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**The Prominent Role of the Hadhramout Foundation - Human Development in Yemen in Promoting Peace Education and Sustainable Development Through Its Educational Programs.**

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**Abstract**

Yemen's intractable conflict and state fragility have severely undermined the country's education system, so in this tough context, local civil society organizations have emerged as critical actors in addressing educational gaps and advancing peacebuilding. This study examines the prominent role of the Hadhramout Foundation - Human Development (HFHD) in promoting peace education and sustainable development in Yemen. Through local and international scholarships, technical and vocational training, and youth empowerment programs, HFHD has addressed critical educational gaps caused by conflict and state fragility. This research highlights how HFHD contributes to workforce development and promotes civic engagement, and how the HFHD integrates peace pedagogy into its various initiatives and programs. Despite challenges related to funding, Yemen's instability, and limited partnerships, the Foundation offers a replicable model for community-driven development in conflict-affected settings. The findings underscore the transformative potential of education as a tool for sustainable development and peacebuilding.

**Keywords:** *Yemen, Peace Education, Sustainable Development, peace pedagogy, Hadhramout Foundation - Human Development.*

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## Introduction

The protracted conflict in Yemen entered its 11th year and has not only devastated the country's political, security, and economic institutions but has also severely undermined its education system. Since 2014, the conflict in Yemen has led to severe casualties, with about a quarter of a million individuals dying (United Nations, 2020), an anticipated 4.8 million people internally displaced by 2025 (United Nations High Commissioner for Refugees, n.d.), mass destruction of infrastructure, a collapsed economy, destroyed schools and fractured the social fabric of Yemeni society. In this complex environment, the role of education in fostering peace and sustainable development has gained increasing attention. Education is not merely a service delivery mechanism in fragile contexts; it is a strategic tool for rebuilding trust (Bever & Vanderwerff, 2025), promoting tolerance, and peaceful coexistence (Collins & Martinez, 2023), and preparing a generation capable of leading positive societal change and creativity (Varthana, 2023). When designed and implemented with a peace-oriented lens, educational initiatives can contribute to long-term stability by instilling civic values, providing economic opportunities, and countering violent ideologies.

In the absence of effective state institutions, local and non-governmental actors in Yemen have taken on a crucial role in addressing the country's pressing educational challenges. Among these, the Hadhramout Foundation - Human Development (HFHD) has emerged as a prominent organization in Yemen. Established on August 22, 2006, HFHD is a non-profit foundation that focuses on empowering youth through educational and technical training programs, both locally and internationally. The Foundation is essential in developing human capital through internal and external scholarships, technical and vocational education, and academic partnerships, particularly in the Hadhramout region. More importantly, it integrates principles of peacebuilding and civic engagement into its educational philosophy, promoting individual success and collective resilience.

The intersection between education, peacebuilding, and sustainable development has become a central focus of post-conflict reconstruction research. Education is not limited to imparting academic knowledge; it also encompasses inculcating values of dialogue, tolerance, and peaceful coexistence, key elements for building positive peace in post-conflict reconstructions. Bush & Saltarelli (2000) argue that education is a neutral service and a transformative tool capable of fostering civic values, reducing violence, and advancing economic development. Moreover, education serves as an empowering tool that facilitates individuals' active engagement in economic and social spheres, aiding in the realization of the Sustainable Development Goals (SDGs), particularly in poverty alleviation, gender equality, and the development of health and well-being. In conflict-affected contexts, such as Yemen, where state institutions are weakened or absent, non-state actors—including foundations and civil society

organizations—play a crucial role in promoting peace through educational interventions (Novelli & Smith, 2011).

### **Peace Education in Conflict Zones**

Peace education is a learning process that develops the knowledge, skills, attitudes, and values needed to promote behavioral changes. It aims to help individuals prevent conflict and violence, settle disputes peacefully, and create peaceful conditions across all levels of society (Harris & Morrison, 2012). In fragile settings, it often involves efforts to foster a culture of peace by addressing historical grievances, encouraging dialogue, and promoting tolerance. Bar-Tal and Rosen (2009) show that education systems in divided societies can either continue conflict or help build peace, depending on curriculum content, teaching methods, and access. In many cases, non-state actors have stepped in to fill the void left by fragile states, offering educational programs that explicitly or implicitly promote peace values.

