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Journal Slogan	*The Journal places in its list of priorities to work on enabling researchers to present their opinions and ideas in various humanities and natural sciences under the slogan of freedom of expression and opinion to develop innovation, discovery, and creativity in various sciences by spreading ideas and information with scientific and professional professionalism to achieve the concept of democracy, participatory and comprehensive.*

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Allocution du rédacteur en chef de la revue

Dr. Ali Latreche /Maître de conférences ''A'' à l'Université D'Adrar (Algerie)

En fait, le monde n'a pas connu de guerre mondiale depuis la fin de la Seconde Guerre mondiale, et c'est peut-être ce qui rassure la communauté internationale quant à l'efficacité du droit international public et du droit international humanitaire, tant en termes de force des règles juridiques que de la force des organismes internationaux affiliés aux Nations Unies.

Mais lorsque ces organismes sont incapables d'instaurer la paix et la sécurité internationales dans de nombreuses régions du monde et que les peuples se rendent compte de l'existence d'un monde profond semblable à l'État profond, où les lobbies internationaux décident de ce qui sert les intérêts privés au détriment des espoirs des peuples. ,

Et nous sommes étonnés lorsque le Secrétaire général des Nations Unies se met en colère contre l'échec de l'application du droit international humanitaire au peuple palestinien, sans parler de l'humiliation des organismes internationaux comme la Cour internationale de Justice devant les peuples du monde. Abordons ensuite la réalité de la crise majeure que connaît le système international actuel dans tous les domaines, y compris l'éthique de la coexistence humaine.

Speech by the Editor-in-Chief of the Journal

Dr. Ali Latreche / Lecturer "A" at the University of Adrar (Algeria)

In fact, the world has not experienced a world war since the end of the Second World War, and this is perhaps what reassures the international community about the effectiveness of public international law and international humanitarian law, both in terms of the strength of legal rules and the strength of international organizations affiliated with the United Nations.

But when these bodies are unable to establish international peace and security in many parts of the world, and people realize the existence of a deep world similar to the Deep State, where international lobbies decide of what serves private interests to the detriment of the hopes of people.

And we are surprised when the Secretary General of the United Nations becomes angry at the failure to apply international humanitarian law to the Palestinian people, not to mention the humiliation of international organizations, such as the International Court of Justice, before the peoples of the world. Let us then address the reality of the major crisis facing the current international system in all areas, including the ethics of human coexistence.

The twentieth issue of February 2024

Index

| | | Policy - Richard Riley College of Education - Walden University, Minneapolis, MN, USA. **Dr. Marian Tadrous** - *Ph.D. in Strategic Media - School of Communication and the Arts - Liberty University – USA.* **Dr. Mahmoud Mohamed Ahmed -** *Ph.D. in Educational Media - Faculty of Specific Education - Minya University - Egypt.* | |
| *10* | ***Chinese Strategy in the Middle East... What's New?*** | *Amr Saad*

Political Science Researcher, Middle East Affairs Interested | 241 |

American Social Film as an Agent in Intercultural Communication

Dr. Marian Tadrous - *PH.D. Strategic Media, Liberty University, United States*

Abstract

American movies play an important role in global understanding. In some ways, it contributes to intercultural understanding by presenting sympathetic and accurate portrayals and images of distant places and people. Drama helps the viewers learn a great deal about the places they have never visited or cultures they have never encountered. This research aims to analyze the image of the American family in American social films because this image helps to transfer cultural values to viewers worldwide. The method included a quantitative approach with content analysis of 25 films presented in Egyptian cinema in 2023, including 41 American Families portrayed in these films. The results indicate that 48.8% of households were interconnected. The most common social problems 11.9% of American families faced were marital disputes and insecurity due to criminal activity against family members—11.1% experienced loneliness, and 6.34% experienced the absence of one parent. The conflict between parents and children, poor choice of friends, and mistreatment of the children by the father are presented by 5.55% of American families. Other social problems include husband control (4.76%), rape, jealousy, and suspicion among family members (3.69%).

Keywords: American family, the image, cultivation theory

Introduction

Mass media plays a major role in creating the image in its audience's minds. According to Marshall McLuhan, it is the window through which the masses view the world and local and international events because it is the natural extension of our eyes and ears. The media exaggerates this image very much, to the extent that the viewer often feels that he has met the characters in the media, although he never met them (Al Abd, 2002). The media can increase people's understanding of each other or create misunderstandings.

Many viewers receive information through movies, which form mental images of other societies. Most of the studies have demonstrated the ability of films to provide new information and their role in forming opinions about the problems and subjects on which strong attitudes are formed. (Agwa, 2003). This means that American film has a prominent role in shaping the public's culture, knowledge, and attitudes toward American society.

Research problem

This research aims to study American drama as an agent in intercultural communication. Drama contributes to the formation of mental images of American society through intensive exposure to the messages and dramatic content. Hence, the study seeks to identify the American film as a tool of cultural transformation to discover the values, thoughts, traditions, and culture that the American film presents.

Objectives of The Study

The literature review refers to the importance of television drama for its widespread ability to dazzle. It is an influential cultural force in contemporary society, which is significant in

shaping the public's minds regarding people, institutions, ideas, and cultural symbols for other peoples' lives. The percentage of Egyptians watching American films frequently was 70%, while the respondents watching American soap operas were 88.5%.

The Study Purpose

This study aims to:

1- identify the cultural content presented in American social films.
2- - the characteristics of the American family in the American movie.

Literature Review

First: The American family in T.V. Drama

Wiscombe (2014) used a content analysis method to study the families portrayed in programs between 2004 and 2013. The results indicated that the traditional nuclear family configuration held the largest portion of the television family landscape. Chang (2013) explored Korean audiences' reception and consumption processes by viewing local and international television dramas. The results showed new significant determinants of the viewing level of T.V. dramas, including 'diversity of story,' 'technical completeness,' 'completeness of plot,' 'story development rate,' and 'reception of international cultural content. Likitalo (2010) investigated the ideology of the American family as presented in the T.V. show. The results found that T.V. viewers affect how they perceive the world and understand the family as a social formation. Television dramas continue to serve as an important source of cultural ideals.

Second: The Role of Drama in Shaping the Image

The image is the alienation of personal attributes for semiotic purposes; the 'image' of various media groups has been much studied. This is because it is widely feared that such alienated images affect behavior and self-esteem. The media images of women, ethnic minorities, and various groups organized around marginal tastes, lifestyles, subcultures, or regions have all been studied, often by an investigator who represents the group thus portrayed. Some analyses are sophisticated, for instance, Annette Kuhn's *The Power of the Image* (1990), based on cinema theory and feminism (Hartley, 2004).

Pekdoğan (2016) examined the mental images of preschool teachers related to the concept of drama via metaphors. The findings found that understanding and explaining teachers' mental images are associated with the idea of drama. Narrisra (2008) examined specific perceptions of African American portrayals on television based on questionnaire responses from 412 undergraduate students. Results revealed that viewers do not perceive the low-achieving roles and positive stereotypes of African Americans on television as realistic or accurate.

Hasegawa (2006) examined the effect of Korean TV drama viewing on changing the attitude of Japanese viewers toward Korea. The results show that the participants acquired a more favorable image of Korean people, the empathic viewing of WLS being the strongest predictor. Yehia (2002) found that exposure to soap operas and American movies contributed to forming the students' impressions of the USA. Also, this result agreed with the findings of the cultivation theory, which regarded the importance of television as the main source to form a mental

image of the USA. Alkahky (2001) studied the mental image of the USA, including a sample of 300 students. The results found that only 4.4% of respondents have a positive image of America. There, 67.4% rely on television to obtain information. Research has shown a strong correlation between higher viewing of Egyptian television and a negative image of American society.

Third: The Role of Drama in Cultural Communication

According to Roell (2010), culture is "the values, traditions, customs, art, and institutions shared by a group of people who are unified by nationality, ethnicity, religion, or language. 'Culture' refers to the diverse artistic expressions that produce and reproduce an image of the world—the visual arts, music, dance, poetry, filmmaking, advertisements, and performance. Traditionally, artistic and cultural products have had a great potential to capture public attention, shape social consciousness, and stimulate debates and sometimes controversy (Lindah, 2006).

Annandale (2017) found that all drama approaches are inherently embodied in different cultures; drama can assist in fostering effective intercultural communication as it seeks an understanding and sensitivity towards other cultures, communication styles, and behavior.

McGregor and Ragab (2016) explored how arts and culture can support the integration of migrants. The results found that many of the initiatives that target young people have a component that contributes to language acquisition: Diverse art and culture (38.5%), theatre (18.8%), visual art (9.4%), media (3.1%), and film (2.1%).

