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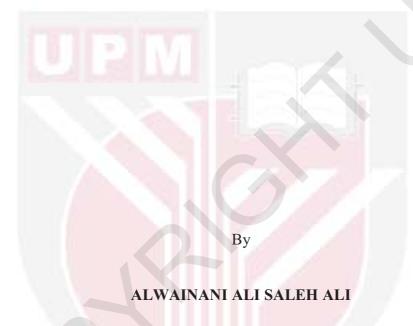
DEMOGRAPHIC AND DEVELOPMENTAL FACTORS IN PEACEBUILDING PROGRAM AMONG YEMENI UNIVERSITY STUDENTS

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IPSS 2018 3

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By

ALWAINANI ALI SALEH ALI

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Master of Science

April 2018

DEDICATION

This thesis is dedicated to

" Yemeni Youth
who deserve to live better life
and find better future"

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Master of Science

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April 2018

Chairman : Associate Professor Abd Lateef Krauss Abdullah, PhD
Institute : Social Science Studies

As conflict zones increase around the world, youth continue to be victims of the
violence. At the same time, in many countries, peacebuilding (PB) programs that
target youth are growing. It is important for young people to be involved in such
programs for the future well-being and stability of those countries. Based on this
theoretical perspective, this study aims to examine the demographic and
developmental factors of participation in PB programs among Yemeni university
students.

This is a quantitative descriptive study aimed at identifying the relationships between
demographic and developmental factors, and participation in PB programs. The
targeted population for this study was universities' students from both public and
private institutions in Sana'a, the capital city of Yemen. Seven universities were
selected from the list of both public and private universities for the purpose of this
study. The applied instruments were modified from structured questionnaire, which
answered the study questions and addressed the specific objectives. Questionnaires
were distributed to respondents via an online google application and responses were
collected from May 2017 to July, 2017.

The results indicated that the respondents' age were from 20 to 30 years, whereby the
majority aged was from 20 to 25 years (86.80%). The percentage gender distribution
of the respondent showed that the majority were males with 84.00% while females
constituted only 15.90%. The proportion of female engagement in PB has dependably
been lower than that of the males as revealed in this study, of whom 1.10% (1/29) of
the female students have high level of participation in PB programs. Even though,

workshops and classes identified with PB conducted by universities have been distinguished as vital strides toward accomplishing peace, in this study over half of the respondents stated that their universities do not organize PB workshops.

Correlation analyses were conducted for defining the degree of association between the independent and dependent variables. The findings revealed a negative linear correlation between aggression and engagement in PB program. The students' self-efficacy and self-esteem were positively associated their engagement in PB programs. The overall level of engagement in PB among the sample of youth was moderate. Students' engagement in PB did not vary according to the field of study. Regression analysis showed significant relationships between participation in PB and the demographic and developmental factors. Specifically, the findings revealed that self-efficacy was predictive of participation among youth in Yemeni universities.

This study has been one of the first attempts to thoroughly examine demographic and developmental factors in PB in Yemen. The findings shed new light on youth participation in PB programs among Yemeni university students as a conflict area. Although this study is based on a small sample of factors, the findings suggest to examine the other factors that motivate youth to actively participate in such programs. Several questions still remain to be answered.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

FAKTOR DEMOGRAFI DAN PEMBANGUNAN TERHADAP PROGRAM MEMBINA KEAMANAN *PEACE BUILDING* DALAM KALANGAN MAHASISWA UNIVERSITI DI YAMAN

Oleh

ALWAINANI ALI SALEH ALI

April 2018

Pengemsi   : **Profesor Madya Abd Lateef Krauss Abdullah, PhD**
Institut   : **Pengajian Sains Sosial**

Seiring peningkatan zon konflik yang berlaku di seluruh dunia, belia berterusan dilihat menjadi mangsa keganasan. Pada masa yang sama, di kebanyakan negara, usaha dan program memupuk keamanan yang mensasarkan belia juga turut berkembang. Sememangnya penting bagi golongan belia melibatkan diri dalam program seumpama ini untuk tujuan kesejahteraan masa hadapan serta kestabilan bagi negara yang terbabit. Berdasarkan perspektif teori, kajian ini bertujuan untuk meneliti factor peramal demografi dan pembangunan dalam pemerkasaan penyertaan sivik dalam kalangan belia di Yaman terutama dalam program keamanan yang dijalankan.