Yemen presents a complex and challenging environment for peace education due to its ongoing armed conflict, social divisions, and weak state educational institutions. The prolonged conflict has devastated the academic sector, displaced millions, and deepened sectarian and regional divides (United Nations International Children's Emergency Fund, 2021). In light of these challenges, curriculum reform alone cannot be relied upon as an effective means of promoting a culture of peace. Instead, a more comprehensive approach depends on empowering youth through external scholarship programs that open up knowledge horizons and provide educational experiences in stable environments, as well as internal educational and technical programs grounded in the philosophy of peace and sustainable development. Accordingly, the HFHD plays a pivotal role in supporting this approach through its diverse programs aimed at preparing a generation of Yemeni youth with the academic and leadership skills necessary to build a more stable and tolerant society.

### **Sustainable Development and Human Capital**

Sustainable development is crucial for creating thriving societies that address environmental, economic, and social issues. Education is recognized as a key element of sustainable development. The United Nations' SDG 4 highlights the importance of inclusive, equitable, and high-quality education as a primary driver of progress. Human capital education is one of the most important factors in this growth. As Schultz (1961) and Becker (1993) explained, human capital theory posits that investing in education enhances individual productivity, ultimately benefiting national development. Providing individuals with access to quality education and vocational training enables them to enhance their skills, increase productivity, and engage actively in economic and social activities. Therefore, education is more than just development; it serves as a fundamental element for fostering sustainable peace by promoting civic values, harmonious coexistence, and active community involvement, which helps to address the root

causes of conflict in vulnerable areas. In fragile situations, such investments are especially vital because they lay the groundwork for post-conflict recovery and economic stability.

Recent literature has strongly emphasized the link between technical education and sustainable livelihoods (King, 2012; Tikly, 2019). Vocational and technical education is increasingly recognized as a vital strategy for addressing youth unemployment and promoting economic inclusion. These programs play a crucial role in fragile and conflict-affected regions, where young people face limited opportunities and higher risks. Research shows that providing technical training reduces the likelihood of youth joining armed groups by offering viable alternatives (Tikly, 2019). The HFHD has embraced this approach by establishing vocational and technical education programs tailored to the local labor market needs. Through these initiatives, HFHD equips young people in Hadhramout with in-demand skills, enhancing their employability. As a result, the foundation contributes to long-term socio-economic development and stability in the region.

### **Peace Pedagogy as a Transformative Educational Approach**

Peace pedagogy offers a transformative framework for addressing the root causes of conflict and promoting a culture of peace in societies facing ongoing violence and political instability, such as Yemen. It is a part of peace education that emphasizes teaching and learning strategies to encourage nonviolence, empathy, critical thinking, and active citizenship. Unlike traditional education, which mainly focuses on knowledge transmission and standardized testing, peace pedagogy shifts learners' perspectives by fostering dialogue, self-reflection, and ethical responsibility (Freire, 2020; Bajaj, 2015). It sees education as a path to both academic development and societal change, especially in contexts marked by inequality or conflict. In post-conflict settings like Yemen, peace pedagogy becomes especially important, providing the tools needed to heal divided communities and challenge the narratives of violence or exclusion found in society or educational content (Davies, 2013).

In societies recovering from war or experiencing ongoing instability, peace pedagogy serves as a vehicle for healing and civic reconstruction. Scholars argue that it fosters critical consciousness among youth, enabling them to understand the roots of violence and become agents of change (Brock-Utne, 2013; Salomon & Cairns, 2010). This pedagogical approach is often grounded in participatory and experiential learning, which helps learners internalize values such as mutual respect, justice, and cooperation. In Yemen's case, where educational institutions have been disrupted and politicized, peace pedagogy provides an alternative framework for rebuilding education from the ground up—empowering learners with academic skills and a sense of agency and hope for a peaceful future.

While state institutions are typically tasked with formal education reform, non-state actors such as local foundations and NGOs can play a crucial role in advancing peace pedagogy in fragile states. These actors often operate with greater flexibility and are more attuned to local cultural and social dynamics (Novelli & Smith, 2011). The HFHD exemplifies how peace pedagogy can be localized through scholarship programs, youth leadership initiatives, and vocational training that integrate values of tolerance, dialogue, and civic responsibility. Although HFHD may not explicitly use the term "peace pedagogy," its educational philosophy aligns with its core tenets, reflecting a practical, context-specific application of this transformative approach in Yemen. By promoting ethical leadership, tolerance, and coexistence, HFHD's approach aligns with Freire's (2020) vision of education as a practice of freedom that challenges structural injustice. In this way, peace pedagogy becomes vital to the foundation's mission to restore hope and resilience in Yemeni communities.