Mustaffa and Salleh (2014) aimed to understand how rapid cultural globalization affects Malaysian culture. Results found that Malaysian prime-time television dramas portrayed more Western values and lifestyles among Malaysians. Roell (2010) found that films are a great medium to facilitate intercultural learning and intercultural communication. Salopelto (2008) examined the theoretical evidence for using drama for intercultural communication. The results identified the basic components of intercultural communication, the awareness of one's cultural conditioning, understanding of differences between cultures, and skills that enable the speaker to overcome the problems that the differences may cause. Trites (2007) examined the difference between teaching about an Acadian culture by using Drama (Drama group) and using (Library group). The Drama group evaluated the learning unit significantly higher than the Library group. The results suggested students and teachers benefit from using drama in classrooms to increase motivation, cultural awareness, and literacy.

Comment on Literature Review

The studies found that the image on television is the primary source of the stereotypical image of Americans, where television presents stereotypes for some groups, which often correspond to the real situation. This means that the American Drama is the source of the image of the American family, which the Egyptians think corresponds to the American family's actual reality. The research indicated the growing body of knowledge that builds upon the foundation of cultivation theory and attempts to describe the family configurations portrayed on television. Wiscombe (2014). Content analyses of the family structures conveyed on popular television provide media users—including

parents—with some tools they need to discern which material they want to consume and allow into their homes. By understanding basic descriptions of the content shown on television, media consumers are one step closer to becoming better educated and more aware of the messages they and others around them could cultivate when watching TV (Wiscombe, 2014). Finally, the studies found that globalization and advancements in communication technologies caused cultures to converge like never before and begin to influence each other. It has become imperative to analyze the influences of social media on intercultural communication (Seyfi & Güven, 2016).

Cultivation Theory

Project cultural indicators began in the mid-sixties to study how watching television affects the ideas of the viewer's daily world (Signorielli & Morgan, 1990). This project aims to establish empirical evidence about the impact of mass media on the cultural environment. The project also studied cultural indicators in three intertwined issues of research:

1. The structures, pressures, and processes that affect the production of media messages.

The messages and values of mental images reflected by the

2. mass media

3. Studying the independent media messages on the public perception of social reality (Shanahan & Morgan, 1999).

Thus, the Project's Cultural Indicators are based on three main areas: institutions-related research programs, prime-time messages, and symbolic patterns provided by television (Ruddock, 2001). The research examines the Cultural Indicators Project on how television contributes to the formation of the concepts of

viewers on several issues: gender roles - stereotypes of the functions of age (Genbner et al., 1980), the family (Gentner al, 1980; Morgan and Signorelli).

Research Questions

1. What is the education level of the American Family?
2. What is the economic level of the American Family?
3. What kind of relations between the American family members?
4. What are the main problems faced by the American family, and how can they faced?
5. What values are presented in the American Family?

Method

A quantitative method and content analysis helped investigate the content of various media channels. It is based on the concept of frequency of the presence of predetermined categories (Hansen et al., 1998). The content analysis refers to the method undertaken systematically, can be replicated in other contexts, and may rely on a proprietary computer program (Hartley, 2004). The data were collected from content analysis samples of American movies presented in Egyptian cinemas in 2017.

Results

- The total number of American social films studied was 25, and the total number of families represented was 41. There, 52% of films presented only one family, 32% presented two families, and 16% presented three.

- 53.7% of households in the sample study films live in a house in a rich neighborhood. This was followed by families living in a middle-class neighborhood, which was 31.7%. This means that more American families are

portrayed as wealthy; very few families, 14.6%, live in poor neighborhoods.

- 55.5% of parents had a university degree. This is evident through their jobs. 27.8% had a high school degree, and with 16.7% of the film characters, their job is unclear. This result agrees with Parker's study (2015), which found that 65% of parents had a post-graduate or a bachelor's (57%) degree; just 38% had some college and 28% had no college experience.

- The family's economic level is high at 53.7%, middle at 29.3%, and finally low at 17%. These results are like Parker's study (2015), which found that parents with incomes of $75,000 or higher (46%), $30,000 to $74,999 (44%) and less than $30,000 (46%). This means there is a correlation between the economic life of the American family in films and social reality life.

- 48.8% of households were interconnected, and 24.4% were interconnected to some extent. The American film sample study reflected a good relationship model between American family members. This result agrees with a study by Fleahman (2009), which found that 54% of the sample consists of married parents, 12% consists of parents who are divorced /separated, and 7% of single parents.

- Regarding the husband's employment, 25% were unemployed, 17.9% were people in business, 25% were office workers, and 10.7% were farmers.

- 26.9% of wives were online workers, 19.2% were doctors, 19.2% were unemployed, and 15.4% were office workers. This result differs from Parker's study (2015), which found

that more mothers than fathers say they are doing a very good job raising their children (51% vs. 39%).

- The characteristics of the relationship between the spouse's understanding, cooperation, and love were 34.9% and were presented verbally (by words or dialogue) 27.8%, and by behavior (action or performance) 40%. The ability to face problems together was 20.9%, verbal 19.4%, and behavior 22.6%. Loyalty to the husband was 17.4%, and finally, participation in decision-making was 11.6%

- Total positive characteristics in the relationship between spouses were 61.4 %, verbally 62%, while 60.9% were behavioral.

- The total negative characteristics in the relationship between spouses were 38.5% verbal, 37.9%, and 39% behavioral.

- One of the most frequent negative characteristics between spouses is (treachery and betrayal) and (violence toward the wife) 22.2%. Categories within these characteristics are a lack of understanding between the spouses 20.4%, verbal (by words or dialogue) 18.2%, behavioral (action or performance) 21.9%, and finally, overwhelmed and ignored 14.8%.

- Positive relationship between siblings was 60%, verbally 66.6%, behaviorally 52.9%, love and cohesion 33.3%, verbally and behaviorally 33.3%, advice, guidance, working together to solve problems 23.8%, and finally respect and appreciation 19.04%.

- The total negative characteristics in the sibling relationship were 40%, verbal 33.3%, behavioral 52.9%, controlling

35.7%, disrespect among siblings, treachery and betrayal, and hatred 21.4%.

- The characteristics of the relationship of the parents toward children's love and tenderness were 28.15%, verbal at 27.7%, behavioral at 28.4%, a sense of responsibility towards children at 23.3%, verbal at 25%, behavioral at 22.4%, advising 24.3%, help children in solving their problems 18.45% and finally sacrifice 5.82%.

- The total positive characteristics of the parents toward children were 78.6%, 81.8% verbal, and 77% behavioral.

- The total negative characteristics of the parents toward children were 21.4%, verbal at 18.2%, behavioral at 22.9%, dominate and control kids 50%, and a Lack of sense of responsibility towards children at 28.6%, verbally 37.5%, behavioral 25%, and finally abandonment of children 21.4%.

- The characteristics of the positive relationship of the children toward the parents were sacrifice 18.9%, cooperation 15.8%, helping parents solve their problems 14.7%, and interest 11.5%.

- The total positive characteristics in the children's relation ship toward the parents was 71.4%, verbal 28.5%, and behavioral 71.4%.

- The negative characteristics in the children's relationship with their parents were rebellion 60.5%, ignoring 26.3%, verbal 27.7 %, behavioral 25%, and refusal to cooperate 13.2%.

- The most social problems faced by American families were due to marital disputes and feelings of insecurity at 11.9 %. This is due to the threat of some criminals to family

members in some sample films, feelings of loneliness 11.1%, the absence of one parent 6.34%, the conflict between parents and children, mistreatment of the children by the father 5.55%, husband control 4.76 %, jealousy and suspicion among family members 3.96%, accusing a family member in one of the crimes 3.17%, a family member injured in an accident 2.38%, and finally the problem of divorce by 0.79%.

- Regarding dealing with social problems, the method of dialogue and discussion was 33.8%. It was most common for children to use dialogue in 50% of all the methods used by children to solve their problems. The use of physical violence was 13.7%; the father used this method most 15.4%. The threat of violence is 11.3%, call the police is 10.5%, and the dominant style is 10.5%. It was most common for the father to use this method and finally pray to God, contacting a psychologist or social worker by 1.6%. Also, the results indicate that family members take positive steps to find solutions to their social problems. This result agrees with a study by Huisman (2014), which found that drama focused on families' ability to overcome obstacles and challenges within the family.

- The negative effects of the problems were disintegration and collapse of relations 20.9%, followed by tension between the spouses and between parents and children 17.9%. Psychological disorder of children 13.4%, the stressful relationship between mother and children 11.9%, hatred of parents by their children 8.95%, and finally, children's fear of the idea of marriage 2.98%.

- The positive effects of success in work were at 35.6%, cooperation to solve the problem at 25.4%, stress reduction at 20.3%, family bonding at 16.9%, and success in school 1.69%.

- The previous results indicate a positive impact on family members when they face problems together. Lessons are learned, and links between family members are strengthened, motivating them to achieve more success in their work.

