم عبد الصمد (2018). تصور مقترح لتضمين مفاهيم وقيم التسامح في مناهج الدراسات الاجتماعية (7-9) في الجمهورية اليمنية. رسالة ماجستير. كلية الآداب قسم الجغرافيا، جامعة صنعاء. اليمن
- علي، أميرة خيرى (2017). صيغ مقترحة لتفعيل جهود الجامعات المصرية في نشر ثقافة السلام لدى طلابها، جامعة قناة السويس نموذجا، مجلة كلية التربية، جامعة عين شمس، العدد (41) الجزء الرابع، ص 106-15
- القحطاني، علي بن سعد (2015). دور المعلم في نشر ثقافة السلام لدى طلاب المرحلة الثانوية بمدينة الرياض، مجلة جامعة الفيوم للعلوم التربوية والنفسية، العدد 5 ص 309-252.
- اني تيرنز جونسون (2013). دور الجامعات في إرساء أسس السلام: رؤى حول الصراعات وعملية التنمية في كينيا، مجلة مستقبلات، العدد3، المجلد43، مركز مطبوعات اليونسكو، القاهرة.
- الحنشلي، إبراهيم محمد (2012). دور التعليم الثانوي في تنمية قيم السلام لدى طلاب المرحلة الثانوية بالجمهورية اليمنية في ضوء بعض المتغيرات العالمية المعاصرة. رسالة ماجستير. جامعة أسيوط، مصر
- الاشين، محمد عبد الحميد وعزت عبد الجواد، مروة (2012). آليات تضمين ثقافة التربية من أجل السلام بالتعليم الجامعي في ضوء متطلبات التربية الدولية. مجلة كلية التربية بنهما، الأردن، العدد 92، المجلد 23 صفحة 2.
- الصانع، محمد إبراهيم (2011). دور الأستاذ الجامعي في تعميق وتعميم مفاهيم وثقافة السلم والتفاهم الدولي، المؤتمر العلمي الرابع لكلية العلوم التربوية بجامعة جرش بعنوان، التربية والمجتمع، الحاضر والمستقبل، الأردن.
- بيبر، شارلين و ليفي، باتريشيا (2011). البحوث الكيفية في العلوم الاجتماعية. المركز القومي للترجمة، القاهرة، مصر
- أبو الشيخ، مصطفى حسين (2009). ثقافة السلام، مجلة كلية التربية بالرقازيق، العدد65، عمان: الأردن، ص 265.
- علي إسماعيل وآخرون، (2009). تطوير وتحديث خطط وبرامج التعليم العالي لمواجهة حاجات المجتمع. المؤتمر الثاني عشر بعنوان الموازنة بين مخرجات التعليم العالي وحاجاته المجتمع في الوطن العربي، بيروت ص 221.



- كنعان، أحمد علي (2009). دور المناهج التربوية في تعزيز السلام، بحث مقدم للمؤتمر الدولي الذي تقيمه وزارة الأوقاف في الجمهورية العربية السورية بعنوان "رسالة السلام في الإسلام" - دمشق خلال الفترة من 1-2 / 6/2009 .
- علي، نادية حسن السيد (2005). تقييم أداء الأستاذ الجامعي في ضوء معايير الجودة ، مجلة دراسات في التعليم الجامعي، مركز تطوير التعليم الجامعي، جامعة عين شمس، العدد الثامن، إبريل، ص 115-118 .
- حسن ،محمد صديق محمد ( 2001م). ثقافة السلام. مجلة التربية، العدد التاسع والثلاثون بعد المائة، قطر: الدوحة، ص52 .
- الجمعية العامة للأمم المتحدة (1999). إعلان برنامج عمل بشأن ثقافة السلام، الدورة الثالثة، أكتوبر.
- ابن منظور، جمال الدين أبو الفضل (1995). لسان العرب، ط 3 ، دار صادر للنشر ، بيروت.
- اليونيسكو (1995). "إعلان وإطار العمل المتكامل بشأن التربية من أجل السلام وحقوق الإنسان والديمقراطية ، المؤتمر العام لليونسكو في دورته الثامنة والعشرين، باريس .
- بيان مقدّم إلى الندوة الخاصة بعالم السّلام العالمي لمناطق آسيا والباسيفيك وغرب آسيا بانكوك، تايلاند بعنوان السلام والتنمية، 1985
- مختار ، حسن بن علي ( 1993). دور المعلم في تنمية التفكير الناقد لدى الطلاب، المؤتمر الثاني لإعداد المعلم للتعليم ، كلية التربية ، جامعة أم القرى، السعودية

## Appendices:

Faculty members with *whom* the direct in-depth interviews were conducted

Interview	Gender	Age	Degree	Specialization	Faculty
Interview (1)	Male	36	Master's	Land and Water	Agriculture
Interview (2)	Male	43	PhD	International relations	Centre of Political Studies
Interview (3)	Female	26	Baccalaureate	Social service	Faculty of Literature
Interview (4)	Male	60	Professor	Teaching methods	Faculty of Education
Interview (5)	Female	29	Baccalaureate	Archaeology	Literature
Interview (6)	Male	50	PhD	Economy and agriculture cooperation	Agriculture
Interview (7)	Male	53	PhD	Methodologies and ways of education	Education
Interview (8)	Female	35	Master's	Engineering	Engineering
Interview (9)	Male	41	PhD	Chemistry	Sciences
Interview (10)	Female	42	PhD	Economy	Commercial



**Interview guide**  
**Subject / interview guide**

A study tool on **(the role of faculty staff members in activating the community coexistence culture)**.

The aim of the research is:

- (1) To identify the concept and values of the community coexistence culture among faculty staff members.
- (2) Knowing the role of teaching staff members in deepening the concepts of the community culture coexistence.
- (3) Determining the factors affecting the spread of the community coexistence culture.
- (4) Defining strategies to activate the role of teaching staff members to spread the concepts and values of the community coexistence culture.

Therefore, review the interview guide to arbitrate and make observations and amendments.

**First : Personal Data**

<b>1-1 Name</b> ..... <b>(optional)</b>				
<b>1-2 Major:</b> .....				
<b>1-3 Workplace</b> .....				
<b>1- Gender</b>	Male ( )		Female ( )	
<b>2- Age</b>				
<b>1- Educational level</b>	Baccalaureate ( )	Master's ( )	PHD ( )	PHD and post-doc ( )
<b>Specialization</b>	<b>Scientificv</b> ( )		<b>Literary</b> ( )	
<b>Faculty</b>				

**The first axis: Knowing the Nature of the Concept and Values of the Community Coexistence Culture among the academic staff**

- The basic values of coexistence are reflected in the behavior of forgiveness - cooperation - dialogue rejection of violence - equality in rights and obligations - acceptance of others - the value of justice - the value of loyalty - what is the most important value for a teaching staff member to focus on and spread and why?
- In your opinion, do you think that the teaching staff members believe in a culture of societal coexistence?
- Do you think that spreading the concepts and values of the culture of coexistence among students is of interest to them or to their community?



**The second axis: identifying the role of the teaching staff members in deepening the concepts of a culture of coexistence**

- Do you think that teaching committee members have a role in spreading the culture of coexistence in the educational environment?
- Do you think that the university professor follows the method of dialogue and freedom of opinion with his students?
- Do you think that the university professor promotes the spirit of cooperation, brotherhood, equality and harmony among students?
- Does the professor support the importance of belonging to the homeland?
- Do you think that the professor deals with issues of coexistence and honoring the human being, regardless of his gender, race or region?
- Does the professor know that the world we live in is governed by the principles of (the United Nations Charter)?
- Have wars and conflicts affected the level of the professor's thinking in terms of coexistence, its value and principles?
- What is the extent of the professor's participation in student activities and integration with youth?
- What is the extent of their contribution in scientific and technical consultations to the concepts of building coexistence?
- (Respecting human rights - accepting others - preserving oneself - dialogue - negotiation?)
- What is the extent of the professor's participation in seminars and conferences on disseminating concepts of coexistence?
- What is the extent of the university professor's participation in scientific, professional or charitable societies and organizations that serve coexistence?

**The third axis: the Factors that Affect the Spread of the Societal Coexistence Culture among Teaching Staff members (the Obstacles)**

- What are the factors?
- In your opinion, are there any suitable grounds in Yemen on which the community coexistence is built?