Populasi yang disasarkan dalam kajian ini adalah terdiri daripada pelajar universiti awam dan swasta di Sana'a, yang merupakan ibu negeri Yaman. Sebanyak 7 universiti telah dipilih secara rawak daripada senarai universiti awam dan swasta di Sana'a. Instrumen kajian menggunakan borang soal selidik yang telah diubah suai daripada kajian lepas untuk menjawab persoalan kajian ini selain selari dengan objektif spesifik kajian semasa. Borang soal selidik telah diedarkan secara dalam talian menggunakan aplikasi google. Tempoh pengumpulan data adalah di antara bulan Mei 2017 hingga Julai 2017.

Hasil kajian menunjukkan penglibatan responden adalah berumur antara 20 hingga 30 tahun, di mana majoriti (86.8%) dalam kalangan mereka berumur antara 20 hingga 25 tahun. Taburan jantina pula menunjukkan majoriti (84%) adalah lelaki, manakala perempuan hanya melibatkan 15.9% (29/182). Kajian menunjukkan kadar keterlibatan belia perempuan di dalam program keamanan yang dijalankan dilihat lebih rendah

berbanding lelaki, di mana sekitar 44.8% (13/29) dalam kalangan mereka terlibat secara aktif di dalam program. Penganjuran bengkel dan kelas yang dikenalpasti sebagai program memupuk keamanan oleh Universiti dilihat sebagai langkah penting ke arah mewujudkan keamanan. Walau bagaimanapun, kajian ini menunjukkan separuh daripada responden menyatakan bahawa universiti mereka tidak menganjurkan bengkel yang memupuk keamanan. Analisis korelasi telah dijalankan bagi melihat darjah kesatuan di antara pemboleh ubah bersandar dan tidak bersandar.

Kajian ini juga mendapati terdapat korelasi negatif di antara tindakan keganasan dan penyertaan di dalam program yang memupuk keamanan. Tahap penyertaanke arah memupuk keamanan dalam kalangan belia Universiti di Yaman dilihat tinggi di mana lebih 60% penglibatan melebihi tahap sederhana. Pemerkasaan pelajar di dalam menyemai keamanan juga tidak berbeza mengikut bidang pengajian. Keyakinan atau harga diri mereka dipengaruhi secara positif melalui keterlibatan mereka dalam program pemupukan keamanan. Akhirnya, penemuan ini menunjukkan bahawa factor efikasi diri, dan status perkahwinan adalah faktor paling penting untuk meramal penyertaan belia dalam program ini, diikuti oleh faktor-faktor lain seperti keganasan.

Kajian ini merupakan antara percubaan pertama untuk mengkaji faktor demografi dan pembangunan dalam penyertaan belia di Yaman. Dapatan kajian yang dilaporkan membawa sinar baru kepada penyertaan belia universiti dalam program keamanan di Yaman. Sungguhpun kajian ini mempunyai limitasi bilangan faktor peramal yang kecil, dapatan kajian mencadangkan agar penyelidik akan datang dapat melihat faktor-faktor lain yang memotivasikan belia untuk penyertaan aktif dalam program keamanan sebegini.

ACKNOWLEDGEMENTS

First of all, I have to thank my God for everything that make it easy for me because until now I couldn't imagine that I finish. It was a lot of work I did it. Thanks many times to God.

I must begin by thanking all the participants in this study. I admire their achievement in civic engagement and all their works and contributions to make Yemen a better country. Thank you for answering the questionnaires of this study. I will always be grateful to all of you.

I owe my deepest gratitude to my committee. They helped me shape my research and provided me with the necessary tools to complete this study. I am extremely thankful to my supervisor Assoc. Prof. Dr. Abd Lateef Krauss Abdullah and Assoc. Prof. Dr. Ismi Arif Bin Ismail, whose believed in my research and offered me with the assistance to complete this research from the preliminary stages until its completion. Their support and motivation of my thesis has totally giving me a power to continue writing my thesis. To Dr. Lee Kwan Meng I would like to thank you for your insight comments and editing which helped me a lot to go through every single word of my thesis.