- Positive values came at a higher rate (55.8%) than the total negative values (44.2%) in the sample films. The positive social values at 61.7% show a high percentage of interest in American films, presenting a positive American family image. The negative economic values were at 52.9% and negative political values at 53.2%, while the positive cultural values were higher than the negative cultural values at 53.7%. As a result of interesting films focusing on the culture of American society in general, this reflects the reality.

- The social value of mutual respect among family members came as positive at 12.3%, followed by take responsibility at 11.9%, verbal at 12.7%, behavioral at 11.3%., Patience and probability 11.5%, ambition and desire for reform, sacrifice for others 9.3%, followed by defending the right, strength and courage in the service of good 8.81%, honesty 8.8%, and faith in God 1.7%.

- Generally, the behavioral ratio of the values presentation (58.6%) is higher than that of the verbal method (41.4%). This shows the scriptwriters' interest in strengthening positive values through the actions of American family

members more than through dialogue or words only in the film's sample study. Thus, the values are more established in the viewer's mind.

- The sentence of work perfection is the first of the positive economic value 27%, (verbal method) 31.8%, (behavioral method) 15.4%, followed by respect for work 22.9%, came in verbal form 31.8% and in behavioral form 15.4%, then (time estimate) 20.8%. (increasing of production) 12.5% , followed by (respect for private property) and (respect for public property) 8.3%.

- Generally, the percentage of behavior (54.2%) in presenting positive economic values is higher than the verbal method (45.8%), where the drama is often based on simulation and representation rather than dialogue and narration.

- The expression "human rights interest" came first on the list of positive political values (40.9%), presented verbally at 53.8% and behaviorally at 22.2%. Loyalty and belonging to the homeland came next (31.8%), presented in verbal form 30.7% and in behavioral form 33.3%; citizens respect the law and the application of the law to everyone13.6%.

- The verbal (59.1%) ratio in presenting positive political values was higher than the behavioral (40.9%) since these statements came within the dialogue between the dramatic characters.

- The term "practicality, efficiency" was first on the list of positive cultural values (14.3%) and was presented in verbal form 13.2% followed by directness, openness, honesty 12.9%, self-help 12.1%, volunteerism 12.5%, independence, and privacy 8.9%, future orientation 7.1%

this indicates to most of the films sample study focused on social issues.

- The expression selfish is the first of negative social values at 16.6%, in terms of verbal form at 9.8%; behavioral form 11.1%; inability to face problems at 15.6%, irresponsibility 14%, followed by weak family relations 14.8%, in behavioral form 15.5%; weakness 12.7%, came in verbal form 13.7% and in behavioral form 12.2%; distance from God 12.05%. Finally, the lack of respect for the system's rules and cleanliness reached 4.3%.

- In general, the behavioral ratio of 63.8% in the presentation of negative social values was higher than the verbal ratio of 36.2%. The expression of the struggle against money was at the top of the negative economic values (38.8%) in terms of verbal form (75%) and behavior (32.6%), followed by lack of interest in time (16.6%), verbal expression (2.2%) and behavioral (22.2%). The percentage of behavioral (85.2%) in presenting negative economic values is higher than the verbal method (14.8%).

- Disrespect for the law is the only negative political value presented among the other negative political values , such as strife between the classes, disloyalty to the homeland, inequality among citizens, and lack of attention to human rights. None of these statements was mentioned in the American social films sample.

- The lack of morals was first among negative cultural values at 18.7%, verbally at 14.9%, behavioral at 22.2%, followed by bad habits at 18.6%, verbally at 17.0%, in behavioral at 20.2%, lack of discussion at 11.9%, lack of empathy 7.3% and finally gossip 3.1%.

- The most positive values were 43.5% of the total positive values in the sample films, followed by cultural values at 42.9%, economic values at 9.2%, and political values at 4.2%. This is due to the nature of the film sample study, which dealt with social stories about the American family, and therefore, social values are at the forefront of positive values.

- The negative cultural values were represented by the negative values presented in the films of the study sample by 46.7%, followed by social values at 34.1%, economic values decreased by 13.1%, and political values by 6.1% due to the film focus on the decrease of some cultural values such as the lack of morals and the lack of dialogue and discussion in several dramatic scenes.

Discussion

In our world now, different cultures and means of communication have interlaced and started to increasingly affect each other, leading communication, and culture to transform into organic structures that feed each other. The culture in which individuals socialize also determines their ways of communication (Seyfi & Güven, 2016). According to this, it is very easy to transfer the American culture to Egyptian society through movies on YouTube, Facebook, and other websites. All these means of media provide all the new American movies up to date to all the viewers worldwide. This led us to interpret some matters in the current study.

The results generally reflect a positive image of the American family represented in Egyptian cinema; it supposes that the

viewer's perception is consistent with the image presented in movies. However, most Arabic studies indicate that viewers have a negative image of American society. This means that the image in their minds differs from American T.V.'s.

Although cultivation research refers to the ability of drama to perceive the social reality and shape attitudes between different groups, it is not the only means to affect viewers.
Many factors influence attitudes and thoughts. As this study concludes, most American families portrayed in the sample study are interconnected, although the Egyptian drama portrayed the American family as disconnected.

Also, an American study found that the rate of domestic violence is decreasing, but it is still a widespread problem. In 2010 there were approximately 907,000 nonfatal instances of victimization between intimate partners, including rape, sexual assault, robbery, aggravated assault, and simple assault, and 1.095 women were killed by an intimate partner" (Huntington, 2015, p.11); this means that the portrayals of an American family in movies differ from real life.

The results indicate that most of the sample study presents a family consisting of married parents, but actual life indicates that nearly 41 % of all children were born to unmarried parents in 2013; unmarried parents are generally younger, lower income, and have lower levels of educational attainment than married parents" (Huntington, 2015, p.1).

The current study found that there is a positive relationship between parents and kids (78.6%), but new research indicates that in 2011, the child welfare system documented 676.569 victims of child abuse. A national survey sponsored by the U.S. Department of Justice found that one in four children

witnessed family violence during childhood, and one in nine was exposed to family violence; the vast majority of children saw, not just heard, the violence" (Huntington, 2015, p.11). This means that American movies are interested in presenting positive portrayals of the relationship between kids and parents and neglect, family violence, and abuse. Only one movie (*Escaping Dad*) in the sample study discusses the problem of a wife who suffers from her husband's violent abuse.

The results indicate that the percentage of unemployment is 25% in the sample study, and the economic level is low at 17%. These results are consistent with the American statistics, which indicate that 14.5% of the U.S. population lives below the poverty line or nearly one in five children have insufficient food, with 15% of all households with children experiencing food insecurity in 2011" (Huntington, 2015, p.12)

The results indicate that the total positive values were (55.8%) which means that the American movie makers are interested in presenting a good image of the American family.

Generally, supporting positive values in movies the whole family watches is good. Social stories are preferred by Egyptian viewers, who feel sympathy for their characters. Most of the Egyptian population does not visit the American society. Still, they acquire their information from the mass media, especially movies, because the news broadcasting presents only the political or economic life in the U.S. Still, the social life is presented by drama. So, drama is the most important means of communicating with people and cultures; it helps people understand the different cultures and make strong relationships between them. Filmmakers who present the positive values in American society will help others have positive attitudes towards the American family.

Drama should be a mirror of reality, and the social reality includes good and evil. Movies should present the two faces, but most American Action movies exaggerate in presenting the criminology and horrific murders. This leads a viewer to believe that American society is unsafe.

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China's Stealthy Expansion:
Dark Horizons of Global Private Security Contractors

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Abstract

This study delves into the nuanced realm of Chinese private security companies (PSCs) and their burgeoning impact on global security dynamics. It assesses the historical context, legal frameworks, proliferation, and strategic opportunities these entities present, focusing on their roles within the Belt and Road Initiative (BRI), maritime security, and foreign police force training. The paper underscores the imperative for policymakers to comprehend and address the implications of Chinese PSCs on international security. It proposes concrete policy responses aimed at enhancing understanding, providing alternative options, and potentially degrading trust in these entities, emphasizing the urgency of swift and strategic action.

Keywords:

1. Belt and Road Initiative (BRI).
2. Chinese private security companies (PSCs).
3. Geopolitical influence
4. Global security
5. Policy Responses
6. Risk mitigation
7. Strategic competition

Methodology

The research draws upon a comprehensive review of existing literature, including academic sources, think tank reports, open-source media, and scholarly articles addressing Chinese PSCs. It synthesizes information on historical precedents, legal distinctions, proliferation trends, and opportunities for leveraging these entities. The methodology involves qualitative analysis, synthesizing available data, and extrapolating potential implications for global security.