**The fourth axis: Defining strategies to activate the role of the teaching staff members to spread the concepts and values of the community coexistence culture**



# **The local media role in boosting the social peace building**

*Analytic Research*

**Dr. Taha Fara Ghaleb Al Sanawi**

Assist Professor

*Yemen Information Center*

*2020 AD*



## **The local media role in boosting the social peace building**

### **Practical Research**

#### **Abstract:**

It is crucial to focus on coexisting and building the societal body to get out of the exceptional situation that Yemen is going through. And by virtue of the importance of the media's direct role in forming people's orientations towards various cases, the significance of the current research lies on analyzing the role of media in raising collective awareness, building foundations for societal coexistence and promoting peace building in Yemen under its current conditions. This research is divided into two main parts, theoretical and practical. The researcher analyzed in the first part previous studies that were about the role of media in promoting social peace building in order to verify the research hypotheses. While he designed in the second part a questionnaire to measure the role of local media in promoting social peace building in Yemen, as a basic tool in order to achieve the research objectives. And by using the analytical approach, the most prominent results of this research was a weakness in the role of the local Yemeni media in promoting social peace building. The research was concluded with a set of recommendations that will enhance the role of the local media in coexistence and building social peace. The keywords of this research:

Local media – Social peace – Peace building process – Promoting peace building



## **Introduction**

The media has become an important means for both building and destroying, where those in control are becoming capable of manipulating people's thoughts and minds. That's why a lot of social and psychological studies have been conducted on the role that the media can play in shaping the members of the population, and their ability to alter their orientations, behaviors and cultures. The local media in Yemen and all its outlets and channels are of special interest to the population in Yemen and the region, as its message may seem to be effective and remarkable in some of its characteristics and in some other cases, it may lack capabilities. In many political, economic and social situations, it has also kept up with many diverse and unsteady historical stages.

Since 2015 AD, the media outlets such as satellite channels, local radio stations and websites have increased in number. These means have been used and exploited in conflicts and each party has had its own media resources and all their forms. These media outlets have pursued the same war approach, as each part of the civil war had a so-called war media or moral media. This research also explores the role of the various Yemeni local media, in boosting social peace building and reveals the barriers that keep the media from playing this role.

It was therefore important to shed light on this significant part of the Yemeni community life by studying the role that the local media is capable of playing through its different means in boosting and establishing a culture of social peace building within the community.

Based on the fact that the media dominates the community's orientation and is indispensable, and given the events and conflicts that the Yemeni community is going through that have negatively affected all aspects of life, and more significantly peace which represents a crucial pillar in maintaining the community's entity, cohesion and stability, it may thus be said that the current research issue, there is a big question mark on the role played by the local media in building the societal body despite the various media outlets. So he focused his research on the role played by the local media in boosting social peace building among the members of the Yemeni community through evaluating the influence of



the role of the Yemeni local media in boosting social peace building in Yemen during the last five years between 2015 AD and 2020 AD.

### **Research topic**

This research focuses on assessing and recognizing the effect of the Yemeni local media role in boosting social peace building in Yemen over the past five years and shedding the light on the significance of the role that the local media is capable of playing in boosting social peace in Yemen.

### **Research terms and concepts**

- **Local media:** It refers to the various official media that broadcast within Yemen, mainly targeting the Yemeni population, such as: (the radio, newspapers, TV stations, and electronic news websites.)
- **Social peace:** A term meant for a state of consensus and comfort that exists between two parties or a coalition of parties in a manner that achieves peace and prevents enmity. Hardo Center (2018) *A Call to Peace*, page 17, Cairo, Egypt. Among its essential human values are growth, culture, freedom, justice, equality, environment preservation, development of Yemeni's women and families on the cultural and intellectual levels, while rejecting violence and terrorism in all its forms and styles.
- **Peace building process:** Peace is a state of calm and serenity. The term "peace" is used as a contradiction to war and violence between various races or different social classes or competing nations. Even in times of peace, people are involved in disputes such as political campaigns, debates, opposing views, etc.
- **Boosting peace building:** It is intended to support and sustain the social coexistence culture as a primary step to build social peace within the Yemeni population.
- **Role:** They are the roles that the media plays.



### **Research problem**

Based on the fact that the media is one of the factors that affects the community's orientation and is indispensable, and given the events and conflicts that the Yemeni community is going through that have negatively affected all aspects of life, and more significantly social coexistence and peace which represents a crucial pillar in maintaining the community's entity, cohesion and stability, it may thus be said that the research issue has led to an emphasis on the role played by the local media in building the societal body and boosting social peace building among the members of the Yemeni community. So, by reviewing the research issue, the ultimate purpose of the research is to explore the role of the local media in boosting social peace building within the community.

### **Research goal**

The research aims to recognize the role of the Yemeni local media in boosting social peace building in Yemen.

### **Research hypotheses**

- 1- There is a connection between the news outlets that are preferable to follow and the information received on social peace issues.
- 2- There is a connection between the media and the most relevant outlets of information on peace.
- 3- There is a connection between the local media and the most critical problems raised in the field of social peace.
- 4- There is a connection between media forms and presenting topics and issues of social peace.

### **Research methodology**

This research depends on the descriptive and systematic approach to the achievement of its goals, since this approach is one of the scientific methods followed in the gathering of



the necessary data for the topic to be studied where he describes the social phenomenon in a scientifically and accurate manner.

### **Research information sources**

The researcher used two primary sources of information:

#### **Secondary sources:**

The researcher tended to address the theoretical context of his research to secondary data sources which are represented in relevant Arabic and foreign books and references, periodicals, articles, reports, previous researches and studies on the subject of study, in addition to researching and reading on various websites.

#### **Primary sources:**

In order to answer the analytical aspects of the research topic, the researcher used the specially developed questionnaire as a key research instrument to gather primary data and distributed it to a number of respondents (60% males and 40% females) in the Governorate of Aden.

#### **First: Previous studies or Office study:**

The researcher has observed the researches and studies related to this research with interest and he found a broad variety of studies in the media field with its various means and techniques; at the same time, however, it was far from the field around which this study is conducted, or more specifically, to notice the lack of researches and studies dealing with the media and its role and function in the field of social peace, despite the great importance of the media in this field. Nevertheless, a number of studies, close or similar to the topic of this research, have been obtained and the most significant ones focused on the following:

(Al-Nahari study 2017): Media and Political Modernity in Yemen - Analysis of political elites' speeches on issues of national dialogue on Yemeni satellite channels.



The study was interested in learning about the essence of the media's role in political modernity in Yemen, and the political trends of elites' discourses on political modernity, including the media techniques used in political programs following the extensive national debate, as well as the review of media and political discourses on the political issues addressed by the dialogue conference, and the study used the media survey tool to evaluate a selection of political talk shows dedicated to accompanying and addressing topics of extensive national dialog on Yemeni governmental and civil/partisan satellite channels, represented by: (Yemen Satellite channel, Suhail channel, Yemen Today channel, and Al Masirah channel).

And this study reached a set of results, the most important of which are:

- That there are two levels of political debates in relation to political modernity. The first is a discourse linked to the traditional conflict, and the second is a discourse linked to the struggle between tradition and modernity, and that the media has played a significant role in both the replication and the revival of traditional values and in boosting the values of political modernity in opposition to the political tradition.
- Those roles were linked to the media owned by the government or the parties and civic groups - and to ideological references, current political interests, and political conflicts influenced by internal and external factors, whereas the role of the new satellite TV channels in boosting the values and directions of a substantive national dialogue in its contents and general trends was confirmed.
- The media, in particular the new satellite TV channels, played a significant role in boosting the values of the political modernity in Yemen in the immediate term by consecrating the values and practices of the democratic transition on the one hand, and on the other hand, establishing and boosting the values and issues of the national dialogue, and in the long term, by consecrating the political modernity culture and its ethical structure and mechanisms for addressing current political and social issues.



(Mutahhar's study 2007): The radio and television role in shaping the knowledge and orientations of the Yemeni elites towards political issues.

The study was interested in knowing the relationship between the way the Arab satellite channels and international radio stations are dealing with prominent Arab and international political issues, the context for news reporting on these issues and their awareness and assessment by the Yemeni elites, as well as studying the factors and variables that promote or undermine the formation of their knowledge and orientations towards the Arab and international political issues under study. And the research was based on the survey approach and the sample of the analytical study was newscasts on the Al-Jazeera and Al-Arabiya channels, London and Sawa radio stations, and the Yemeni elites as a sample from the public.

This study has provided a series of results, the most important of which are:

- The existence of differences in the respondents' orientations towards the main political issues under study across the various frameworks for the news coverage of these issues in both Arab TV satellite channels and international radio stations.
- The research sample have adopted the news frameworks that are provided by the means of which they primarily rely to receive information on prominent political issues, compared to the ones presented by other media.