During the years in which I pursued my master studies, I met amazing scholars and colleagues who became my friends. They helped me in so many ways that I could not possibly describe here. You know who you are! Thank you.

I am also grateful to my friend Alfadhl, who supported and encouraged me to continue with my study.

Thanks to my family for supporting and believing in me; to my father, my mother and my brothers, who I know would be very proud of me. And my deepest love and gratitude go to my wife Yusra, who has encouraged me to continue working and has been incredibly patient, loving, and supportive.

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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Professor and Dean
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Date:

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Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

Signature:	
Name of Chairman of Supervisory Committee:	Associate Professor Dr. Abd Lateef Krauss Abdullah

Signature:	
Name of Member of Supervisory Committee:	Associate Professor Dr. Ismi Arif Bin Ismail

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LIST OF ABBREVIATIONS

CFS	child-friendly school
GDP	Gross domestic product
GPE	Global Partnership for Education
ICRD	International Center for Religion and Diplomacy
IOs	International Organizations
IRF	Immediate Response Facility
MDGs	Millennium Development Goals
MOE	Ministry of Education
NDC	National Dialog Conference
NGOs	Non-Governmental Organizations
NODS	National Organization for Community Development
PB	Peacebuilding
PBEA	Peacebuilding , Education and Advocacy Program
PBF	United Nations Peacebuilding Fund
PBSO	Peacebuilding Support Office
PDF	Political Development Forum
PRF	Peacebuilding and Recovery Facility
SCSS	Sana'a Centre for Strategic Studies
SFCG	Search for Common Ground
SPSS	Statistical Package For Social Science
UN	United nation
UNDP	UN Development Programme
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

The central focus of this chapter is to provide the background to the intended study. The chapter explores youth and conflict, youth involvement in peacebuilding programs, youth civic engagement, and Yemeni youth involvement in peacebuilding from the Yemeni context. The problem statement, significance of study, research questions, objectives, definition of important terms and scope of the study are also presented in this chapter. In this context, the related literature pertaining to youth programs in peacebuilding, and influencing factors towards it was being discussed. Developmental, contextual demographic variables were considered as factors associated with youth programs.

1.1 Youth and conflict

Youth are frequently a major focus in conflict situations. The lack of opportunities in many underdeveloped societies often drives youth to gravitate towards violent clashes and demonstrations. Many are effectively prepared through the belief systems of war. As victims and witnesses, they often cannot resist the opportunity to be influenced by negative behaviour towards their society and governments (Rinehart et al., 1998). In light of the expanding reality of armed conflict among young people, the worldwide youth organizations have focused on building peace and supporting youth to be active agents in peacebuilding. In addition, the worldwide youth organizations have been developed a frameworks to distinguish and address dangers facing youth. These dangers facing youth still under dialog. Recent studies and new methodologies in youth and conflict introduce new strategies to keep youth far from conflict. Researchers have considered youth as positive agents for change and a better future who can make peace, create successful results inside groups, and offer security from future violence (Zeldin et al., 2008).

Despite the persistent debate regarding youth affected by conflicts as victims and survivors, certain realities about youth and war are both noteworthy and broadly acknowledged. The development of teen-based fighters all over the world has progressively brought youth into a regrettable spotlight. In the meantime, while the 1990s encountered a development of wars over the world, many have since ended (Date-Bah, 2003). An expected 84 to 90 percent of all casualties of recent wars are ordinary people (Roberts, 2010). Numerous deaths happen from the security impacts of fighting, for example, starvation, dysentery and diseases more than real fights. Outfitted clashes are one of the focal components driving the extension of the diseases such as Malaria and Cholera, which unevenly affects youth and diminishes the capacity of families to adapt to emergencies. The propensity for youth to flee to urban areas amid and after wars has been reported in other war-torn countries such as Liberia and Sierra Leone (Peters, 2000).