Executive Summary: Navigating the Challenges Posed by Chinese Private Security Contractors

The increasing influence of Chinese private security contractors has emerged as a critical global concern, prompting nations, notably the United States, to formulate a strategic response. As China strategically deploys private security firms to extend its influence, particularly in regions like Africa, the U.S. confronts a multifaceted challenge that demands a comprehensive and nuanced approach:

a. **Diplomatic Initiatives:** Diplomacy assumes a pivotal role in the U.S. response to the challenge posed by Chinese private security contractors. Initiatives aimed at promoting transparency and accountability in the private security industry globally are deemed essential. Actively engaging in multilateral forums to establish international norms and regulations for private security contractors becomes crucial,

especially in regions like Africa, where the impact is substantial.

b. **Economic Leverage:** Recognizing the economic motivations propelling China's engagement in the private security sector, the U.S. can leverage its economic influence on shape outcomes. Encouraging responsible business practices, ethical conduct, and adherence to international standards becomes integral to influencing the behavior of Chinese private security firms, particularly in the economic landscape of African nations.

c. **Military Preparedness:** Military readiness remains a cornerstone of the U.S. response strategy. Prioritizing investments in military capabilities, maintaining a robust intelligence apparatus, enhancing special operations capabilities, and adapting strategies are imperative to address security challenges arising from the activities of Chinese contractors. This is particularly relevant in the context of Africa, where Chinese private security contractors have expanded their presence.

d. **Reevaluating Strategic Partnerships:** The United States must reassess its strategic partnerships and security commitments, with a specific focus on regions impacted by the presence of Chinese private security contractors, such as Africa. Strengthening alliances with African nations becomes a pivotal component, fostering regional partnerships that address shared concerns and function as a counterbalance to China's expanding influence on the continent.

e. **Understanding the Challenge:** A crucial aspect of the U.S. response involves vigilantly monitoring and

comprehending the activities of Chinese private security contractors. Achieving this demands a robust intelligence and analysis framework, necessitating collaborative efforts between intelligence agencies, military entities, and diplomatic channels. Understanding the nuances of China's engagement in Africa is particularly critical for an effective response.

Comprehensive Approach: The United States' response to the Chinese challenge presented by private security contractors necessitates a comprehensive and integrated approach. By understanding the intricacies of China's engagement, fostering alliances, championing international norms, and making strategic investments in military preparedness, the U.S. can adeptly navigate and mitigate the impact of Chinese private security activities on the global security landscape, with a specific focus on the unique challenges posed in the African context. This comprehensive approach ensures a resilient response that addresses the evolving dynamics in different regions affected by Chinese private security contractors.

1. Introduction

The historical evolution of private military and security companies (PMCs) into contemporary private security companies (PSCs) represents a nuanced transformation in the landscape of global security and power projection (Kane, 2014).

Throughout history, private entities providing military services have been prevalent. From ancient mercenaries hired by various empires to the more recent use of hired soldiers in conflicts like

the American Revolutionary War, the utilization of non-state forces for military purposes has been constant. However, the formalization and proliferation of these entities into what we now recognize as PMCs and PSCs represents a modern shift.

PMCs and PSCs have evolved from traditional mercenary groups into more diverse and specialized entities. They offer a wide array of military and security-related services, ranging from combat support to logistics, intelligence, and protection services. This evolution has been driven by numerous factors, including shifts in warfare dynamics, advancements in technology, and the increasing complexity of security challenges faced by nations and corporations globally.

The distinction between PMCs and PSCs lies in their functions and operational scopes. PMCs are traditionally engaged in tasks closely resembling military functions, such as combat operations, training foreign forces, or providing direct military support. In contrast, PSCs focus primarily on non-combat roles, like security provision for individuals, organizations, or facilities, with less emphasis on direct military involvement.

The evolution from PMCs to PSCs has been shaped by changes in international law, government regulations, and the demands of modern conflict scenarios. This evolution has led to the formalization and regulation of these entities in various countries, dictating their roles, capabilities, and restrictions, thereby blurring the lines between traditional military roles and private entities' contributions to security.

Understanding this historical shift from traditional mercenaries to the modern-day operation of PMCs and PSCs is crucial to comprehending their roles in contemporary geopolitics, their impacts on global security, and the challenges they pose to traditional state-centric military structures. It sets the stage for comprehending the multifaceted nature of their involvement in power projection and their implications in today's strategic competition among nations (Kane, 2014).

Private military companies (PMCs) and private security companies (PSCs) have gained considerable significance in contemporary global security, becoming pivotal tools in the strategies of major world powers. Their role extends beyond traditional military operations and encompasses diverse functions, influencing global geopolitics in multiple ways:

1.1.   Strategic Utility:

1.1.1. Cost Efficiency: Utilizing these private entities is often more cost-effective than deploying official military forces. Governments can outsource various security functions, including logistics, intelligence, training, and protection, without the expenses associated with maintaining a standing army.

1.1.2. Deniability and Flexibility: Employing PMCs and PSCs provides governments with a degree of plausible deniability. They can disavow direct involvement in certain operations or conflicts while still achieving their strategic objectives.

1.1.3. Low-Profile Deployments: PMCs and PSCs offer major world powers a covert or discreet means of

deploying forces without the overt presence of uniformed military personnel. This allows operations to be conducted with reduced public scrutiny and potential diplomatic fallout.

1.2.   Influence on Global Power Dynamics:

1.2.1. Competition in Strategic Areas: In the current era of strategic competition among major powers like the United States, China, and Russia, PMCs, and PSCs serve as instruments to expand influence and create dilemmas for competitors. They are deployed in various regions to assert influence and counterbalance rivals (Sukhankin, 2020).

1.2.2. Geopolitical Influence: Major world powers use PMCs and PSCs to extend their influence in regions where they have strategic interests. These companies are employed to secure investments, protect assets, and indirectly shape the political and security landscape of target regions.

1.3.   Role in Conflict Zones and Non-Traditional Warfare:

1.3.1. Counterinsurgency and Irregular Warfare: PMCs and PSCs operate effectively in counterinsurgency environments, irregular warfare scenarios, and regions with non-state actors. They provide essential support in environments where conventional military forces might face challenges.

1.3.2. Non-State Actors and Security Challenges: As security challenges evolve beyond state-based conflicts, these private entities are instrumental in addressing non-traditional security threats, such as terrorism, piracy,

and cyber threats, which often transcend national boundaries.

1.4. Challenges and Policy Implications:

1.4.1. Ethical and Moral Concerns: The use of private entities in military and security operations raises ethical dilemmas, including issues related to human rights abuses, potential exploitation, and the outsourcing of inherently governmental functions.

1.4.2. Regulation and Oversight: The increasing reliance on PMCs and PSCs raises concerns about accountability, transparency, and adherence to international norms and laws governing armed conflict.

Understanding the pivotal role of PMCs and PSCs in contemporary global security is crucial for policymakers. It necessitates the development of effective regulations, oversight mechanisms, and ethical frameworks to manage their operations and mitigate potential risks associated with their widespread use in modern conflict scenarios.

2. Background on Private Military and Security Forces

Historical examples of mercenary forces date back centuries and have evolved into the contemporary role of Private Military Companies (PMCs) and Private Security Companies (PSCs), which play multifaceted roles in supporting governmental objectives (Voetelink, 2019).

2.1. Historical examples:

2.1.1. Ancient Mercenaries: In ancient times, mercenaries were employed by various empires, such as the Greeks,

Romans, and Egyptians. These hired soldiers fought for monetary gain and were often employed by rulers to supplement their armies in conflicts.

2.1.2. Medieval Mercenary Companies: During the Middle Ages, mercenary groups, or "free companies," were common across Europe. City-states, kingdoms, or wealthy individuals hired these groups to provide military services, often engaging in combat for pay.

2.1.3. Colonial Era Mercenaries: Mercenary forces were prevalent during the colonial era when European powers employed them in their conquests and conflicts worldwide. Notable examples include the use of hired soldiers by colonial powers in Africa and Asia.

2.2. Evolution into PMCs and PSCs:

2.2.1. Modern-Day PMCs and PSCs: The contemporary role of PMCs and PSCs emerged in the late 20th century and expanded significantly in the 21st century. PMCs, like Executive Outcomes and Blackwater (now Academi), gained prominence by offering military services to governments, corporations, or non-state actors.

2.2.2. Support for Governmental Objectives: PMCs and PSCs have expanded their scope beyond traditional combat roles. They now provide a diverse range of services, including logistical support, intelligence gathering, training, security provisions for diplomatic missions, infrastructure protection, and more.

2.3. Contemporary Functions and Supports:

2.3.1. Global Operations: PMCs and PSCs operate internationally, supporting governments in conflict zones, providing security for critical infrastructure,

participating in peacekeeping missions, and aiding in post-conflict reconstruction efforts.

2.3.2. Adaptability and Specialization: These private entities have adapted to modern warfare complexities by specializing in various fields, such as cybersecurity, counterterrorism, protection of assets in hostile environments, and offering consultancy services to the military and security sectors.

2.4.   Significance in Modern Conflict Scenarios:

2.4.1. Counterinsurgency and Irregular Warfare: PMCs and PSCs play crucial roles in counterinsurgency campaigns, providing support in conflicts with non-state actors where conventional military forces might face challenges.