### **The Role of Civil Society and Non-State Actors**

Local institutions and civil society organizations play a crucial role in conflict transformation and sustainable peacebuilding, a key focus in the literature on peace and development. These entities foster community trust and improve dialogue and negotiation between conflicting parties (Lederach, 1997). Additionally, Pouligny (2005) notes that local organizations possess an in-depth understanding of the cultural and social landscape, which enhances the effectiveness and sustainability of their interventions. They play a vital role in restoring the social fabric of communities affected by conflict through education and awareness initiatives (Bajaj, 2015). Furthermore, they can engage marginalized groups often excluded from formal peace processes (Mac Ginty & Richmond, 2013). Novelli and Smith (2011) clearly claim that the participation of these organizations is considered crucial for the success of peace education strategies, especially in fragile contexts. Moreover, collaborations between local and international actors enhance the effectiveness of development and peace education efforts, as local entities often have a better understanding of the context, stronger legitimacy, and greater adaptability than formal state institutions. Therefore, empowering civil society organizations is vital for turning conflict into opportunities for development and positive change.

The absence of a functioning central government in Yemen has created a vacuum in governance and service delivery. This gap has enabled non-state actors, including local development foundations, to take on roles traditionally performed by the state (Al-Awlaqi & Al-Madhaji, 2018). The HFHD has become a key organization addressing critical educational and developmental needs among these actors. Al-Awlaqi and Al-Madhaji (2018) note that such organizations have become essential in building community resilience during prolonged conflict and state collapse. HFHD's approach includes international scholarship programs, the establishment of technical institutes, and partnerships with foreign universities. These efforts position HFHD as a hybrid model that

combines grassroots engagement with global collaboration. This model reflects a wider trend in fragile states, where local agency is strengthened through transnational networks and resources (Barakat & Milton, 2015).

### **The Hadhramout Foundation - Human Development (HFHD): Institutional Profile**

HFHD is a national, charitable, civilian, development, and social organization based in the Hadramout governorate in Yemen (HFHD, n.d.a). The HFHD mission is “Building productive human beings and developing their abilities by providing educational and training streams of high quality, and improving the educational, moral and intellectual level” (HFHD, n.d.b, para 4). HFHD operates under a structured governance model, overseen by a Board of Trustees responsible for strategic direction and policymaking. The foundation's funding mechanisms include donations from individuals, partnerships with international organizations, and collaborations with educational institutions. These diverse funding sources enable HFHD to sustain and expand its programs, ensuring a broad impact across Yemen. Due to its significant contributions and commitment to achieving the SDGs through its educational programs, the HFHD was granted consultative status by the United Nations Economic and Social Council on Monday, February 23, 2023—becoming the first Yemeni educational institution to receive this recognition (HFHD, n.d.c).

The HFHD implements various educational initiatives to empower Yemeni youth and contribute to national development. Its core programs include local scholarships, international scholarships, technical and vocational education, and academic partnerships and initiatives. The HFHD provides full or partial financial support through its local scholarships to high-achieving secondary and higher education students across Yemen, facilitating their enrolment in prominent institutions such as the University of Aden and Hadhramout University. Recognizing the importance of global exposure, the foundation also offers international scholarships that enable Yemeni students to pursue undergraduate and postgraduate degrees abroad. By 2024, the HFHD has awarded 5767 scholarships for Yemeni students to study abroad, providing them access to world-class education and diverse cultural experiences (see Table 1) (HFHD, n.d.d).

Table 1. Total Number of HFHD External Scholarship Beneficiaries by Continent

<b>Continent/ Region</b>	<b>Total beneficiaries so far</b>
Asia	302
Arab countries	4966
Europe	212
North America	287
Total	5767

In addition to academic scholarships, HFHD prioritizes vocational and technical training to equip young people with market-relevant skills. These programs enhance employability and help reduce the socioeconomic vulnerabilities that often drive conflict and instability. Moreover, HFHD invests in academic partnerships and initiatives to enrich its educational offerings. One example is its collaboration with AMIDEAST on the "Qisasna" (Our Stories) initiative, which fosters dialogue between Yemeni and American youth through storytelling and intercultural exchange (Amideast, n.d.). This program aims to use storytelling to build bridges of understanding and promote concepts of diversity and tolerance. Such initiatives are part of informal peace education, which focuses on enhancing emotional and social skills, a necessary complement to formal educational curricula. These integrated educational programs reflect HFHD's commitment to promoting peace, sustainable development, and individual empowerment in Yemen.