1.2   Youth participation in peacebuilding

Youth are often seen taking an interest in violent activities (Zinck and Eyber, 2013). For the most part, youth are viewed as the mainstay of any society. However, in many countries, young people's views on different issues is rarely considered regardless of their expanding numbers and impact on the society. Speaking of violence, youth are regularly seen as perpetrators of violence (Brett et al., 1996; Cohn and Goodwin-Gill, 1994; Klare, 1999; Wessells and Michael, 1998) and are therefore considered as the main target of peacebuilding programs. Scholars are increasingly pointing out that "peace and conflict studies have deficiently thought about youth as relevant actors in development and peacebuilding programs (Del-Felice and Wissler 2007; Fischer, 2004, p.31-37). Accordingly, as is stated in the European Charter on the Participation of Young People in Local and Regional Life, youth must be given the rights, the methods, the space, and chances for participation in decision-making in the issues that affect their life, along with dynamic association in activities that help in strengthening the society. In accordance, the youth report on the UN Decade for a Culture of Peace and Non-violence for the Children of the World from 2006 explains that youth wish to be more engaged with decision-making processes to achieve lasting peace.

Youth positive participation in peacebuilding that gives them a stake in the social order following conflict is imperative for long term peace and security. Despite being the most seriously impacted by conflict, youth are rarely involved national discussion; their necessities and issues are rarely tended to in a satisfactory or widely inclusive way (Sommers, 2006). In such a situation, it is important to incorporate youth in national peacebuilding and also in how to address issues that have impact on them. It empowers the activity of citizenship (Jones, 2007), makes approaches and benefits fitting for youth and propels improvement and peacebuilding objectives (Kotite, 2012). Mungai (2007) defines peace as the absence of war, hostilities, quarrels and disagreements.

Moreover, youth being important agents of the peacebuilding process, some argue that the future-oriented nature and engagement of pro-peace youth makes it challenging to negotiate with them, and in some cases makes them reckless and easy recruits for political activism (McEvoy-Levy, 2001). The Mid-Term Youth Report (2006) and the Final Civil Society Report (2010) of the UN International Decade for a Culture of Peace and Non-violence for the Children of the World, states that youth are important actors who use their knowledge, skills and abilities to work towards a realization of the culture of peace. The Mid-Term Youth Report, which is based on a survey among 475 youth organizations from 125 countries, indicates that youth are not given much decision making power and that their efforts to promote a culture of peace are often not recognized and taken seriously. The program executive of the World Council of Churches World Youth Program, to take out one of many examples, argues: "We need to pick up on and recognize what youth are already doing, to give them acknowledgement and encouragement. Too often the work of young people is not taken seriously" (Mid-Term Youth Report, 2006). That is why it is necessary to go beyond creating opportunities for youth to be actively involved in pro-peace action.

Youth may in the end for a great part determine the future of a country, neighbourhood, or family. Moreover, Del Felice and Wissler (2007) emphasized that youth possess certain characteristics and skills that give them a unique power and potential to urge positive social change.

1.3   Youth civic engagement

Civic engagement is the direction in which residents partake in the life of a community, keeping in mind the end goal to enhance conditions for others or to help shape the group's future (Adler and Goggin, 2005). The term is often utilized with regards to young people. Civic engagement is individual and aggregate activities intended to recognize and address issues of society (Agrawal, 1999). Civic engagement can take many structures, from individual's voluntarism to hierarchical inclusion to discretionary interest. It can incorporate endeavours to specifically address an issue, work with others in a group to take care of an issue, or collaborate with the foundations of agent vote-based system.

Keeter et al. (2002), in their study, looked at the level of civic engagement of four generations of Americans extending from the matured ages 15 to 25, to individuals above 55. They found that examples of engagement change among different generations. It was discovered that more established grown-ups are more connected than normal Americans people. Over half of the 55+ populace are occupied with some civic practice. Individuals from the boomer generation (from year 1946 to year 1964) are marginally more connected, though the two more youthful generations are more withdrawn by and large than normal (Keeter et al., 2002). One conceivable reason that civic inclusion of youth is as high as it is today is that a lot of exertion has been put into resources in the later years in making components and motivating forces to empower and bolster this sort of engagement among youth. For instance, one likely clarification for the way that nearly 80% of secondary school and university students now partake in some type of volunteer movement is the way that numerous universities now consider group benefit exercises, alongside evaluations and Scholastic Aptitude Test (SAT) scores, in the confirmation procedure.

