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Thinking About Peace Education in Yemen: The Perceptions and Experiences of Education Faculty in Four Yemen Universities Regarding Peace Education

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Abstract

The purpose of this qualitative case study was to explore the perceptions of faculty members of education colleges in four Yemeni universities of Aden, Hadramout, Taiz and Hodeida about the need for peace education as the country is making the transition from war to peace. 16 faculty members were interviewed, and themes were developed as findings which showed the need to define the outcomes of peace education on individual and community levels; the role of teachers to support it; and the required elements for peace education training and curricula. The participants highlighted the need for a tailored peace education program to adequately respond to the needs of the community, the educators, and the students as well. A sound peace education program should include support and training for teachers. Finally, the success of any peace education program in Yemen would require a revision of the existing K-12 curricula so that intended positive changes become more feasible.

Keywords: Peace Education, War, Yemen.