This research explores the role of the HFHD in advancing peace education and sustainable development in Yemen. Specifically, it investigates how the Foundation's educational programs—from local and international scholarships to vocational training—contribute to peacebuilding efforts and long-term societal development in a country marked by conflict and instability. The research focuses on a key question: How do the HFHD's programs contribute to peace education and sustainable development in Yemen?

This study holds significance for several key reasons. First, it contributes to the expanding literature on the role of civil society and non-state actors in post-conflict recovery processes. Second, it provides valuable insights into how education can serve both as a tool for improving individual livelihoods and as a mechanism for fostering social cohesion and peace. Third, it brings attention to a relatively underexplored yet influential institution within Yemen's humanitarian and educational landscape. Finally, the research aims to document and highlight the success story of the HFHD and its unique development model—offering practical lessons that may inform similar initiatives in other conflict-affected settings.

### **Promoting Peace Education and Sustainable Development through HFHD Programs**

Peace education is vital to building stable societies in conflict-affected contexts, and this role is even more critical in Yemen, which is experiencing a protracted conflict. In such environments, non-governmental educational institutions, such as HFHD, become active agents of social transformation by investing in quality, technical, and innovative education. Peace education is not limited to teaching moral values; it goes beyond that to reshape collective identity and strengthen social cohesion by building individuals' capacities for tolerance, criticism, and dialogue. From this perspective, the foundation's programs represent a strategic response aimed at preparing a generation capable of overcoming legacies of violence and assuming the responsibilities of development.

**International Scholarships as a Pathway to Promoting a Culture of Peace.** The HFHD's overseas scholarship programs play a vital role in building the capacity of Yemeni youth and preparing them to effectively promote a culture of peace. Through its partnerships with international universities in Asia, Europe, and North America, the Foundation enables its students to integrate into multicultural educational environments, fostering intercultural understanding and openness to others. This exposure enhances their knowledge of the values of tolerance and diversity (Umbra Institute, n.d.), qualifying them to actively transmit these values to their local communities upon their return. This supports reconciliation efforts and builds local peace based on knowledge and human values. Investing in scholarships targeting scientific and social disciplines related to development reflects the Foundation's recognition of the importance of education as a catalyst for stability, not merely a means of social advancement.

**Technical Education and Vocational Training as a Tool for Conflict Prevention.** In an environment of poverty and limited job opportunities, vocational and technical education has become one of the most crucial preventive measures against violence and extremism. Recognizing this aspect, the HFHD has adopted vocational training programs such as the "Life is Work" program, which offers specialized courses for unemployed youth and school dropouts. The program aims to equip participants with labor market skills and thus reduce their recruitment by armed groups or engagement in illegal activities. Researchers confirm that empowering youth economically through vocational education contributes to creating more stable and just societies (King, 2012; Tikly, 2019). The Foundation's reports indicate that 2,262 individuals have benefited from the 111 vocational courses implemented across several areas of Hadhramout. Through these programs, the Foundation combines peacebuilding with sustainable development, establishing itself as an effective model for local institutions that aid in reconstructing conflict-affected communities through comprehensive education and rehabilitation.

**Educational Partnership and Its Role in Promoting Peace.** The HFHD, in collaboration with the Marshall Legacy Institute (MLI), launched the "Peace Through Sport" Program to cultivate a culture of peace among Yemeni students (The Marshall Legacy Institute, n.d.). This initiative highlights how international partnerships can advance peace education in conflict-affected regions like Yemen. By leveraging sports as a medium, the program promotes leadership, dialogue, and cross-cultural understanding among youth. It also reflects the core principles of peace pedagogy, particularly experiential learning and the empowerment of young people. Participants gain practical skills in conflict resolution, engage in community service, and develop a sense of global citizenship. These outcomes support the Foundation's broader mission to foster socially responsible and civically active individuals. The program also helps dismantle stereotypes and encourages shared understanding through intercultural dialogue. Ultimately, the MLI-HFHD partnership serves as a



model for how non-state actors can implement peace education in fragile contexts, utilizing innovative and participatory approaches that foster resilience and social cohesion.