Although large numbers of youth in different societies participate in various forms of civic engagement on a regular basis, many young people do not join this kind of engagement (Ballard, 2014). To better understand why this is, researchers have emphasized the roles of social contexts such as family values, peer groups, and opportunities for civic participation (Flanagan and Faison, 2001; Rossi et al., 2016); demographic factors such as gender, age, race, socio-economic (Leighley and Nagler, 2016) and the knowledge and skills youth gain through civic classes or leadership programs (Achinstein et al., 2016; McElwain et al., 2016) that contribute to youth civic engagement. Several studies have attempted to address the reasons why these contexts, factors, and skills encourage youth to participate in civic engagement and participation in youth programs and why others do not join (Hope and Spencer, 2017; Roth and Brooks-Gunn, 2016).

Youth programs have become increasingly valued as settings that promote youth development and youth civic engagement (Halpern, 2005; Roth and Brooks-Gunn, 2016). Many studies in social science have documented the benefits of youth programs in increasing youth academic motivation, positive behaviours and improved psychosocial competencies (Akiva et al., 2014; Harwood et al., 2016; Ullrich-French and McDonough, 2013). Alongside family and community factors, participation in youth programs contributes to enhance self-esteem, increased secondary school performance and inspires them to attend university, the ability to embrace diversity, eagerness to engage to help others, leadership skills, and participation in political and social events in young adulthood (Scales et al., 2016). Most of the studies on youth civic development are concerned with the factors associated with young people's involvement in civic activities; yet, there is an urgent need for a broader treatment of youth civic engagement that includes youth from understudied contexts, such as those from the Arab countries.

Civic engagement is most noteworthy among Arab youth who take a dynamic enthusiasm for legislative issues, who routinely follow the news, and who utilize the Internet at a high rate (Mercy Corp, 2012). Expanding youths' comprehension of political and administration issues, and facilitating their usage of news and the Internet emerge as promising methodologies for advancing more noteworthy youth civic engagement. Mercy Corp, 2012 has mentioned other examples of youth civic engagement in the Middle East region are as follows:

I.   In Lebanon, through the help of Mercy Corps' Supporting Youth Advocacy Program, young fellows and ladies picked up aptitudes and chances to work with their neighbourhood districts on organizing their necessities and creating ventures that react to them. The effective backing and humanitarian effort by the members brought about progressively and higher quality open spaces for youth engagement and amusement, for example, youths' focuses in their groups.

II. Through the Palestinian Youth Advocacy for Equity and Employment, this Palestinian youth-driven support association expanded their cohesiveness and capacities to connect with different gatherings. They work together with professional preparing establishments to request and convey work abilities for defenceless Palestinian youth.

III. Through the Global Citizen's Corps program, several youth in Iraq, Lebanon, Jordan, and West Bank/Gaza have created fundamental abilities, picked up attention to basic worldwide and nearby social issues, and associated with youth over the world to construct connections and offer encounters. Youth have connected their insight and skills to embrace many urban activities. For instance, research and support by youth members in Iraq brought about the development of a dam to guarantee access to water for a few towns confronting a basic water deficiency.

IV. The Advancing Civic engagement in Tunisia program is reinforcing the limits of youth and ladies' polite society associations to adequately fill the recently opened space for open interest as the nation experiences change.

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1.4   Conflict and youth civic engagement

In struggle and violence influenced settings, youth are regularly seen as either perpetrators or victims of violence with young men normally thought to be the essential actors and young ladies the essential victims, particularly of sexual and sex-based violence (Boy and Kulczycki, 2008; Raj and Silverman, 2002). Social research on youth and political conflict has overwhelmingly explored the mechanisms surrounding negative results, such as internalizing and externalizing behaviours (Merrilees et al., 2014; Boxer et al., 2013; Cummings et al., 2013;). However, there is development in this area of research that considers other forms of youth agency, such as pro-social actions (Taylor et al., 2014). Pro-social actions refer to "voluntary actions that are intended to help or benefit another individual or group of individuals" (Eisenberg and Mussen, 1989). This definition refers to consequences of a doer's actions rather than the motivations behind those actions. Past research has indicated that a helpful family environment can have associations with these adaptive youth outcomes (Cummings et al., 2010), but less is known about the processes underlying behaviours such as civic engagement that can have a potentially larger social impact. This study is focusing in participation in peacebuilding programs as a part of civic engagement.