2.4.2. Non-State Threats and Security Challenges: They are instrumental in addressing non-traditional security threats like piracy, terrorism, and cyber threats, offering expertise and support in combating these global challenges.

3. Private Military and Security Companies: Versatile Tools in Modern Geopolitics

Private military companies (PMCs) and private security companies (PSCs) have become attractive tools for governments due to several compelling reasons that offer strategic advantages in various contexts (Martin & Muggah, 2019).

3.1. **Deniability:** PMCs and PSCs provide governments with a level of plausible deniability in their operations, allowing them to:

3.1.1. Manage Public Perception: Operating through these private entities helps governments control the narrative and perception of their involvement in conflicts or sensitive operations.

3.1.2. Avoid Political Fallout: By outsourcing operations to PMCs or PSCs, governments can distance themselves from potentially controversial or sensitive missions.

3.2. **Geopolitical Purposes:** These companies serve as geopolitical tools to achieve strategic objectives:

3.2.1. Projection of Power: PMCs and PSCs allow governments to extend influence and project power in regions of interest without overtly deploying official military forces.

3.2.2. Support for Allies or Proxy Forces: Governments can indirectly support allied or proxy forces without the direct involvement of their official military.

3.3. **Legal circumvention:** PMCs and PSCs offer a way to bypass legal constraints, both domestically and internationally.

3.3.1. Avoiding International Restrictions: Governments can circumvent international laws or agreements restricting their direct military involvement in certain conflict zones by deploying PMCs or PSCs instead.

3.3.2. Bypassing Domestic Constraints: In some cases, domestic laws restrict the deployment of official military forces. Utilizing private companies allows

governments to operate in areas where legal constraints might otherwise hinder their involvement.

3.4. **Cost savings:** One of the pragmatic reasons for the appeal of PMCs and PSCs is their cost-effectiveness:

3.4.1. **Reduced Financial Burden:** Employing private entities is often more cost-effective than deploying official military forces, saving on expenses related to personnel, logistics, and equipment.

3.4.2. **Flexibility in Resource Allocation:** Governments can allocate resources more flexibly by outsourcing specific functions to these companies, tailoring their support to specific needs without the long-term commitments associated with maintaining a standing military.

3.4.3. **Special expertise:** PMCs and PSCs often possess specialized expertise in various fields, such as cybersecurity, intelligence gathering, and providing security in complex environments, which governments may not have in-house.

3.4.4. **Flexibility and adaptability:** PMCs and PSCs are adaptable and can quickly respond to evolving security threats, offering a level of agility that might be challenging for traditional military structures.

The attractiveness of PMCs and PSCs lies in their ability to provide governments with versatile, cost-effective, and flexible tools to navigate complex geopolitical landscapes, address security challenges, and pursue strategic interests while offering a degree of deniability and legal circumvention.

4. The Use of Chinese Private Security Companies

The distinction between private military companies (PMCs) and private security companies (PSCs) is notable due to the legal framework and the proliferation of private security companies within the country (Strobel & Kuik, 2020).

4.1. Differentiation between PMCs and PSCs:

4.1.1. PMCs:

4.1.1.1. Traditionally involved in military-related activities like combat operations, training foreign forces, or direct military support.

4.1.1.2. Often associated with military-like functions and engagement in combat scenarios.

4.1.1.3. In many countries, including China, there are legal restrictions or prohibitions on the existence or operation of PMCs due to their direct involvement in military activities.

4.1.2. PSCs:

4.1.2.1. Primarily focus on non-combat roles such as personnel protection, site security, logistics, and other security-related services that do not involve direct combat operations.

4.1.2.2. Legal distinctions in China allow for the existence and operation of PSCs, which have proliferated within the country since their legalization.

4.2. Chinese legal distinctions:

4.2.1. Restrictions on PMCs: China explicitly prohibits the existence and operation of PMCs due to concerns about direct involvement in military activities abroad. The

government controls and limits the scope of military and security services provided by private companies.

4.2.2. Legalization of PSCs:

4.2.2.1. In contrast, China legalized private security companies (PSCs) in September 2009. PSCs in China are allowed to engage in non-combat security-related services.

4.2.2.2. Chinese law strictly governs the scope of activities for private companies involved in the security sector, distinguishing them from traditional military functions or combat roles.

4.2.3. Proliferation of PSCs in China:

4.2.3.1. Rapid growth: Since their legalization, Chinese PSCs have rapidly proliferated within the country. Estimates indicate a considerable number of PSCs operating domestically, providing various security services across different sectors within China.

4.2.3.2. Overseas operations: While the domestic presence of Chinese PSCs is substantial, their overseas presence is also notable, albeit not as extensively documented. Also, Chinese PSCs have been reported to operate in various countries, especially in regions linked to China's strategic interests, such as areas related to the Belt and Road Initiative (BRI).

4.2.4. Significance of Chinese PSCs: Chinese PSCs represent a unique model due to their adherence to legal distinctions that focus on non-combat roles, aligning with China's legal constraints on direct military involvement abroad. The proliferation of these companies domestically and their increasing presence in

strategic regions overseas reflect China's efforts to protect its assets, investments, and interests without engaging in direct military activities prohibited by its laws.

5. Challenges in Mapping the Global Landscape of Chinese Private Security Companies

Gathering comprehensive data on the number, scope, and global distribution of Chinese private security companies (PSCs) presents challenges due to limited publicly available information and varying estimates from various sources (Back & Strobel, 2021):

5.1. Number and scope:

5.1.1. Estimates for domestic PSCs: Some estimates suggest over 7,000 PSCs are operating domestically within China, providing various security services across different industries and sectors.

5.1.2. Overseas presence: Overseas operations of Chinese PSCs are less extensively documented. Estimates indicate the presence of Chinese PSCs in various countries, ranging from Central Asia to Africa.

5.1.3. Discrepancies in numbers: Varying reports cite different numbers, with some suggesting around 20 Chinese PSCs operating overseas, while other estimates point to a higher figure, potentially between 30 and 40 companies.

5.2. Global distribution:

5.2.1. Geographical presence: Chinese PSCs reportedly operate in numerous countries globally, encompassing regions such as Africa, Central Asia, and potentially other areas linked to China's strategic initiatives like the Belt and Road Initiative (BRI).

5.2.2. Limited quantitative data: While qualitative information on the geographical distribution exists, quantitative data detailing the precise number of Chinese PSCs in specific countries or regions remains elusive.

5.3. Limitations and Challenges:

5.3.1. Lack of comprehensive studies: There is a scarcity of wide-ranging studies comprehensively analyzing Chinese PSCs, leading to a dearth of detailed information on their numbers, operations, and global presence.

5.3.2. Limited official records: Comprehensive and official records of Chinese PSCs, including detailed lists or databases, are not publicly available, making it challenging to ascertain their complete global distribution.

5.3.3. Reliance on anecdotal and Open-Source Reporting: Current data often relies on anecdotal evidence, reports from think tanks, sporadic statements in Chinese state media, and open-source information, leading to fragmented and incomplete insights.

5.4. Future research opportunities:

5.4.1. Comprehensive analysis: Future studies could aim for a comprehensive analysis of all Chinese companies

providing security services, encompassing both domestic and international operations.

5.4.2. Detailed Geographical and Sector-Specific Studies: Focused studies could explore specific regions or sectors where Chinese PSCs are active, providing detailed insights into their operations, roles, and impact.

5.4.3. Utilization of Various Data Sources: Expanding data sources to include satellite imagery analysis, social media channels used by PSCs for promotion, recruitment portals, and deeper analysis of media reports could enhance understanding.

The lack of comprehensive and authoritative data on the number, scope, and global distribution of Chinese PSCs poses challenges in accurately assessing their global presence and operations. Addressing these limitations requires further research efforts to fill the gaps and provide a more detailed understanding of the extent and impact of Chinese PSCs on a global scale.

6. Challenges and Opportunities for Chinese PSCs

Chinese private security companies (PSCs) face several challenges and opportunities when considering their deployment abroad, influenced by legal limitations and international agreements:

6.1. Legal limitations:

6.1.1. Chinese Law Restricting the Use of Force: Chinese law prohibits PSCs from using force, particularly when operating abroad. This limitation differs from their

domestic role, where PSCs have more leeway in employing security measures.

6.1.2. Constraints on Military Activities: Domestic PSCs in China have limitations on their activities, aligned with Chinese law that restricts direct military involvement or combat roles for these companies, particularly outside the country.

6.2.   International agreements:

6.2.1. Montreux Document:

6.2.1.1. China is a signatory to the Montreux Document, a non-binding agreement from 2008 that outlines good practices and obligations for the use of private military and security companies in areas of active hostilities.

6.2.1.2. This document lays out guidelines regarding the responsibilities and conduct of PMCs and PSCs, emphasizing adherence to international humanitarian law and human rights.