**Internal Scholarships and Vocational and Technical Education as Means to Promote Sustainable Development.** Beyond supporting external scholarship initiatives, the Foundation emphasizes creating educational opportunities within Yemen, especially in vocational and technical fields, which are vital for fostering economic and social stability. Consequently, the Foundation aims to provide educational programs centered on skills in demand in the labor market, including mechanical and electrical technician training, information technology and programming, business management, small enterprise development, and industrial training (HFHD, n.d.e). This strategy equips young individuals for employment, lowers unemployment rates, and boosts economic development prospects, thereby decreasing the chances of engaging in armed conflict.

The Foundation prioritizes providing educational opportunities for young people in rural and marginalized communities, where access to education is often limited or lacking. By offering scholarships to students from these regions, the Foundation empowers youth and enhances their potential to shape a brighter future for themselves and their communities. Besides vocational and technical education, the Foundation also provides entrepreneurship training programs, such as the Sahm Initiative, that help young individuals start their own businesses (HFHD, n.d.f). Supporting small enterprises is a powerful means of fostering economic independence, decreasing reliance on foreign aid, and enhancing social stability.

**Leveraging Public, Private, and International Partnerships in Technical and Vocational Education to Advance Sustainable Development.** The HFHD adopts a collaborative approach to achieving the SDGs by strengthening cooperation with the public and private sectors within Yemen while also establishing strategic external partnerships (See Table 2). In the local context, the Foundation works with relevant ministries, such as the Ministry of Technical Education and Vocational Training, to develop training curricula and implement joint programs to raise youth efficiency and prepare them for the labor market. It also cooperates with private institutions and companies to provide field training opportunities for trainees and link technical education outcomes to the local economy's needs. Externally, the Foundation has established effective partnerships with international organizations such as the United States Agency for International Development (USAID) and the German Agency for International Cooperation (GIZ), contributing to introducing global quality standards in designing and implementing training programs. These partnerships represent an effective model for integrating local and international efforts to support sustainable development by building qualified human capacities, especially in conflict-affected environments such as Yemen, where

technical education and vocational training are among the most important means of providing secure livelihoods and enhancing community stability.

Table 2. Key Public, Private, and International Partnership Programs and Their Objectives

<b>Program Name</b>	<b>Purpose</b>
Women's Small Business Skills Enhancement Program (in collaboration with USAID). (HFHD, n.d.g)	The program aims to empower 50 women entrepreneurs by equipping them with essential business skills to enhance their competitiveness, boost productivity, increase sales, and expand their customer base.
Technical and Vocational Education (TVT) Program in partnership with the Al-Awn Foundation for Development. (HFHD, n.d.h)	Capacity enhancement of technical and vocational institute cadres in Hadramout through specialized training and equipment support in Egypt.
Economic Empowerment Program in Partnership with Reyadah Foundation for Training and Entrepreneurship and Al-Amal Microfinance Bank. (HFHD, n.d.i)	The partnership aims to promote financial literacy among small and micro enterprise owners, expand their knowledge of business establishment and management, and equip them with the skills to develop feasibility studies—ultimately enabling them to access soft loans from Al Amal Bank based on the outcomes of the department's programs.
Business Development Skills and Consulting Services Program in partnership with GIZ. (HFHD, n.d.-j)	Empowering 50 Women entrepreneurs through skills development and business support to enhance competitiveness and growth, as well as offer consulting services.
Nahda Project. (HFHD, n.d.k)	Training outstanding Yemeni cadres for master's and doctoral degrees in several specializations at the American University in Cairo through the Nahda Project, a partnership between the Ministry of Higher Education, Scientific Research, Technical Education, and Vocational Training, and the

## Promoting Peace Pedagogy through HFHD Programs

Through its international and domestic scholarship programs, HFHD advances peace pedagogy by enabling young Yemenis to access higher education opportunities that emphasize academic excellence and social responsibility. These programs are particularly valuable in a context where local educational systems have been devastated by conflict and economic collapse. Peace pedagogy in this setting means preparing students to become agents of reconstruction—individuals who return to Yemen with technical expertise and a commitment to rebuilding their society through inclusive and participatory approaches. Reardon (1988) argues that peace education must integrate a concern for justice, human rights, and sustainable development to be effective. HFHD’s graduates often contribute to local development initiatives, humanitarian work, and conflict mitigation efforts, illustrating the practical outcomes of embedding peace pedagogy within broader educational strategies.