1.5   Yemeni youth participation in peacebuilding

Yemeni youth have displayed low levels of awareness and understanding about the roles and responsibilities of their community as a result of exclusion in developmental strategies (Assad et al., 2009). Assad has argued that the youth have developed a negative perception about their community leaders and the government. This has also played a major factor in the involvement of youth in national peacebuilding. Thus, there are many factors affecting Yemeni youth's involvement in the peacebuilding process. Youth involvement can be at the home, school or the community, which will not only benefit their socio-economic environment, but also the nation at large.

Peacebuilding endeavours expect to make conditions that take into consideration peace over the long haul and to anticipate future conflicts. They endeavour to help philanthropic activity through equivalent focuses on rural and urban, men and women, youth and adults (above age 30), and in addition individuals from various clashing parties to similarly look after the peacebuilding process (Dauderstädt and Schildberg, 2006).

Likewise, the United Nations has created committed arrangements to edge its advancement and compassionate support to Yemen amid the transitional period while the legislature of Yemen perceives the colossal difficulties of accomplishing more prominent youth consideration in the administration's projects. It has received an incorporated youth system as an attempt to handle youth issues.

Yemen is the main country in the Middle East to have put forward this kind of system. The World Bank calls the technique a "tremendous positive stride" toward a superior comprehension of youth issues and the formation of arrangements to help youth (World Bank, 2007). The objectives of the Yemeni national youth counsel are to evaluate the status of youth in Yemen and break down the particular dangers that influence each age group, particularly in connection to accomplishing the Millennium Development Goals (MDGs) and advancing peace in general (Khan and Chase, 2003; WHO, 2004). The system additionally endeavours to distinguish policies that influence youth and to evaluate their behaviours, with a concentration on inter-sectorial participation and an all-encompassing way to deal with youth issues.

1.6   Problem statement

Civic engagement has been conceptualized as an expression of successful and positive development (Sharrod et al., 2010) and as a foundation of civic and political participation in adulthood (Flanagan and Sherrod, 1998). The World Bank in its report in 2007 has mentioned that civic engagement plays a critical role in the improvement of communities, governments and societies. Civic engagement can come in many forms such as volunteerism, voting, sharing opinions and taking part in civil demonstrations. Since youth have limited opportunities to participate as active citizens, at least until they come of age, researches have often focused on their motivation to participate in political and civic activities, considering them as informative and predictive of future engagement (Schmid, 2012). This approach is based on the large body of literature that has regarded behavioral and beliefs of youth as immediate backgrounds of behavior and its best predictors (Fishbein and Ajzen, 1975), as well as on the results of studies that have shown a close correspondence between youth beliefs and behavioral expectations (Granberg and Holmberg, 1990).

As Amnå (2012) has pointed out, there is a need for researchers which aim to identify the factors that can promote civic participation in youth, and which can provide indications for implementing effective initiatives. Demographic and developmental factors referring to civic and political activities have been considered as core elements for the development of civic engagement and participation (Galston, 2001) also within some recently proposed theoretical frameworks (Torney-Purta et al., 2010). The influence of the socio-economic background on civic participation, attitudes and competencies has also been pointed out (Mahatmya and Lohman, 2012). However, the majority of studies carried out previously have investigated the relationships between civic engagement, education background, self-efficacy, self-esteem and aggression independently, usually focusing on specific forms of participation separately, without evaluating the influence of area in conflict or no.

As conflict zones increase around the world, youth continue to be victims of violence. In the course of the most recent decade alone, outfitted clashes have killed more than two million youth (Ikelegebe, 2005). Another six million have been left injured or permanently handicapped (Unicef, 2001). One million have progressed toward

becoming vagrants. It is evaluated today that more than 300,000 young people have been selected by local armed forces and compelled to carry a weapon. At the same time, in many countries, peacebuilding efforts and programs as a form of civic engagement that target youth are growing (Marcy corps, 2012). It is important for young people to be involved in such programs for the future well-being and stability of those countries.