6.3.   Challenges and limitations:

6.3.1. Operational constraints: The legal prohibition on the use of force limits the capacity of Chinese PSCs when deployed abroad, restricting their ability to engage in certain security-related activities, especially in high-risk or conflict zones.

6.3.2. Adherence to International Norms: Compliance with international agreements like the Montreux Document may pose challenges when operating in regions or under circumstances where the document's principles conflict with operational requirements or local conditions.

6.4.   Opportunities:

6.4.1. Protecting Chinese Interests Abroad: Despite legal constraints, Chinese PSCs have opportunities to contribute to protecting Chinese assets, citizens, and investments in regions with security risks or where Chinese interests are prevalent, such as along the Belt and Road Initiative (BRI).

6.4.2. Defending Infrastructure Projects: PSCs can play a role in safeguarding critical infrastructure and investments linked to BRI projects, addressing security concerns, and mitigating risks faced by Chinese entities operating in various countries (Sukhankin, 2020).

6.4.3. Responding to threats: Chinese PSCs could respond to threats such as terrorism and anti-Chinese sentiments, providing security and protection for Chinese nationals and facilities in regions prone to such risks.

7. Leveraging Chinese Private Security Companies in Global Initiatives

Legal limitations and adherence to international agreements, notably the Montreux Document, pose challenges for Chinese PSCs' overseas operations, particularly regarding the use of force and compliance with international norms (Tse, 2015). However, within these constraints, there are opportunities for these companies to contribute to safeguarding Chinese interests, protecting assets, and addressing security risks associated with China's global initiatives and investments.

China has identified various strategic opportunities to leverage private security companies (PSCs) in different domains, offering potential avenues for deploying these entities, especially in the Belt and Road Initiative (BRI), maritime security, and foreign police force training.

7.1. Belt and Road Initiative (BRI):

7.1.1. Protecting BRI Investments: PSCs can play a crucial role in safeguarding Chinese investments, infrastructure, and projects along the BRI corridor. This includes providing security for critical infrastructure, personnel, and assets in regions with security challenges (Sukhankin, 2020).

7.1.2. Addressing security risks: Given the diverse geographical regions involved in BRI projects, PSCs can mitigate security risks in areas prone to conflicts, political instability, or threats, ensuring the continuity and safety of Chinese investments.

7.2. Maritime security:

7.2.1. Protecting Shipping Routes: Chinese PSCs can provide armed guards and security services to protect shipping routes crucial to China's trade interests, particularly in regions vulnerable to piracy or maritime threats.

7.2.2. Supporting the shipping industry: These companies may offer services such as escorting vessels, deterring piracy, and ensuring safe passage for Chinese merchant fleets operating in areas with security concerns, such as the Horn of Africa.

7.3. Training foreign police forces:

7.3.1. Law Enforcement Training: Leveraging the expertise of Chinese PSCs, particularly those with backgrounds in security and law enforcement, to train foreign police forces in various countries.

7.3.2. Capacity Building: Providing training in areas like riot control, security tactics, and law enforcement strategies to enhance the capacity and capabilities of foreign police forces.

7.4. Strategic implications:

7.4.1. Enhancing Chinese Influence: Deploying PSCs in these areas bolsters China's influence and presence in regions vital to its strategic interests, demonstrating its commitment to safeguarding investments and ensuring stability along critical routes.

7.4.2. Security Assurance for Chinese Ventures: The utilization of PSCs offers a sense of security and protection for Chinese ventures, reassuring stakeholders and investors involved in BRI projects or maritime trade operations.

Leveraging PSCs in the Belt and Road Initiative, maritime security, and foreign police force training allows China to address security concerns, protect its interests, and extend its influence in regions critical to its economic and strategic objectives. These opportunities present avenues for China to manage risks and ensure the security of its investments and ventures in a complex and diverse global landscape.

8. US Policy Response Options

In the rapidly evolving landscape of global security, the emergence and expansion of Chinese private security companies (PSCs) poses multifaceted challenges and opportunities for the United States and its allies (Kuo, 2020). Effectively addressing the implications of these entities demands a strategic and multifaceted approach. The following recommendations delineate actionable steps to comprehend, respond to, and strategically engage with the growing influence of Chinese PSCs.

8.1. Prioritize intelligence collection:

8.1.1. Intelligence Emphasis: *Priority of Collection*: Initiate a focused intelligence-gathering effort on Chinese PSCs, both within the borders of China and in their international engagements. This prioritization aims to comprehensively understand their structures, affiliations, operations, and potential implications for U.S. interests.

8.1.2. Monitoring and documentation: *Establish Monitoring Mechanisms*: Develop robust monitoring mechanisms to track the activities, presence, and engagements of Chinese PSCs across diverse global regions. Systematic documentation of their operations will aid in a precise assessment of their impact on regional and global security dynamics.

8.2. Provide viable alternatives.

8.2.1. Offering U.S. or Allied Solutions: *Develop Alternative Solutions*: Promote and incentivize alternative security solutions or training programs through established U.S. government agencies such as the Department of Defense (DoD), the Department of State, or in

collaboration with allied partners. These alternatives aim to offer viable, competitive options to nations seeking security services, thereby deterring reliance on Chinese PSCs.

8.2.2. Enhanced Security Cooperation Programs: *Expand Training Initiatives*: Amplify existing security cooperation and training programs to provide substantive and attractive alternatives to countries seeking security assistance. Strengthening these initiatives aims to steer nations away from relying on Chinese PSCs by offering comprehensive and trustworthy security support.

8.3.   Diplomatic Engagements and Exposures:

8.3.1. Direct Diplomatic Dialogue: *Engage in Diplomatic Conversations*: Initiate direct, diplomatic engagements with host nations harboring Chinese PSC operations. These dialogues aim to raise awareness of potential risks associated with these entities, foster understanding, and highlight concerns regarding their conduct, fostering informed decision-making.

8.3.2. Exposing malign activities: *Communicate Concerns*: Shed light on potential malign activities, human rights violations, or predatory practices attributed to Chinese PSCs. Utilize coordinated efforts with allied nations to expose any concerning behavior, advocating for adherence to international norms and ethical standards.

Implementing these recommendations will equip the United States to comprehensively understand, strategically respond to, and proactively engage with the impact of Chinese PSCs. By

prioritizing intelligence gathering, offering credible alternatives, and engaging diplomatically while exposing concerning behaviors, the U.S. can mitigate the potential adverse effects associated with Chinese PSC operations abroad.

9. *China's Stealthy Expansion: Dark Horizons of Global Private Security Contractors in Africa*

China's expanding influence in Africa through private security companies (PSCs) presents formidable challenges, triggering a cascade of concerns related to legal frameworks, regulatory oversight, and ethical considerations (Martin & Muggah, 2019).

9.1. **Diplomatic and Military Implications:** The report navigates potential responses to China's growing influence through PSCs, encompassing diplomatic, economic, and military dimensions. Strengthening alliances with nations affected by the presence of Chinese PSCs emerges as a crucial component, fostering regional partnerships to collectively address shared concerns, enhance security, and counterbalance China's growing influence. Additionally, the report explores diplomatic initiatives aimed at promoting transparency and accountability in the global private security industry (Sukhankin, 2022).

9.2. **Economic stake:** Between 2007 and 2020, China invested a staggering $23 billion in African infrastructure projects. This economic stake necessitates robust security measures to protect these investments. The report delves into the economic motivations driving China's engagement in the private security sector, exploring how this

involvement might reshape Africa's security landscape in the years to come.

9.3. **Human Rights Concerns:** Constrained by Chinese laws prohibiting the use of weapons, many PSCs resort to engaging local militias or security companies, leading to pronounced human rights concerns. Incidents in Kenya, Uganda, Zambia, and Zimbabwe underscore the potential risks and ethical dilemmas associated with the operations of Chinese PSCs, sparking debates about their adherence to internationally accepted standards.

9.4. **Legal Gray Zone:** China's burgeoning presence in the African private security landscape operates within a legal gray zone. Domestic laws in China lack jurisdiction over PSCs operating abroad, and the enforceability of international laws remains a formidable challenge. The absence of a robust regulatory framework raises concerns about transparency, potential human rights violations, and the need for greater accountability in the operations of Chinese PSCs on the African continent.

9.5. **State-Controlled PSCs:** At the heart of China's outreach lies the deployment of private security companies, which comprise approximately 10% of the global industry. Operating predominantly in nations with substantial Chinese investments, these ostensibly private entities are state-controlled and staffed by former members of the People's Liberation Army. This unique organizational structure underscores the Chinese Communist Party's principle that "the party controls the gun."

9.6. **Xi Jinping's Directive:** Chinese leader Xi Jinping has, unequivocally, indicated the probable expansion of

PSCs in Africa. This strategic move is positioned as a safeguard for Chinese citizens and entities amidst the backdrop of escalating attacks against them on the African continent. Xi's directive aligns with the broader narrative of securing significant Chinese investments, emphasizing the paramount importance of enhanced security measures.