HFHD’s commitment to vocational and technical education highlights the importance of peace pedagogy in advancing sustainable development. By providing youth with skills applicable to the job market while also instilling values of cooperation, ethical conduct, and civic responsibility, HFHD tackles both the practical and ethical aspects of peacebuilding. This comprehensive strategy mitigates the risk of youth being drawn into armed groups and promotes positive social norms in areas affected by conflict (King, 2012; Tikly, 2019). Furthermore, these initiatives represent a localized interpretation of peace pedagogy that aligns with Yemen’s cultural and social contexts. Bajaj (2015) claims that peace pedagogy should be tailored to specific contexts and grounded in local experiences to foster meaningful change. HFHD’s fusion of vocational training with peace-centered principles illustrates how education can effectively assist social recovery and sustainable development in vulnerable environments.

## Challenges and Limitations

One of the most serious challenges to the HFHD's mission is the ongoing intractable conflict in the country. Although Hadhramout governorate remains relatively stable (Armed Conflict Location & Event Data Project, 2023) compared to the northern and western regions, the broader context of political fragmentation, insecurity, and weak governance limits HFHD’s operational reach. The absence of a strong central government and the collapse of basic infrastructure make it difficult to coordinate with public education institutions or to expand programming into high-need areas such as Taiz or Hodeidah. Frequent interruptions to transportation, power, and internet services also complicate project implementation and monitoring (United Nations International Children's Emergency Fund, 2021). Moreover, ongoing instability

increases the risk to staff and participants and can reduce community participation due to fear or displacement. According to Al-Awlaqi & Al-Madhaji (2018), local development actors in Yemen often fill the governance vacuum, but they must navigate fragmented authority structures and shifting alliances that threaten the sustainability of their interventions.

Funding sustainability is the second significant challenge that hinders HFHD's work. HFHD primarily depends on philanthropic donations, international partners, and scholarship sponsorships to deliver its programs. In a conflict-affected setting like Yemen, donors often prioritize short-term humanitarian relief over long-term educational development, making securing stable, multi-year funding for external scholarship and technical and vocational training initiatives complex. Moreover, reliance on external financing exposes HFHD to risks associated with fluctuating donor interests, currency instability, and geopolitical tensions, which may limit or delay fund disbursement (Novelli & Smith, 2011). Without a predictable funding stream, HFHD struggles to maintain the continuity and expansion of its programs, especially those requiring significant investment, such as international scholarships and institutional partnerships. This challenge underscores the need for more resilient and diversified funding strategies that support long-term educational planning in conflict settings.

Finally, HFHD's impact is limited by a few external partnerships, especially with international universities and organizations. While it collaborates with the American University in Cairo (AUC, 2019) and the American University of Beirut (AUB, 2025), its partnerships are insufficient for its aspirations. Despite a subsidiary in the U.S., it struggles to partner with American and Canadian universities to lower tuition fees for scholarship recipients, restricting Yemeni students' access to higher education in North America. Yemen's geopolitical isolation and various barriers also hinder engagement with global peacebuilding and education networks, limiting access to innovative practices, research collaboration, and support for institutional capacity-building. Strengthening ties with international entities in education and development in fragile contexts could enhance HFHD's ability to scale its work and measure its impact on peace and sustainable development.

### **Policy Implications and Recommendations**

The HFHD plays a crucial role in promoting peace education and sustainable development in Yemen, providing essential policy insights for stakeholders in conflict-affected areas. The Foundation's effectiveness as a non-state actor in education, youth empowerment, and peace initiatives underscores the need to recognize and support local efforts as vital for post-conflict recovery and state-building. Firstly, policymakers at both international and national levels should prioritize the integration of non-state educational entities into development strategies. Government institutions frequently struggle to deliver reliable educational services in fragile, conflict-impacted regions. Here, organizations

like HFHD are essential as they fill significant gaps by providing internal and external scholarships, vocational and technical training, and leadership opportunities. These contributors should be included in education sector planning through funding, technical help, and advisory roles. Adopting a more inclusive strategy will enhance service delivery and bolster legitimacy and social cohesion in divided communities.

Secondly, there is an urgent need to incorporate peace education into national education policies, particularly in post-conflict societies. In Yemen, the country's long-term stability hinges on educating the next generation to understand conflict, tolerance, and peaceful coexistence. Peace education should extend beyond classroom curricula to include practical programs that promote empathy, coexistence, and conflict resolution skills. HFHD provides a strong example through its scholarship programs and vocational and technical education initiatives. These efforts expand access to education and cultivate dialogue, collaboration, and respect for diversity among youth, especially when they engage in multicultural educational environments or learn skills that foster self-reliance. To institutionalize such efforts, government education ministries should collaborate with civil society organizations such as HFHD to develop localized and culturally relevant peace education strategies.