(Saad's study 2000): The use of the media by the Yemeni public during the electoral campaigns and the gratifications achieved.

The study sought to establish the reasons for the use of media by the Yemeni public during the electoral campaigns and the gratifications achieved from this use, and the researcher used the survey approach in his study on a sample of the public that consists of 500 respondents from the cities of Sana'a and Aden, and achieved a set of results, of which the most significant justification for the study sample to increase its exposure to media is to save time and effort in collecting information. And the study has shown that the contents to which the sample is exposed



are news bulletins and political statements in all means; its results have also shown that the utilitarian justification has outperformed, in terms of seriousness, the motives of the reassurance of the country's stability and getting to know current events, and the most serious justification is the interaction with the community and its issues, and spending time.

( Abu Shanab's study 2007): The role of the media in boosting civil peace in the Palestinian society.

This research is considered as a descriptive one and it seeks to recognize the obstacles and threats to civil peace in the Palestinian society. The results of the study include that the threats to civil peace are: the absence of the judicial authority and the law, the failure of the Palestinian authorities in controlling the Palestinian territories, power struggles between the presidency and the government, the overlapping of powers between the security services, and religious fanaticism. Moreover, the media of the Palestinian factions hasn't shown any interest in promoting civil peace, particularly the Hamas and Fateh media.

( Muhammad's research 2016): The role of the media in shaping political elites after 2011, and its issue has been crystallized in the following question: What is the extent of the media power in forming political elites after 2011, and the perception of the official and private media role in the formation of political elites? The results of the research have also clarified the role of the media in the possibility of shaping young political elites working on stability within the society, away from the division and fragmentation of the official media discourse.<sup>1</sup>

( Al-Muhaisin's research 2010 AD): the role of youth in achieving sustainable peace. The goal of this study was to recognize the role of Jordanian youth in achieving sustainable peace and it reached many results, the most important of which are:

- Building societies and engaging in their defense falls on the shoulders of young people eligible for this role through direct involvement in the consolidation of the values of the community participation and contact with previous generations, to benefit from their experiences and practical and field expertise that they



have acquired over the years to improve the society's situation and developing its various fields.

- The nations rise with the spirit of their youth. They are the builders of sustainable peace and they are knights at the same time. Their young arms are constructing factories, farms, highways, tunnels, bridges, places of worship and culture. They are the safety valve of peace for every nation pursuing stability, freedom, development, growth and sustainability. They possess the present with all its components and they are the future with all its hopes and they are the nation's spirit and hope for advancement, growth and continuity. That is why the country, with all its bodies and institutions, must take care of this community and provide the elements of human welfare for the youth in terms of work, health, education, training, and life skills so that they can carry out their duties and assume their responsibility with full capacity and dedication.

(Al-Hijali's study 2017 AD): The role of youth in social peace building in Arab societies. This study aimed at recognizing the role of Arab youth in building social peace. It has provided many results, the most important of which are: the culture of arms has on a dominant role in most developing countries, and especially in the Middle East, which threatens the future of youth who deserve a better quality and peaceful life, which necessitates the creation of a culture of peace and a free environment for dispute settlements. This is the area in which youth can play a significant role, in promoting a culture of "change" through shifting their attitudes towards people, traditions, religion and belief, and by combining their enthusiasm and patience and realizing the value of living together and being responsible for defending the boundaries of peace and violence.

**The following has been noticed while reviewing past studies:**

1. These studies have shown the significance of the role that the media plays in changing, creating, forming and shaping the opinions and orientations of the individuals towards social, political, cultural, economic issues etc.



2. The studies have confirmed the role of the satellite media first, then the radio then the journalistic in the cultural and political growth and public education, as well as their impacts on all facets of the human being such as his values, preferences, morals, orientations, ethics and persuasions.
3. These studies handled many issues based on the two questionnaire tools, the content analysis, the public study and the communicator.
4. Previous studies have reflected the essence of the confrontation and divisions between intellectual and cultural currents towards many societal issues.
5. The presence of differences in the respondents' orientations towards the prominent political issues under study in the various frameworks of news analysis for these issues in both Arab satellite channels and international radio stations.
6. The respondents have followed the news frameworks provided by the means of which they primarily rely to gain information on prominent political issues in conjunction with the frameworks presented by other media.
7. No studies have dealt with the role of the local media in boosting social peace building in Yemen. Accordingly, this research is considered as one of the first researches to discuss a new problem.

#### **Benefiting from previous studies:**

The theoretical framework of previous studies will be benefited from, especially in recognizing the role of the media in boosting peace building, and the way the media is participating in the peace building process. The approach used in those studies has also been of use as well as the results and recommendations.



## **Field study**

### **Research community**

The research community is the population of Aden Governorate, as it is one of the most important Yemeni governorates after the capital, Sana'a, and because of the population density that distinguishes it, and the diversity of its community members that are from the various Yemeni regions.

### **Study sample**

The study sample consists of 110 randomly selected respondents from the Governorate of Aden, and an exploratory sample of 23 questionnaires was provided by the researcher to test the internal accuracy of the questionnaire as well as to measure its consistency. And 150 questionnaires were distributed to the study sample after verifying the validity and safety of the questionnaire for the test, and 110 questionnaires were collected, with a recovery rate of 73%.

### **Description of the study tool (questionnaire)**

The questionnaire was entitled "The Role of the Local Media in Boosting Social Peace Building in Yemen, Aden Governorate."

The questionnaire consists of two main sections:

#### **A. Section 1 (Characteristics of the researched community)**

This section dealt with the respondent's general information, as it contained four variables (gender, age, level of education, occupation, and the extent to which the respondent follows-up local media.)

#### **B. Section 2 (Questionnaire inquiries)**

This section included all 35 dependent variables, split into 5 main axes, as seen in the table below:



**Table 1: The names of the study tool axes and the number of dependent variables in each axis**

Axle number	The role of microfinance institutions	The number of variables dependent on the axes
1	The media that you choose to follow to gain information on social peace	6
2	Your most important sources of information regarding social peace	8
3	The most important topics addressed by the local media regarding social peace	7
4	Media methods in which social peace topics and issues are addressed	8
5	How to overcome the factors that obstruct the media from playing its role in creating peace	6
#	Total	35

In the above table, we notice that the study tool dealt with the role of the local media in building social peace from five facets (the preferred media outlets to obtain information on social peace issues, the media as a medium of social peace information, the media coverage of social peace issues, the media methods that cover social peace issues, the means of overcoming the factors that prohibit the media from playing its role in building social peace). There were a number of dependent variables in each of these facets, which are indicators to measure this role and its implications in answering the inquiries of this study and evaluating its hypotheses.

In the first and fourth axes, the quadripartite Likert scale was used to measure the response of the respondents to the questionnaire items (dependent variables), while the fifth axis used the “yes” or “no” response as shown in the table below:



**Table 2: Description of the respondents' degrees of response used in the study axes**

Axis 1 (quadripartite Likert)		Axis 2 to Axis 4 (quadripartite Likert)		Axis 5	
Response description	Degree	Response description	Degree	Response description	Degree
Strongly Disagree	0	Never	0	Yes	1
Disagree	1	Rarely	1	No	0
Agree	2	Often	2		
Strongly Agree	3	Always	3		

Regarding the Likert scale, the researcher used the degree (0) for the “Strongly Disagree” response or the “Never” response, so the relative weight in this case will be 0% which suits this response, instead of the relative weight of 25% if the response is expressed with a degree of (1).

### Statistical methods used in the research

The researcher unpacked and evaluated the questionnaire by using the Statistical Package for the Social Sciences (SPSS), and the non-parametric statistical tests, since the Likert scale is an ordinal scale, and the following statistical tools were used:

1. Percentages, frequencies, arithmetic average, and relative arithmetic average: this command is mostly used for the purpose of understanding the frequency of a variable's category, and it is helpful for the researcher to describe the study sample.
2. Cronbach's Alpha evaluation to assess the stability of the questionnaire's paragraphs.
3. Spearman Correlation Coefficient to measure the degree of correlation. This test is used to study the relation between variables in the case of nonparametric data.
4. Sign Test to see whether or not the overall response degree has reached a neutral degree of 1.5 or not.



### **Questionnaire credibility:**

The questionnaire's reliability is intended to assess its inquiries as to what they were supposed to measure, and the researcher has checked the questionnaire's credibility in two ways:

### **Arbitrators credibility:**

The questionnaire was sent by the researcher to a group of arbitrators composed of 10 experts in various humanitarian specialties. The researcher responded to the arbitrators' opinions and took into consideration the suggestions submitted to make the necessary deletions and amendments. Thus, the questionnaire came out in its final version – See the appendix attached.