The challenges posed by China's quiet but impactful expansion through private security companies in Africa. By dissecting key findings, implications, and potential responses, the report contributes to a nuanced comprehension of the multifaceted dynamics at play. As Africa grapples with the evolving landscape of private security, the international community, including the United States, must remain vigilant and proactive in formulating responses that align with global security imperatives.

10. Conclusion

Understanding and addressing the impact of Chinese private security companies (PSCs) on global security is paramount for several crucial reasons:

10.1. Geopolitical Significance:
10.1.1. **The shift in power dynamics:** Chinese PSCs represent a significant evolution in how nations project power and influence globally, offering alternative means of

geopolitical engagement outside traditional military channels.

10.1.2.Influence on Strategic Initiatives: Given China's expansive initiatives like the Belt and Road Initiative (BRI), understanding the role of PSCs becomes critical in comprehending their impact on regional stability, economic ventures, and global trade.

10.2.   Security implications:

10.2.1.Risk mitigation: Assessing and addressing the activities of Chinese PSCs is vital for mitigating security risks, safeguarding critical infrastructure, and protecting interests in the regions where these entities operate.

10.2.2.Human Rights and Norms: Understanding their operations helps in upholding international norms, preventing potential human rights abuses, and ensuring compliance with agreements governing the conduct of private security entities.

10.3.   Diplomatic and strategic responses:

10.3.1.Strategic competition management: Addressing Chinese PSCs is essential for nations like the U.S. to navigate strategic competition effectively, maintain influence, and provide viable alternatives to security partnerships.

10.3.2.Promoting Stability and Trust: By comprehensively understanding and addressing the implications of Chinese PSC activities, global stability can be enhanced, promoting trust and transparency in international security arrangements.

The effectively responding to the influence of Chinese PSCs is pivotal to managing global security challenges. It enables nations to navigate geopolitical shifts, mitigate security risks, uphold international norms, and strategically engage in a manner that fosters stability and trust in the increasingly complex global security landscape. Addressing the role of Chinese PSCs is integral to shaping a secure and balanced global environment for all stakeholders involved.

The urgency for policymakers to take concrete steps outlined in the report's policy recommendations regarding Chinese private security companies (PSCs) cannot be overstated due to several critical imperatives:

10.4.   Strategic competition:
10.4.1.**Maintaining Influence:** Amid global strategic competition, addressing Chinese PSCs is crucial for the U.S. to maintain influence, prevent displacement as a preferred security partner, and uphold strategic interests.

10.4.2.**Navigating Geopolitical Shifts:** As China extends its influence through non-traditional means, policymakers must act swiftly to comprehend and counterbalance these moves, ensuring stability and strategic equilibrium.

10.5.   Security and stability:
10.5.1.**Risk mitigation:** Prompt action is essential in mitigating potential security risks associated with Chinese PSC activities, safeguarding critical infrastructure, and protecting global stability.

10.5.2.Human Rights and Norm Compliance: Concrete steps are necessary to ensure compliance with international norms, prevent human rights violations, and uphold standards governing the conduct of private security entities.

10.6.   Diplomatic and Strategic Initiatives:

10.6.1.Providing   viable   alternatives: Immediate implementation of policy recommendations is crucial in offering credible alternatives, strengthening security cooperation, and dissuading reliance on Chinese PSCs.

10.6.2.Building Trust and Transparency: Urgent action promotes trust-building measures, fosters transparency in international security arrangements, and ensures robust and stable partnerships among nations.

The dynamic nature of global security demands swift and decisive action from policymakers. Implementing the outlined policy recommendations serves as a proactive and strategic response to the evolving role of Chinese PSCs. The urgency lies in safeguarding strategic interests, mitigating risks, upholding international norms, fostering stability, and ensuring that nations navigate the changing global security landscape effectively and in a manner that prioritizes long-term stability and security. Failure to act swiftly risks allowing the unregulated activities of Chinese PSCs to undermine global security and stability.

Concluding remarks:

The United States stands at a critical juncture, faced with the intricate challenge of addressing China's expanding influence

through private security contractors, particularly in regions like Africa. The multifaceted nature of this challenge demands a comprehensive and nuanced response that integrates diplomatic, economic, and military elements. As the U.S. navigates this complex landscape, forging and fortifying alliances emerge as crucial pillars in its strategic response.

Strengthening alliances is not merely a diplomatic gesture but a strategic imperative. Collaborating with nations affected by the presence of Chinese private security contractors is more than fortifying regional partnerships; it is about creating a united front to address shared concerns. The synergy between the United States and African nations becomes a linchpin, offering a counterbalance to China's growing influence and safeguarding the interests of both regions.

Diplomacy, taking center stage, underscores the importance of fostering transparency and accountability in the global private security industry. The United States, working hand in hand with African partners, assumes a leading role in shaping international norms and regulations. This diplomatic initiative is a potent tool to mitigate the risks associated with the activities of Chinese private security firms, thereby fostering a more stable and secure global environment.

Economically, the United States, cognizant of the economic motivations propelling China's engagement, leverages its influence to encourage responsible business practices. This goes beyond mere economic competition; it is about championing ethical conduct and adherence to international standards.

Collaboration between the United States and African nations in this economic dimension reshapes the trajectory of the private security sector, ensuring that economic pursuits align with global norms and values.

The military dimension remains a crucial facet, with the United States strategically investing in capabilities to address security challenges emanating from Chinese contractors. This commitment extends beyond conventional military strategies, encompassing the maintenance of a robust intelligence apparatus, the enhancement of special operations capabilities, and the adaptation of strategies to the evolving dynamics of global security. The collaborative efforts between the United States and African nations in this realm establish a united front against potential security threats.

In essence, these concluding remarks underscore the significance of a combined USA-Africa approach to responding to China's private security challenges. By fostering a strategic partnership between the United States and African nations, this harmonized effort can effectively navigate the complexities of China's engagement. It is not merely about safeguarding the interests of both regions; it is about promoting a vision of global security that prioritizes transparency, accountability, and adherence to shared values.

By embracing this comprehensive approach, the United States sets the stage for a paradigm shift in global security dynamics. The collaborative efforts with African nations not only serve as a check against China's expanding influence but also

contribute to a more resilient and interconnected global security architecture. As the United States, in partnership with Africa, charts a course forward, it does so not in isolation but as a beacon of a collective commitment to shaping a future where shared values and cooperation define the contours of global security.

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A cloud service umbrella based on business intelligence for employees of Sudanese universities

Case study of the Sudan Open and White Nile Universities for the year 2023

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Abstract:

Sudanese universities suffer from a lack of technical development, the use of modern technology, and archiving and preserving important documents through advanced cloud computing technology. The study also aimed to design a cloud service umbrella that includes all the institutions needed by employees of Sudanese universities. The problem lies in confronting the problems that the infrastructure has been exposed to due to wars and disasters. In Khartoum State on April 15, 2023, as well as the lack of interest in the concepts of development tools, modern smart technologies, and uses of cloud computing. The study's methodology focuses on focusing on the descriptive, analytical and applied approach by describing the concepts of the electronic cloud and its use, analysis using entities, decision trees, and analysis tools using business intelligence, and among the most important results The study aims to design a developmental applied service umbrella to improve the quality and technology of modern smart programs, service platforms compete with each other, make optimal decisions, and harmonize modern technical applications to deliver services and information to university employees. The study recommends the need to pay attention to training workers on the applied service umbrella and focus on modern technology tools from Artificial intelligence, deep learning, machine learning and data mining.

Keywords: service umbrella, electronic cloud, business intelligence, university employees, smart technologies, data centers.

Introduction:

The collapse of the infrastructure of all service and educational institutions during the war period, and this had major effects, due to the lack of interest in placing data centers in the various states, and they were centralized in Khartoum State, to achieve benefits for the beneficiaries of university employees, and to design a main platform that includes all service institutions known as the cloud umbrella. This is done by raising all the institutions' links on the main platform and running the service umbrella, control and oversight through it. Reliance on digital technologies increases day after day, due to the demand of service institutions and the huge data they carry that require optimal decisions. Therefore, it is necessary to use modern technology programs and applications, represented by artificial intelligence and the cloud. Electronic learning, deep learning, machine learning, the Internet of Things, and all modern technical applications, and linking business intelligence with artificial intelligence, which in turn works on analyzing the organization's data and making the right decision that seems to lead to the success of the organizations. He described these smart technical developments as a significant drop in the cost and prices of technical devices (infrastructure).