Over the previous two decades, the inclusion of youth, especially young men, in violence have driven some to paint youth as a danger to worldwide security. At the same time, much evidence suggests that young people can and do play dynamic roles as participants in positive and useful change in many countries. UN Security Council Resolution 2250 on Youth, Peace and Security denotes the formal acknowledgment of the positive participation of young people for the upkeep of universal peace and security.

Yemen is currently undergoing a major transition, even as the conflict persists. Because of the large youth group in Middle East societies, youth can either become part of peacebuilding, conflict prevention and conflict resolution. In addition, learning environment within the universities has also become less peaceful and learners may have experienced many undesirable, even negative experiences due to on-going conflict. Therefore, the participation of Yemeni youth in peacebuilding programs become compulsory. Youth's motivation to participate is largely determined by the intention to act or not act, although significant perceived factors may define this relationship. Some of the probable factors leading to youth participation in peacebuilding programs are related with their self developmental factors. Factors such as aggressive behaviour, and uncertainty about their future would influence their self-esteem and self-efficacy. Previous studies on youth civic engagement indicate that young people are motivated to get involved in civic engagement activities because of factors such as self-esteem influence, self-efficacy, aggression, socioeconomic status, gender, as well as the skills and knowledge they gain through civic education and work (Abeysinghe, 2009). Peacebuilding programs have their own goals that may or may not align with the armed conflict groups that they are already involved with. The scope of these study is to determine the developmental and demographical factors that affect the participation of youth. Only the self-developmental factors had been selected to investigate the choice to take an interest in participation (Robert et al., 2005). Therefore, the conceptual framework for this investigation is created utilizing developmental factors and the demographic factors. Self-esteem, self-efficacy and aggression were utilized as developmental factors to predict participation.Therefore, the purpose of this study aims to address this gap by examining demographic and developmental factors of youth participation in peacebuilding programs in Yemen.

In conclusion, there are several studies on participation of Arab youth in the peace building process of Arab countries (Başer and Çelik, 2014; Boulding, 1994; Nasser et al., 2014; Nathan et al., 2015). The majority of these studies have been conducted in stable nations at peace. Few studies, however, have been conducted on the motivating factors of youth participation in peacebuilding programs in areas of conflict. However,

few studies have been conducted on the perception of Yemeni youth in particular towards the country's peacebuilding programs. Hence, there is a need to investigate the perception of Yemeni youth towards peacebuilding and also to identify the effects of factors such as demographic and developmental on the Yemeni youth participation in peacebuilding programs.

1.7 Research questions

To address the above research gaps, the current study poses the following research questions:

1. What is the level of Yemeni youth participation in peacebuilding programs?
2. Are there significant differences in the level of participation in peacebuilding programs according to demographic factors such as gender, age, marital status, current year of study and course of study?
3. What is the association between developmental factors (self-esteem, self-efficacy, aggression) and youth participation in peacebuilding programs?
4. What is the contribution of selected demographic and development factors on participation in peacebuilding programs?

1.8 General Objective

To study engagement of Yemeni youth in peacebuilding programs by investigating the association between developmental and demographic factors and youth's engagement in such programs.

1.8.1 Specific Objectives

1. To determine the level of youth participation in peacebuilding programs among youth in Yemen.
2. To determine the level of youth participation in peacebuilding programs across selected demographic variables.
3. To explore the association between developmental variables and youth participation in peacebuilding programs.
4. To determine the contribution of selected demographic and developmental variables on peacebuilding programs.

1.9 Significance of the study

This study aimed at improving youth's perception and participation in peacebuilding programs and nation building in Yemen. There is currently a dearth of formal research concerning strategies and approaches to protect youth from joining war and violence

in Arab countries. Contributions to current practices, policies, and the body of knowledge are discussed.

1.9.1 Contribution to practice

Providing a better understanding about the current status of youth in Yemen and their perception toward peacebuilding can help practitioners make better decisions regarding program planning and execution in Yemen. At the time of this writing, the county continues to face huge challenges and thus, a need to understand how the youth participate in this conflict and how they can benefit from positive change. The data collection revealed that few of the universities under study have any plans to promote civic engagement among their youth. Therefore, the education of civic engagement and positive youth development have to be reconsidered as a result of the current study.