### **Measure credibility**

#### **Internal Validity**

The internal validity authenticity means the extent of which each paragraph of the questionnaire is consistent with the unit that this paragraph or the variables related to it belongs to. The researcher has calculated the internal validity of the questionnaire by calculating the correlation coefficients between each paragraph of the questionnaire axis and the total degree of the axis itself, and here we will calculate the internal validity according to each axis of the questionnaire.

#### **A. The internal Validity of the paragraphs and elements of the first axis (your preferred media to obtain information about peace issues)**

The table below contains the results of Spearman's test for the correlation between the paragraphs or variables of the first axis of the media preferred to follow in order to obtain information on social peace issues with the total degree of the axis and here we note that all the variables or paragraphs are statistically significant (Sig. = 0.000) at the level of the significance of  $\alpha = 0.01$ . Thus, this axis (the first axis) is considered authentic to what was measured.



**Table 3: Spearman's correlation coefficient between the total degree of the first axis and between each of its paragraphs**

	Paragraphs of the first axis (The preferred media to follow to obtain information on peace issues)	Spearman's Correlation Coefficient	Statistics
1	TV channels	.481**	0.000
2	Radio stations	.863**	0.000
3	Newspapers and magazines	.767**	0.000
4	websites	.674**	0.000
5	Posters and newsletters	.860**	0.000
6	Billboards. (across streets and avenues)	.823**	0.000

\*\* Correlation is statistically significant at the level of significance 0.01.

**B. Internal validity of the paragraphs and elements of the second axis (your most important sources of information on social peace)**

The table below contains the results of Spearman's test for the correlation between the paragraphs or variables of the second axis of your most important sources of information on social peace with the total degree of the axis. Here we note that all the paragraphs are statistically significant (Sig. = 0.000) at the level of significance  $\alpha=0.01$  and thus the second axis is authentic to what was measured.



**Table 4: Spearman’s correlation coefficient between the total degree of the second axis and between each of its paragraph**

	Paragraphs of the second axis (your most important sources of information on social peace)	Spearman's Correlation Coefficient	Statistics
1	Newspapers and magazines	.849**	0.000
2	Flyers and posters	.799**	0.000
3	Official and private radio stations	.764**	0.000
4	Yemeni TV channels	.866**	0.000
5	websites	.829**	0.000
6	Humanitarian organizations	.780**	0.000
7	Documentaries	.706**	0.000
8	Facebook	.739**	0.000

\*\* Correlation is statistically significant at the level of significance 0.01

### **C. Validity of the paragraphs and elements of the third axis (The most important topics addressed by the local media regarding social peace)**

The table below contains the results of Spearman’s test for the correlation between the paragraphs of the third axis for the most important topics addressed by the local media regarding social peace with the total degree for the third axis. Here we note that all the paragraphs or variables are statistically significant at the level of significance  $\alpha=0.05$  and thus the third axis is considered authentic to what was measured.



**Table 5: Spearman's correlation coefficient between the total degree of the second axis and between each of its paragraph**

	<b>Paragraphs of the third axis The most important topics addressed by the local (media regarding social peace</b>	<b>Spearman's Correlation Coefficient</b>	<b>Statistics</b>
1	The importance of social peace in the population's life	.196*	0.042
2	Focusing on fighting violence and terrorism	.834**	0.000
3	Equality - Social Justice - Freedom - Security	.718**	0.000
4	General information on peace and peaceful coexistence.	.801**	0.000
5	Ensuring the rights of women and children	.815**	0.000
6	The call to end the conflict in Yemen	.816**	0.000
7	Urging to avoid hatred and enmity among members of society	.766**	0.000

*\*\*Correlation is statistically significant at the level of significance 0.01,*

*The level of significance 0.05.*

#### **D. Internal validity of the paragraphs and elements of the fourth axis (Media methods through which topics and social peace issues are addressed)**

The table below contains the results of Spearman's test for the correlation between the paragraphs or variables of the fourth axis of the media methods through which topics and issues of social peace are presented in the total degree of the axis. Here we note that all the paragraphs are statistically significant (Sig. = 0.000) at the level of significance  $\alpha=0.01$ .

Thus, the fourth axis is considered authentic to what was measured.



**Table 6: Spearman’s correlation coefficient between the total degree of the fourth axis and between each of its paragraph**

#	Paragraphs of the fourth axis (Media formats through which topics and social peace issues are addressed)	Spearman's Correlation Coefficient	Statistics
1	Dialogue and interviews	.763**	0.000
2	News	.683**	0.000
3	Documentaries	.746**	0.000
4	Cartoons	.856**	0.000
5	Songs	.745**	0.000
6	Drama	.790**	0.000
7	ads	.765**	0.000
8	TV and press investigations	.807**	0.000

*\*\*Correlation is statistically significant at the level of significance 0.01*

### Structure Validity

The structure validity is one of the metrics of the tool validity, which measures the extent to which the goals that the tool aims to obtain are accomplished and it indicates the degree to which each field (axis) of the study fields corresponds to the overall degree of the questionnaire paragraphs (dependent variables).

The table below shows that all correlation coefficients for all fields of the questionnaire are statistically significant (Sig. = 0.000) at a significant level of  $\alpha = 0.01$ , and thus all domains (axes) of the questionnaire are considered authentic to what they are measured.



**Table 7: Spearman correlation coefficient between each axis of the resolution with the total degree of the axes (for the questionnaire)**

	Questionnaire axes	Spearman's Correlation Coefficient	Statistical significance
1	The media that you prefer to follow to obtain information about social peace issues	.812**	0.000
2	Your most important sources of information on social peace	.794**	0.000
3	The most important topics addressed by the local media regarding social peace	.348**	0.000
4	Media methods through which topics and social peace issues are addressed	.883**	0.000

*\*\*Correlation is statistically significant at the level of significance 0.01.*

### Reliability

The stability of the questionnaire means that the questionnaire should give the same results if it was redistributed more than once under the same circumstances and conditions, or in other words, the reliability of the questionnaire indicates the stability in its results without any significant changes if it was redistributed several times on the sample members during a certain period of time.

The researcher tested the stability of the study questionnaire by measuring the Cronbach alpha coefficient where the parameter value ranges between (0 and 1) where the number zero indicates that the questionnaire is totally unstable, and the number one indicates that the questionnaire is fully stable. When the Cronbach alpha coefficient value is greater than 0.6 or 60 percent, the questionnaire and the results of the Cronbach alpha coefficient values are given in the following table:



**Table 8: The values of the Cronbach alpha coefficient to measure the reliability for each of the axes of the questionnaire and the stability of the questionnaire in general**

Axe	Axes and fields	Cronbach alpha coefficient %	Stability and constancy
1	The media that you prefer to follow to obtain information about social peace issues	90%	Stable and steady
2	Your most important sources of information on social peace	94%	Stable and steady
3	The most important topics addressed by the local media regarding social peace	85%	Stable and steady
4	Media methods through which topics and social peace issues are addressed	95%	Stable and steady
<b>All fields of the questionnaire</b>		70%	Stable and steady

It is obvious from the results of the table above that the value of the Cronbach alpha coefficient is high, greater than 60% for each field, and that the value of the Cronbach alpha coefficient is also higher than 60% for all the paragraphs of the questionnaire, which implies that the coefficient of reliability is high and therefore, the questionnaire in the appendix is indeed distributable.

Thus, the researcher has maintained the internal and constructive validity in addition to the consistency of the study questionnaire, which makes him totally assured of the questionnaire's validity and authenticity to evaluate the results and respond to all the study questions and test its hypotheses.

### **Field research results review**

#### **Characteristics of the study community**

The figures below display the characteristics of the researched community in terms of gender, age, educational level, profession and also in terms of the extent of the research sample's follow-up to local media. The research community size is 110 respondents, where males represent



60% of 66 respondents, and females represent 40% of 44 respondents.

Figure 1: The researched community by type

In the first place, the research sample in the age group (less than 30 years) were represented by 39% of the total sample size and in the second place the research sample in the age group (from 30 years to less than 40 years) were represented by 24% of the total sample size. The age group (from 40 years to less than 50 years) ranked third with 23% of the total sample size and the research sample (above 50 years) ranked fourth with 14% of the total sample size.