Ultimately, international donors must deliver consistent and direct support for local peace education initiatives like those run by HFHD. These programs are vital in enhancing youth capabilities and promoting social unity in post-conflict environments. To guarantee the success and longevity of these initiatives, it is essential to establish flexible, multi-year funding models that allow for long-term strategy and sustainability. Given their profound insight into the local context and community requirements, local organizations are ideally suited to advance sustainable development and lasting peace. Furthermore, international universities must partner with these organizations by providing accessible educational resources, such as scholarships or tuition discounts for students from conflict-affected areas, like Yemen. Providing these students with opportunities for higher education equips them with the necessary skills and values to engage in peacebuilding and community recovery efforts. Such collaborations can better align international and local endeavours, enhancing mutual learning and amplifying the global impact and efficacy of peace education programs.

### **Replication of HFHD's model in Other Conflict-Affected Areas**

Considering the significant challenges faced by conflict-affected countries—including the collapse of state institutions, the fragmentation of social cohesion, and the deterioration of educational and development opportunities—the HFHD offers a pioneering and adaptable model suitable for replication in similar fragile contexts. The Foundation's integrated approach, which combines education, capacity building, and the promotion of a peace-oriented culture, provides a practical framework for rebuilding societies from the grassroots level. First, the

HFHD's model shows that successful educational institutions in conflict settings must be rooted in a local community approach. The success of any educational initiative depends on its strong connection to the community it serves, a deep understanding of its needs and culture, and building trust with beneficiaries through transparency and fairness. When applying this model in other conflict settings, such as Syria, Libya, Sudan, Iraq, or Somalia, educational institutions should be designed to prioritize the local community and address its specific circumstances.

Second, one of the most influential elements of the Foundation's model is its integration of education with peacebuilding. Education on the values of tolerance, dialogue, and coexistence accompanies academic and technical programs, giving youth both life and professional skills. This integration offers practical alternatives that decrease the chance of youth engaging in cycles of violence or extremism. HFHD's experience shows that education should not be separated from societal values; instead, it should help rebuild the social fabric damaged by conflict. Third, the success of any educational institution in a fragile environment also depends on diversifying funding sources and establishing partnerships. HFHD has relied on a mix of local funding, external support, and collaborations with universities and regional and international organizations. This approach can be replicated in other countries by developing diverse funding networks and working with both public and private sectors, ensuring the continuation of educational programs even during sudden financial crises.

Fourth, the HFHD experience shows that technical and vocational education is a key part of sustainable development. Vocational training programs, such as handicrafts, technology, or service sectors, give young people direct job opportunities and contribute to reduce unemployment and poverty, which are major factors driving conflict. Therefore, setting up vocational training centres that meet the needs of the local job market in other countries can be an effective way to address economic exclusion and promote stability. Lastly, the success of replicating this model depends on three main conditions: having a reliable local partner trusted by the community; having a supportive legal framework that allows the institution to register and gain legitimacy; and securing long-term funding to maintain educational and training programs. If these conditions are met, the HFHD model can serve as a flexible and scalable framework for other countries, not only as a tool for education but also for peacebuilding and sustainable development.

## **Conclusion**

This study examines the crucial role of HFHD in advancing peace education and sustainable development in Yemen through various educational initiatives. The Foundation's initiative includes local and international scholarships, technical and vocational training, and youth empowerment, illustrating how non-state actors effectively address the issues of conflict, institutional collapse,

and social fragmentation. HFHD promotes individual growth, community resilience, and societal cohesion by embedding peace-oriented values into its programs. This analysis reinforces the notion that HFHD exemplifies how education can be strategically utilized to encourage peace and development in fragile states.

HFHD supports Yemen's recovery by addressing the needs of marginalized youth, working with both local and international partners, and integrating peace pedagogy principles into its programs. Moreover, the HFHD experience provides important insights for replication in other conflict-affected areas. Its adaptive, locally rooted, and inclusive approach highlights the significance of empowering community-based institutions during post-conflict reconstruction. As the global community searches for effective educational peacebuilding strategies, the HFHD model offers a promising transformative impact framework beyond Yemen.

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