Youth can help create a better environment in their respective societies and countries. But these days, too many youth have become the prime instigators of conflict. Some of the factors responsible for youth involvement in conflicts as in the case of Yemen have been elaborated earlier and through the current study findings. The absence of opportunities, political voice and feeling of having a place or association with their groups can be summed up as a part of the main reasons. Based on these findings, it becomes indispensable for a study to explore the youth perspectives of peace building and its factors. Thus, this study aimed to clarify youth perceptions toward peacebuilding. It is hoped that the information provided can help develop stronger peacebuilding programs and also help in integrating youth back into their communities.

1.9.2 Contribution to knowledge

The present study focuses on both developmental and demographical factors as predictors of civic engagement. In the context of Yemen, no such study has yet to be conducted. Therefore, this study contributes to the literature on youth engagement, by expanding what is known about motivation to participate within the context of peacebuilding programs. The sizable sample included in the study as a percentage of the Yemeni youth population will help provide a foundation for further youth development research in Yemen.

1.9.3 Contribution to policy development

As indicated above, successful participation depends on the possibilities given to the youth to encourage them to be part of programs. Youth needs and interests vary depending on their background and skills. Therefore, the university has to provide a

strong policy foundation for student engagement in civic engagement and participation in peacebuilding programs.

In Yemen, there have been thousands of youth casualties from the recent conflict, upwards of nearly a hundred thousand youth dead as a result. This is partly due to the current lack of a suitable policy framework and subsequent approaches to motivate students to be part of positive change. As mentioned above this study will provide useful data that can help in creating a suitable framework for this kind of engagement. In this context, this research would suggest the way to develop the necessary policy framework to meet the aspirations of young people.

1.10   Scope and limitations of the study

The coverage area of this research was in the administrative and geographical region of Sana'a, the capital of Yemen, which strengthens the findings of the research by including the participation of respondents from different cities in Yemen as they all live in Sana'a and study at its many universities. More so, the majority of NGOs working in Yemen are based in Sana'a and most of the programs are conducted in Sana'a. This research focuses only on developmental and demographic factors, and explores the relationship of these factors with participation in peacebuilding programs. Hence, this research does not focus on peace effectiveness and ways to achieve it, as the findings are dependent on the particular context and intervention, as defined by the theories used to guide the research.

A limitation was the difficulty in collecting data, considering the current situation in Yemen. At the time of data collection, Yemen was, and still is, facing major conflict in all states of the country. The conflict dramatically affects the social and political life of the people. This research attempted to collect adequate data that was representative of the youth in Yemen. As mentioned in chapter 3 the target number of respondents was 182 students studying in seven universities in Sana'a. The target population was from Sanan'a-based universities. Due to the current war, all the universities were closed and all the students were back in their villages and cities at the time of data collection. This made the data collection process arduous and long. The researcher send them with the help of the universities and they send the survey by email to respond to the questions. Even the airport was closed and the author could not return back to Yemen to collect the data, requiring him to use an online platform to develop and send the survey instrument to the respondents.

Research in civic engagement in Yemen is very limited and it was difficult to find previous studies and scholarly reports about the current situation of youth. However, while a lack of previous work creates certain limitations for the research, it also creates an opportunity as it is the first research of its kind in Yemen.

1.11   Definition of terms

Youth: The population that is between the middle of the second decade of life (20 years) to the first of the third decade of life (30 years of age) is defined as youth in Yemen. Therefore, this study also defines youth as those who are between the ages of 20 to 30 years of age.

Civic engagement: Civic engagement is individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem, or interact with the institutions of representative democracy. In this study civic engagement means the participation in peacebuilding programs.

Peacebuilding: This is a procedure that encourages the foundation of sturdy peace and tries to keep the repeat of violence by tending to main drivers and impacts of contention through compromise, organization building, and political and additionally financial change

Self-esteem: Self-esteem can be viewed as a person's general judgment about himself or herself related to self-competence and self-worth based on reality

Self-efficacy: Self efficacy refers to a person's belief about his or her ability to perform a specific behavior. It is an explanatory construct to measure, a person's ability to exercise autonomy and self-control. This refers to how one evaluates one's own behavior.

Aggression: The fighting spirit aimed at the members of the community. The outcome of aggression leads to harm orientations: such as anger, hostile, verbal, and physical misconduct.

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