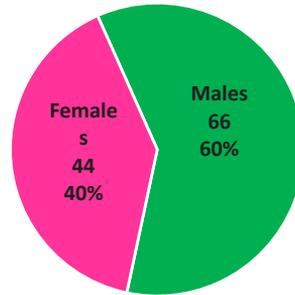


Figure 2: The researched sample according to age

As for the characteristics of the researched community in terms of educational status, the percentage of the targeted research sample with a graduate degree has reached 45% of the total sample size, and the percentage of the research sample with a diploma certification has reached 24% of the total sample size. Also, the percentage of research sample with a postgraduate degree (higher education) has reached 19% of the total sample size, and the percentage of the research sample with a general secondary certification has reached 12% of the total sample size.

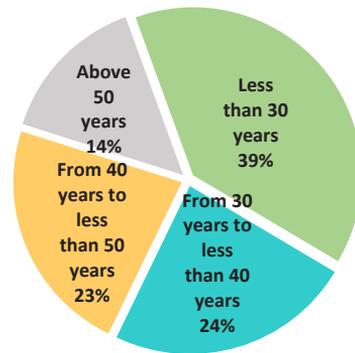
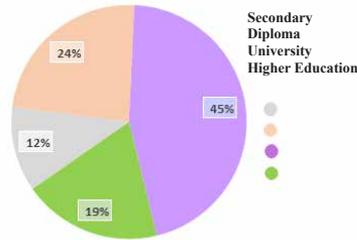




Figure 3: Representation of the researched community based on the academic qualifications



The research sample were divided into three groups according to the occupation, where the percentage of the research sample who have governmental jobs (employees in the public or private sector with regular salaries) has reached 39% of the total sample size, and the percentage of the research sample who are freelancers (private jobs, craft occupations or daily-paid workers) has reached 35% of the total sample size, whereas the percentage of the research sample who does not have a profession (unemployed) has reached 25% of the total sample size.

Figure 4: Distribution of the study community based on the profession

The following figure shows the extent of the research community's follow-up to the local media, where 47% of the total sample size permanently follows the local media, 35% of the total sample size most frequently, whole 14% of the total sample size occasionally follows the local media and 4% of the total sample size does not follow the local media at all.

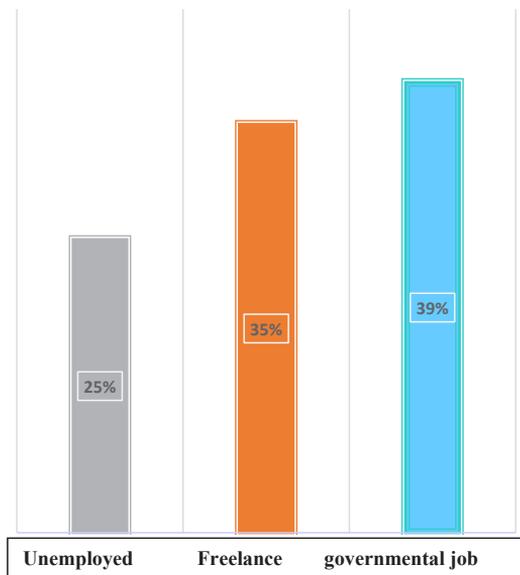
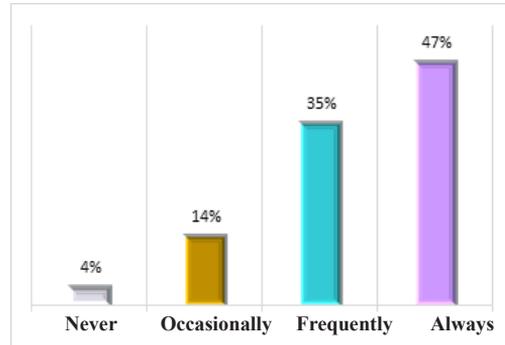




Figure 5: The extent to which the study community follows the local media



### Testing the study hypotheses and measuring the researched responses

#### A. The process of measuring the respondents' response from the neutrality level.

As we stated previously, the degree of neutrality is (1.5), and the One Sample T-test will be used here to figure out the degree of response if it has achieved the degree of neutrality and based on this test, we will have two hypotheses (the null hypothesis and the alternative hypothesis).

- **The null hypothesis:** The average degree of response is 1.5.
- **The alternative hypothesis:** Average response degree that is not equal to 1.5.

If the Sig. (P-value) is higher than the level of significance (according to the results of the SPSS program), so it is not feasible to reject the null hypothesis, and in this case, the average viewpoint of the sample participants does not differ fundamentally from the degree of neutrality, which is 1.5. If the Sig. (P-value) is less than the level of significance  $\alpha = 0.05$ , then the null hypothesis is rejected and the alternative hypothesis that recognizes that the average opinions of the study participants differ fundamentally from the degree of neutrality is accepted. In this case, it can be determined if the average answer is significantly greater or less than the degree of neutrality, through the test value and so if the sign is positive, then it means that the respondents' average response increases with the degree of neutrality (1.5), but if it is negative, then it means that the respondents' average response decreases at the degree of neutrality (1.5)



## B. Description of the respondents' response using Likert intervals.

The researcher has used the quadripartite Likert scale and the answers of the respondents were described from zero to three in order to find the neutrality area within Likert quadripartite scale. The extent of the response in quadripartite Likert scale must be divided into five intervals and the table below clarifies these intervals where the average period to the neutral one will be considered as the respondents' response.

**Table 9: Intervals of Likert measure according to the measure points used in the study**

Likert measure points	The duration in degree	The duration of the period in percentage	Description	
0 - 3	0 – 0.59	0% - 19.9%	Strongly disagree	Never
	0.60 – 1.19	20% - 39.9%	Disagree	Occasionally
	1.20 – 1.79	40% - 59.9%	Neutral	Neutral
	1.80 – 2.39	60% - 79.9%	Agree	Frequently
	2.40 – 3.00	80% - 100%	Strongly agree	Always

In the previous table, the quadripartite Likert measure points were distributed within five intervals and that in order to count the research sample's response accurately as follows:

- If the average response of the research sample to any of the questionnaire paragraphs falls within the period (0.00 - 0.59) or within the relative importance (0% - 19.0%), then the general response of the sample at the level of the paragraph B is classified as “**Strongly disagree**” or “**Never**”.
- If the average response of the research sample to any the questionnaire paragraphs falls within the period (0.60 – 1.19) or within the relative importance (20% - 39.9%), then the general response to the sample at the level of the paragraph B is classified as “**disagree**” or “**rare**”.



- If the average response of the research sample to any of the questionnaire paragraphs falls within the period (1.20 - 1.79) or within the relative importance (40 – 59.9%), then the general response to the sample at the paragraph B level is classified as” **neutral** “.
- If the average response of the research sample to any the questionnaire paragraphs falls within the period (1.80 – 2.39) or within the relative importance (60% - 79.9%), then the general response to the sample at the paragraph B level is classified as” **agree** “or” **often** “.
- If the average response of the research sample to any of the questionnaire paragraphs falls within the period (2.40 – 3.00) or within the relative importance (80% - 100%), then the general response of the sample at the paragraph B level is classified as” **strongly agree** “or” **always** “

### **C. Measure of the research sample’s response**

In this part, the process of the two previous paragraphs (A and B) will be implemented at the purpose of describing the direction of the research sample’s response and define it clearly through two stages:

The first stage: knowing the distribution of the research sample’s average response to the degree of neutrality (1.5) using the signal test.

The second stage: measure and description of the research sample’s response using the relative importance.

Therefore, we need to review the results of the paragraphs of each axis in terms of frequencies, percentages, average, relative importance, and the value of the T-test for one sample (the reference test).

**First: The media that you prefer to follow to obtain information on social peace issues (axis 1)**



**Table 10: (T) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the first axis and its components**

#	Paragraph	Criterion	Response Degree				Total	Arithmetic average	Relative importance	(t) test value	Moral level	Deducted general response
			Strongly disagree	Disagree	Agree	Strongly agree						
1	TV channels	Repetition	9	11	11	54	85	2.294	76%	6.934	0.000	agree
		%	10.6	12.9	12.9	63.5	100.0					
2	Radio stations	Repetition	35	12	8	19	74	1.149	38%	-2.384	0.020	disagree
		%	47.3	16.2	10.8	25.7	100.0					
3	Newspapers and magazines	Repetition	37	9	9	13	68	0.971	32%	-3.611	0.001	disagree
		%	54.4	13.2	13.2	19.1	100.0					
4	Websites	Repetition	23	7	27	42	99	1.889	63%	3.240	0.002	agree
		%	23.2	7.1	27.3	42.4	100.0					
The overall response of the axis							1.091	36%	-4.924	0.000	disagree	

From the table above, we notice as follows:

From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to (t = 6.934), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either “**agree** or **strongly agree**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 76%. Returning to Likert’s table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period “**agree**”, and therefore we can say that the general response to this paragraph by the researched group was “**agree**”.



From the second paragraph, we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.020), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis that states that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = 2.384$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**disagree** or **strongly disagree**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 38%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**disagree**”, and therefore we can say that the general response to this paragraph by the researched group was “**disagree**”.

From the third paragraph, we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis that states that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -3.611$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**disagree** or **strongly disagree**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 32%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**disagree**”, and therefore we can say that the general response to this paragraph by the researched group was “**disagree**”.

From the fourth paragraph, we note that the statistical value of the (t)



distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.002), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis that states that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = 3.240$ ), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either “**agree** or **strongly agree**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 63%. Returning to Likert’s table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period “**agree**”, and therefore we can say that the general response to this paragraph by the researched group was “**agree**”.

From the total degree of the axis (for all the paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this axis is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis that states that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -4.924$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**disagree** or **strongly disagree**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 36%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**disagree**”, and therefore we can say that the general response to this paragraph by the targeted group was “**disagree**”.

**From the previous points (1-4)** and from the results of the analysis of the overall response of the axis in point (5), where the general response of the study community was “disagree,” we can judge “that there is no



relation between the preferred media in terms of follow-up and obtaining information on social peace issues.”

**Your most important sources of information about social peace (Axis 2)**

**Table 11: (t) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the second axis and its components**

#	Paragraph	Criterion	Response Degree				Total	Arithmetic average	Relative importance	(t) test value	Moral level	Deducted general response
			Never	Occasionally	Frequently	Always						
1	Newspapers and magazines	Repetition	38	8	12	14	72	1.028	34%	-3.280	0.002	occasionally
		%	52.8	11.1	16.7	19.4	100.0					
2	Flyers and posters	Repetition	37	13	12	14	76	1.039	35%	-3.395	0.001	occasionally
		%	48.7	17.1	15.8	18.4	100.0					
3	Official and private radio stations	Repetition	39	11	8	17	75	1.040	35%	-3.197	0.002	occasionally
		%	52.0	14.7	10.7	22.7	100.0					
4	Yemeni TV channels	Repetition	28	5	10	35	78	1.667	56%	1.079	0.284	neutral
		%	35.9	6.4	12.8	44.9	100.0					
5	Websites	Repetition	31	4	28	31	94	1.628	54%	0.988	0.326	neutral
		%	33.0	4.3	29.8	33.0	100.0					
6	Humanitarian organizations	Repetition	41	5	12	15	73	1.014	34%	-3.317	0.001	occasionally
		%	56.2	6.8	16.4	20.5	100.0					
7	Documentaries	Repetition	40	12	10	22	84	1.167	39%	-2.390	0.019	occasionally
		%	47.6	14.3	11.9	26.2	100.0					
8	Facebook	Repetition	29	12	11	40	92	1.674	56%	1.265	0.209	neutral
		%	31.5	13.0	12.0	43.5	100.0					
<b>The overall response of the axis</b>								0.963	32%	-6.275	0.000	occasionally

*From the table above, we notice as follows:*



From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.002), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -3.280$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 34%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the researched group was “**occasionally**”.

From the second paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -3.395$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 35%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the researched group was “**occasionally**”.

From the third paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.002), and this value is less than the level of statisti-



cal significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -3.197$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 35%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the researched group was “**occasionally**”.

From the fourth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.284), and this value exceeds the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and the alternative hypothesis stating that “the average response degree is not equal to 1.5”. Therefore, the response is at the degree of neutrality. On another hand, we note that the value of the relative importance reaches 56%. Returning to Likert’s table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period “**neutral**”, and therefore we can say that the general response to this paragraph by the researched group was “**neutral**”.

From the fifth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.326), and this value exceeds the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we accept the null hypothesis stating that “the average response degree is equal to 1.5” and we reject the alternative hypothesis stating that “the average response degree is not equal to 1.5”. Therefore, the response is at the degree of neutrality. On another hand, we also note that the value of the relative



importance reaches about 54%. Returning to Likert's table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period "**neutral**", and therefore we can say that the general response to this paragraph by the researched group was "**neutral**".

From the sixth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to ( $t = -3.317$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". Therefore, the response is at the degree of neutrality. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 34%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period "**occasionally**", and therefore we can say that the general response to this paragraph by the researched group was "**occasionally**".

From the seventh paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.019), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that "the average response degree is equal to 1.5" and we accept the alternative hypothesis stating that "the average response degree is not equal to 1.5". We also note that the value of the t-distribution test is equal to ( $t = -2.390$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either "**occasionally** or **never**". To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 39%. Returning to Likert's table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response



period “**occasionally**”, and therefore we can say that the general response to this paragraph by the researched group was “**occasionally**”.

From the eighth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.209), and this value exceeds the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we accept the null hypothesis stating that “the average response degree is equal to 1.5” and we reject the alternative hypothesis stating that “the average response degree is not equal to 1.5”. Therefore, the response is at the degree of neutrality. On another hand, we also note that the value of the relative importance reaches 56%. Returning to Likert’s table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period “**neutral**”, and therefore we can say that the general response to this paragraph by the researched group was “**neutral**”.

From the total degree of the axis (for all the paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this axis is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis that states that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -6.275$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally** or **never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 32%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the targeted group was “**occasionally**”.



From the previous points (1-8) and from the results of the analysis of the overall response of the axis in point (9), where the general response of the study community was “occasionally” we can judge “that the local media occasionally is or represents an importance of obtaining information on social peace issues.”

**The most important topics addressed by the local media regarding social peace(Axis 3)**

**Table 12: (t) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the third axis and its components**

#	The paragraph	Crite- rion	Degree of response				Total	arith- meti- cal aver- age	rela- tive im- por- tance	t) test) value	moral level	The ded- ucted General response
			nev- er	oc- ca- sion- ally	fre- quently	al- ways						
1	The importance of social peace in the populations' lives	repeti- tion	5	10	68	25	108	2.046	68%	7.935	0.000	frequently
		%	4.6	9.3	63.0	23.1						
2	Focusing on fighting violence and terrorism	repeti- tion	37	8	33	17	95	1.316	44%	-1.535	0.128	neutral
		%	38.9	8.4	34.7	17.9						
3	Addressing the social peace values as : (equality- social justice- freedom- security)	repeti- tion	40	11	16	24	91	1.264	42%	-1.772	0.080	neutral
		%	44.0	12.1	17.6	26.4						
4	General information on peace and peaceful coexistence	repeti- tion	47	12	13	9	81	0.802	27%	-5.828	0.000	occasionally
		%	58.0	14.8	16.0	11.1						
5	Ensuring the rights of women and children	repeti- tion	52	8	13	9	82	0.744	25%	-6.302	0.000	occasionally
		%	63.4	9.8	15.9	11.0						
6	The call to end the conflict in Yemen	repeti- tion	49	13	13	10	85	0.812	27%	-5.845	0.000	occasionally
		%	57.6	15.3	15.3	11.8						
7	Urging to avoid hatred and enmity among members of society	repe- tion	51	13	14	13	91	0.879	29%	-5.224	0.000	occasionally
		%	56.0	14.3	15.4	14.3						
<b>The total response for the axis</b>							<b>0.956</b>	<b>32%</b>	<b>-8.219</b>	<b>0.000</b>	<b>occasionally</b>	



We notice from the table above as follows:

1. From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to (t = 7.935), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either “**frequently or always**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 68%. Returning to Likert’s table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period “**frequently**”, and therefore we can say that the general response to this paragraph by the researched group was “**frequently**”.
2. From the second paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.128) and this value is greater than the level of statistical significance. Therefore, this paragraph is not considered statistically significant at a level of significance  $\alpha = 0.05$ , and so we accept the null hypothesis stating that “the average degree of response is equal to 1.5” and we reject the alternative hypothesis stating that “the average response degree is not equal to 1.5”, thus, the response is at the degree of neutrality. We also note that the relative importance is equal to 44%. Returning to Likert’s table of intervals, we notice that this value belongs to the period (40% - 59.9%), which is the limits of the response period “**neutral**”, and thus we can say that the general response for this paragraph by the researched group was “**neutral**”.
3. From the third paragraph, we note that the statistical value of (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.080) and this value is greater than the level



of statistical significance  $\alpha = 0.05$ . Therefore, this paragraph is not statistically significant at a significant level  $\alpha = 0.05$ , so we accept the null hypothesis stating that “the average degree of response is equal to 1.5” and we reject the alternative hypothesis stating that “the average degree of response is not equal to 1.5”, thus the response lies at the degree of neutrality. We also note that the relative importance is equal to 42%. Returning to the table Likert intervals, we notice that this value belongs to the period (59.9% - 40%), which is the limits of the response period “**neutral**”. Therefore, we can say that the general response to this paragraph by the studied group was “**neutral**”.

4. From the fourth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance  $\alpha = 0.05$ . Therefore, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ , thus we reject the null hypothesis stating that “the average degree of response is equal to 1.5” and we accept the alternative hypothesis stating that “the average degree of response is not equal to 1.5”. We also note that the value of the test of the t-distribution is equal to ( $t = -5.828$ ), which is a negative value from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”. And to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 27%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%) which is the limits of the response period “**occasionally**”. Therefore, we can say that the general response to this paragraph on the part of the researched group was “**occasionally**”.
5. From the fifth paragraph, we note that the statistical value of (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance  $\alpha = 0.05$ . Therefore, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ , thus we reject the null hypothesis that states that “the average response score is



equal to 1.5” and we accept the alternative hypothesis stating that “the average response score is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = -6.302$ ) which is a negative value from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”, and to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 25%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%) which is the limits of the response period “**occasionally**”. Therefore, we can say that the general response to this paragraph on the part of the researched group was “**occasionally**”.

6. From the sixth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance  $\alpha = 0.05$ . Therefore, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis stating that “the average response score is equal to 1.5” and we accept the alternative hypothesis stating that “the average response score is not equal to 1.5”. We also note that the value of the T-distribution test is equal to ( $t = -5.845$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”, and to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 27%. Returning to Likert’s schedule, this value belongs to the period (20% - 39.9%), which is the limits of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph on the part of the researched group was “**occasionally**”
7. From the seventh paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance  $\alpha = 0.05$ . Therefore, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis stating that “the average response score is equal to 1.5” and we accept the alternative hypothesis stating that



“the average response score is not equal to 1.5”. We also note that the value of the T-distribution test is equal to ( $t = -5.224$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”, and to determine the actual response to the paragraph, we will use the relative importance of this paragraph as it reached 29%. Returning to Likert’s schedule, this value belongs to the period (20% - 39.9%), which is the limits of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph on the part of the researched group was “**occasionally**”.

8. From the total score of the axis (for all paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample around the degree of neutrality (1.5) is equal to (Sig. = 0.000) and this value is less than the level of statistical significance  $\alpha = 0.05$ . Therefore, this axis is considered statistically significant at a significant level. Thus, we reject the null hypothesis stating that “the average response score is equal to 1.5” and we accept the alternative hypothesis stating that “the average response score is not equal to 1.5”. We also note that the value of the T-distribution test is equal to ( $t = -8.219$ ), which is a negative value from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally**” or “**never**”. To determine the actual response, we will use the relative importance of this paragraph as it reached 32%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%) which is the limits of the response period “**occasionally**”. Accordingly, we can say that the general response to all paragraphs of this axis by the targeted group was “**occasionally**”.

**From the previous points (1-7)** and from the results of the analysis of the overall response to the axis in point (8), where the general response of the study community was “occasionally,” with which we can judge, “local media occasionally raise important issues that promote social peace building.”



### Media formats through which topics and social peace issues are addressed (Axis 4)

**Table 13: The (t) test for one sample about the degree of neutrality (1.5), the average response and the relative importance of the fourth axis and its components**

#	The paragraph	Criterion	Degree of response				Total	arithmetical average	relative importance	(t) test value	moral level	The deducted General response
			never	occasionally	frequently	always						
1	The dialogue and interviews	repetition	24	8	22	35	89	1.764	59%	2.018	0.050	neutral
		%	27.0	9.0	24.7	39.3	100.0					
2	News	repetition	22	3	20	44	89	1.966	66%	3.553	0.001	frequently
		%	24.7	3.4	22.5	49.4	100.0					
3	Documentaries	repetition	37	14	23	15	89	1.180	39%	-2.619	0.010	occasionally
		%	41.6	15.7	25.8	16.9	100.0					
4	Cartoons	repetition	42	15	5	16	78	0.936	31%	-4.155	0.000	
		%	53.8	19.2	6.4	20.5	100.0					
5	Song	repetition	42	12	9	20	83	1.084	36%	-3.003	0.004	
		%	50.6	14.5	10.8	24.1	100.0					
6	Drama	repetition	41	14	9	16	80	1.000	33%	-3.723	0.000	
		%	51.3	17.5	11.3	20.0	100.0					
7	Ads	repetition	38	14	5	22	79	1.139	38%	-2.489	0.015	
		%	48.1	17.7	6.3	27.8	100.0					
8	TV and press investigations	repetition	33	12	14	17	76	1.197	39.9%	-2.159	0.034	
		%	43.4	15.8	18.4	22.4	100.0					
<b>The total response for the axis</b>							0.987	33%	-5.785	0.000		

From the table above, we notice as follows:

1. From the first paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.050), and this value is equal to the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is not considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we



accept the null hypothesis stating that “the average response degree is equal to 1.5” and we reject the alternative hypothesis stating that “the average response degree is not equal to 1.5”. Therefore, the response is at the degree of neutrality. On another hand, we also note that the value of the relative importance reaches 59%. Returning to Likert’s table of intervals, this value belongs to the period (40% - 59.9%), which is the limit of the response period “**neutral**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**neutral**”.

2. From the second paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.001), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = 3.553$ ), which is a positive value, from which we conclude that the degree of response exceeds the degree of neutrality, either “**frequently** or **always**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 66%. Returning to Likert’s table of intervals, this value belongs to the period (60% - 79.9%), which is the limit of the response period “**frequently**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**frequently**”.
3. From the third paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.010), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = - 2.619$ ), which



is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 39%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**occasionally**”.

4. From the fourth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = - 4.1552$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally or never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 31%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**occasionally**”.
5. From the fifth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = - 3.723$ ), which is a negative value, from which we conclude that the degree of re-



sponse is less than the degree of neutrality, either “**occasionally** or **never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 33%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**occasionally**”.

6. From the sixth paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.015), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = - 2.489$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally** or **never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 38%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**occasionally**”.
7. From the seventh paragraph, we note that the statistical value of the (t) distribution test for one sample about the degree of neutrality (1.5) is equal to (Sig. = 0.034), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this paragraph is considered a statistical function at a significant level  $\alpha = 0.05$ . Therefore, we reject the null hypothesis stating that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = - 2.159$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally** or



never”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached about 31%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the surveyed group was “**occasionally**”.

8. From the total degree of the axis (for all the paragraphs of the axis), we note that the statistical value of the (t) distribution test for one sample concerning the degree of neutrality (1.5) is equal to (Sig. = 0.000), and this value is less than the level of statistical significance  $\alpha = 0.05$ . So, this axis is considered a statistical function at a significant level  $\alpha = 0.05$ . Thus, we reject the null hypothesis that states that “the average response degree is equal to 1.5” and we accept the alternative hypothesis stating that “the average response degree is not equal to 1.5”. We also note that the value of the t-distribution test is equal to ( $t = - 5.785$ ), which is a negative value, from which we conclude that the degree of response is less than the degree of neutrality, either “**occasionally** or **never**”. To determine the actual response of the paragraph, we will use the relative importance of this paragraph as it reached 33%. Returning to Likert’s table of intervals, this value belongs to the period (20% - 39.9%), which is the limit of the response period “**occasionally**”, and therefore we can say that the general response to this paragraph by the targeted group was “**occasionally**”.

From the previous points (1-8) and from the results of the analysis of the overall response of the axis in point (9), where the general response of the study community was “occasionally” we can judge “that the local media occasionally is or represents an importance of obtaining information on social peace issues.”

### Study hypotheses test results

The researcher assumed four hypotheses to find out the existence of a relation between the local media and the role of boosting social peace building, and the following table reviews these hypotheses and the results of the research sample response.



**Table 14: The results of the study in view of the study hypotheses**

	study hypotheses	Study Sample Response				
		Average overall response	Relative importance	(t) test value	Moral level	Results of respondents' response
1	There is a relation between the preferred media in terms of follow-up and obtaining information on social peace issues.	1.09	36%	-4.924	0.000	disagree
2	There is a relation between the media outlets and the most important sources from which information about peace is obtained.	0.96	32%	-6.275	0.000	occasionally
3	There is a relation between the local media and the most important issues raised in the field of social peace	0.95	32%	-8.219	0.000	occasionally
4	There is a relation between media methods and the addressed topics and issues on social peace.	0.98	33%	-5.785	0.000	occasionally
<b>The overall response to the questionnaire (The role of local media in boosting social peace building)</b>		<b>0.99</b>	<b>0.99</b>	<b>-8.673</b>	<b>0.000</b>	<b>Occasionally or disagree</b>

The previous table summarizes the response of the researched sample in view of the study hypotheses, and based on the table we conclude the following points:

1. The respondents' response on “**disagree**” focused on “the existence of a relation between the preferred media in terms of follow-up and obtaining information on issues of social peace.”
2. The respondents' response on “**occasionally**” focused on “the existence of a relation between the local media outlets and the most im-



portant sources from which information about peace is obtained.”

3. The respondents’ response on “**occasionally**” focused on “the existence of a relation between the local media and the most important issues raised in the field of social peace.”
4. The respondents’ response on “**occasionally**” focused on “the existence of a relation between media methods and the addressed topics and issues of social peace.”

In general, and at the level of all the axis of the questionnaire, the research sample’s response focused on “**occasionally**” or “**disagree**” on “the existence of a role for local media in boosting social peace building.”

### **11. General deduction (of the study field results)**

The local media outlets have no role in boosting social peace building in Yemen.

#### **Discussing the results**

The research aimed at knowing the role of the local media in its various forms in promoting social peace building in Yemen

#### **The result of the first hypothesis**

The field study concluded that there is no there is a relation between the preferred media in terms of follow-up and obtaining information on social peace issues, as the response of the sample at the axis level was “I disagree.”

And by checking the components of this axis, we cannot generalize this result to all media means and methods, because the response of the research sample was “I agree” with regard to television channels and websites, and so we can conclude the following:

There is a relationship between TV channels, the favorite websites of the research sample and obtaining information on peace issues.



### **The result of the second hypothesis**

The field study concluded that there is a weak relation between the media outlets and the most important sources from which information about peace are obtained.

The field study gives a clearer picture. The local Yemeni media outlets with its various forms rarely represent an important source from which we can extract information about peace. The response of the research sample differed according to the media outlets as follows:

Regarding TV channels, websites and Facebook, the response of the research sample was “neutral” and this response is inconclusive, as it was distributed on both sides of Likert line in an almost equal manner.

With regard to other media outlets such as radio stations, magazines and films, the response was “rarely”

### **The result of the third hypothesis**

The field study concluded that there is a weak relation between the local media and the most important issues raised in the field of social peace.

The field study reflected peacebuilding issues and conflicts and their relationship with the media in its various forms, and the following results emerged:

The response of the research sample, when responding, focused mostly on the relation of covering the topic which is “The importance of social peace in peoples’ lives” and between the various forms of local media.

The research sample could not determine the relation between covering the topic “Focusing on fighting violence and terrorism, and “Addressing the Values of Social Peace,” and the various local media outlets where the total response of the respondents was neutral (the response of the research sample was distributed almost equally between the two sides of the Likert scale).



There is a weak relation between covering the rest of the other topics on peace (“general information about peace and peaceful coexistence”, “ensuring the rights of women and children”, “calling for an end to the conflict in Yemen”, “urging to avoid hatred”) and the various forms of local media outlets. .

### **The result of the fourth hypothesis**

The field study concluded that there is a great relation between the local media and the most important issues raised in the field of social peace.

The response of the research sample varied on determining the existence of this relation, and summarized it as follows:

There is a relation between “the news” in terms of its presentation of topics and issues of social peace, where the response of the research sample was often “frequently”.

The research sample could not determine the relation between “dialogue and interviews” in terms of presenting topics and issues of social peace, as the general response was “neutral”.

As for the relation with the rest of the media methods in terms of their presentation of peace topics and issues, they are considered rare, because the general response of the respondents was “rarely” for each media form.



## **Conclusion**

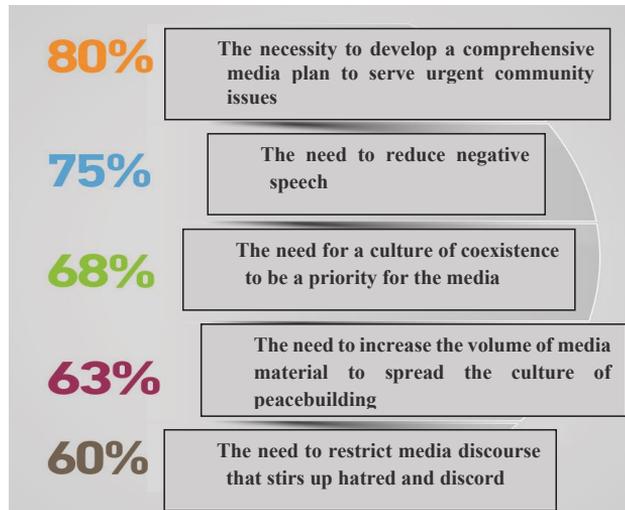
The general result of the field study confirmed the existence of a weak relation between the roles of the local Yemeni media in building and promoting social peace in Yemen. Also, the results of the discussion in the previous paragraph indicated this fact.

The reason for the media's weak role in building peace is due to the power of the political acquisition of various media outlets, as most of them follow political factions and work according to their agendas and programs. According to the response of the research sample, we can rarely rely on the media to obtain information on peacebuilding, as it rarely present issues and topics that promote social peace building in Yemen.

And I confirm that the research results were logical and reflect the reality of the role of the local media in promoting social peace building in Yemen as this role was rare.

## **The research sample recommendations**

The research sample recommended that a number of measures be taken in order to overcome the factors that hinder the media from carrying out a role in boosting social peace building. Figure (6) illustrates these recommendations.



*Figure 6: Means of overcoming media obstacles that prevent them from playing their role in promoting peace building*

Where 80% of the total sample size agreed on the necessity to develop a comprehensive media plan to serve urgent community issues, and also in the second place came the recommendation of the research sample for the necessity of limiting the negative and pessimistic discourse of the media with a consensus of 75% of the total sample size and in the third place 68% of the total sample size agreed on The necessity for the culture of coexistence to be the priority of the media, and in the fourth place, 63% of the total sample size agreed on the necessity to increase the volume of media material that disseminates the culture of peacebuilding, and in the fifth place 60% of the total sample size agreed on the necessity to restrict the media discourse that stirs hatred and discord among members of society.



## المراجع:

- دعوة إلى السلام، عن ثقافة السلام والعنف، القاهرة، مركز هردو، 2017م، ص7.
- عبد الحفيظ النهاري، الإعلام والحدثة السياسية في اليمن تحليل خطابات النخب السياسية في الفضائيات اليمنية حول قضايا الحوار الوطني، رسالة دكتوراه، غير منشورة، (جامعة منوبة: معهد الصحافة وعلوم الإخبار، 2017).
- تغريد عبده الحجلي (2017م): "دور الشباب في بناء السلام الاجتماعي في المجتمعات العربية"
- " كيار طه محمد (2016): " دور الإعلام في تشكيل النخب السياسية بعد 2011 وحتى 30 يونيو"، المركز الديمقراطي العربي.
- أحمد زيد المحيسين (2010م) دور الشباب في صناعة السلام المستدام، دراسة تطبيقية على الشباب في المملكة الأردنية الهاشمية.
- حسن أبو شنب (2007): دور الإعلام في تعزيز السلم الأهلي في المجتمع الفلسطيني، المؤتمر العلمي الثالث، جامعة القاهرة، كلية الإعلام
- محمد بن عبد العزيز الحيزان، البحوث الإعلامية، أسسها - أساليبها مجالاتها، الرياض، مكتبة الملك فهد الوطنية، 2004م
- بشار عبد الرحمن مطهر، دور الراديو والتلفزيون في تشكيل معارف واتجاهات النخبة اليمنية نحو القضايا السياسية، رسالة دكتوراه، غير منشورة، (جامعة القاهرة: كلية الإعلام، 2007).
- يوسف سلمان سعد (2000): "استخدامات الجمهور اليمني لوسائل الإعلام في أثناء الحملات الانتخابية والإشباع المتحققة منها"، كلية اللغة العربية-بنين، القاهرة، مصر.



[www.yemeninformation.org](http://www.yemeninformation.org)

E-mail address: [YIC@yemeninformation.org](mailto:YIC@yemeninformation.org)

**Sana'a Office :** 967-1-216282 - **Aden Office:** 772415913 - **Ibb Office:** 04-426502