For service institutions) and the capacity that these infrastructures have, service institutions are considered one of the largest sources of data collection and storage, and given that data is the essence of every smart decision, and the larger the data, the higher the success of the project, and thus making correct decisions and identifying weak points, so every resort resorts to... Organizations are looking for mechanisms to understand their data and deal with it in decision-making in order to direct and maintain their business

strategies regardless of the circumstances. The electronic cloud is one of the effective solutions to this challenge and reliance on artificial intelligence. Electronic cloud technologies are considered one of the basic fields that aim to train innovators and future industry leaders. And address the challenges of objective problems, support important smart applications and provide strong opportunities for business development and production of services in the required manner. The importance of the study comes in directing institutions to make sound decisions that keep pace with developments and modern smart technologies in finding the optimal solution, relying on business intelligence, and determining future visions and expectations.

Chapter One: The General Plan

The study Problem:

The use of the electronic cloud and linking it with service platforms has become a very urgent matter, with its smart technologies that have made it the most important economic option that does not require large expenses for the services it provides. The outbreak of war in Khartoum State, the capital of Sudan, on April 15, 2023 AD, which led to the collapse of the infrastructure of service institutions. Represented in the:

- 1/ Stopping the work cycle in the state in particular and in Sudan in general (knowing that 90% of Khartoum residents depend on salaries.
- 2/ Damage to all data centers of central service institutions (limiting all central services to Khartoum State)

- 3/ Stopping communications and electricity services.
- 4/ Lack of conviction in the concepts of cloud computing and the services it provides and the lack of integration of electronic services with each other.

The Importance of studying:

The importance of the study lies in the fact that institutions have taken an interest in completing work, supporting the decision-making process in finding the optimal solution for data centers for all service institutions, focusing on subscribing to external hosting, and the role of these advanced cloud technologies from the infrastructure stage to the services stage.

Business intelligence is based on a set of technologies that include data centers, external hosting, and attention to infrastructure (Internet via hosting, electricity, and the use of alternatives such as solar energy, etc.).

Accordingly, the importance of the research focuses on the future of the cloud service umbrella, the application of business intelligence in it and the services it provides upon request, access to information at any time and place, achieving economic growth for the country, as well as bringing about changes in digital technologies and future challenges and supporting and empowering all service sectors.

Objectives of the study:

1/ Designing an electronic cloud umbrella that provides service platforms for employees of Sudanese universities.

2/ Benefiting from all the services of these platforms based on the centralization of the cloud umbrella whenever required (at any

time and place). Meeting the needs of service institutions for employees of Sudanese universities.

3/ Identifying the problems that the cloud service umbrella may face if it relies on a business intelligence system based on electronic cloud infrastructure, such as disasters, wars, the collapse of the infrastructure of all service umbrella institutions, and the distribution of data centers in all states of Sudan.

4/ Continuing to operate the communications service, finding modern methods for electricity generators, and working continuously without interruption of the communications and electricity services.

5/ Linking the concept of business intelligence to the electronic cloud, defining relationships so that the cloud umbrella can benefit from its services, determining the benefits achieved from those investments, and enabling service institutions to gain more knowledge and concepts about the electronic cloud and benefiting from its technical tools.

Study hypotheses:

The study is based on two very important hypotheses:

1/ There is a significant relationship between the cloud service umbrella and business intelligence.

2/ There is a significant relationship between the cloud service umbrella and university employees.

Study methodology:
The study methodology focuses on the descriptive, analytical and applied approach by describing the concepts of the electronic

cloud, its use, and analysis using entities, decision trees, and analysis tools using business intelligence.

The limits of the study:
Spatial boundaries: Republic of Sudan, Sudanese universities, smart virtual platform, cloud service umbrella.

Time limits: the year 2023.

Objective limits: Cloud service umbrella using business intelligence for university employees.

Study population: employees of Sudanese universities (professors, students, employees, workers).

Study sample: A sample of students, professors, employees, and workers was chosen as systematic, intentional random samples.

Study tools: include system analysis tools represented by the Unified Modeling Language.

Data collection sources: primary and secondary sources from books and references.

Organization of the study: The study consists of four chapters: the first chapter, the general plan, the second chapter, the theoretical framework, the third chapter, the study methodology, and the fourth chapter: the applied aspect, results, recommendations, and list of sources and references.

Chapter Two: Theoretical Framework

First: Definition of the electronic cloud
Electronic cloud: It is a term that refers to computer resources and systems available on demand over the network and which can

provide a number of integrated computer [1]services without being restricted by local resources, with the aim of facilitating the user.

Second: Types of electronic cloud
1/ Public cloud:

The term public cloud does not always mean free, although it can be free or relatively cheap to use. Rather, it describes cloud computing from a traditional perspective where resources are provisioned on a self-service basis over a network.[2]

2/ Private cloud:

This cloud enjoys managing data and operations without network bandwidth restrictions, while revealing security issues and legal requirements that result from the use of public cloud computing services. In addition, its services provide the service provider and the user with more control over the infrastructure and improve security and flexibility because the user's access to the network and its use is restricted. And specific.

3/Community cloud computing:

This type of cloud is controlled and used by a group of organizations, as it is possible to create a shared cloud for many[3]

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[1] 1-P. Mell and T. Grance, "The NIST Definition of Cloud Computing", Recommendations of the National Institute of Standards and Technology, Special Publication 800-145, USA, 2011

2 Jansen, Wayne & Grance, Timothy. Guidelines on Security and Privacy in Public Cloud Computing. National Institute of Standards and Technology, 2011

3 Sanjay P. Ahuja, Sindhu Mani "The State of High Performance Computing in the Cloud", Journal of Emerging Trends in Computing and Information Sciences, ISSN 2079-8407, PP:262-266, VOL. 3, NO. 2, February 2012

Organizations with the same requirements seek to share infrastructure with the aim of achieving some interests and benefits that accrue from the electronic cloud. With the spread and distribution of costs among users, this choice becomes more expensive, but it provides a higher level of privacy and security.

4/Hybrid cloud computing:

It is a combination of public and private computing, and users rely on public cloud computing services

To process information and keep information and computer business processes under control using private computing. The host infrastructure is a mixture between the cloud host and servers dedicated to management.

Types of services provided by cloud computing:

There are three main types of services that can be provided by cloud service providers to employees of Sudanese universities (students - professors - employees - workers), which are: [Infrastructure as a Service (IAAS[4]

1/IAS Infrastructure-as-a-Service

It works to provide computer infrastructure instead of purchasing servers and software and reserving large spaces for data centers and network equipment. The user can control the operating system and storage units, deploy applications and protection equipment

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[4] Y. Mhedheb, F. Jrad, J. Tao, J. Zhao, J. Kołodziej, and A. Streit, "Load and Thermal-Aware VM Scheduling on the Cloud", in *Algorithms and Architectures for Parallel Processing*, *LNCS*, vol. 8285, pp. 101–114. Springer, 2013

such as a firewall. Cloud computing uses virtual computing techniques[5]

(Virtualization Technology has been extensively focused on its "Infrastructure as a Service" model as this helps provide

Energy, cost, and space in data centers. Virtual computing is the cornerstone of the cloud architecture.

2/PAAS Platform as a Service
Platform-as-a-Service;
It provides everything developers need to build development environment applications

Standard Platform-as-a-Service technologies take advantage of virtual environments at the "Infrastructure-as-a-Service" layer to deploy and provision software developed in virtualized sources of infrastructure-as-a-service.[6]

3/SAAS Software as a Service
Software-as-a-Service
It is a layer of cloud computing that is concerned with the applications that are most relevant to the end user, such as email systems and .
Customer relationship management, shared software and workflow management systems. This is software that is deployed via the cloud and/or deployed to operate

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[5] Gamaleldin, A. M.. An Introduction to Cloud Computing Concepts Practical Steps for Using Amazon EC2 IaaS Technology. Software Engineering Competence Center. Egypt (2013)

[6] Strowd, Harrison & Lewis, Grace. T-Check in System-of-Systems Technologies: Cloud Computing Software Engineering Institute, Carnegie Mellon CMU/SEI-2010-TN-009.

Behind a firewall in cloud computing. The most famous companies that provide this service are Google, which provides and other services: Google Docs & Google Mail

The importance of the electronic cloud for universities:

It consists of developing information technology work, facilitating the construction and [7]use of faster and more flexible resources, and reducing infrastructure costs.

[8]There are advantages of the electronic cloud in service organizations that focus on:

-Reducing administrative expenses.

-Protecting service institutions from risks.

-Save time with automatic updates.

-Avoid data loss.

- Obtaining capabilities whenever requested.

The electronic cloud works to develop smart cities and explore technologies to improve the quality of life and increase efficiencies in the urban environment.

The electronic cloud enhances the operations of service institutions by building competencies, increasing productivity, enabling the provision of advanced services, saving time and

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[7] Chen, T., Chuang, T. T., & Nakatani, K.The perceived business benefit of cloud computing: An exploratory study. Journal of International Technology and Information Management, 25(4), 100-122 (2016).

[8] Spodarets, Yegorov , Dragan. "Cloud and Grid Technology Based Educational and Research Computing System", Third International Conference "High Performance Computing", HPC-UA 2013 (Ukraine, Kyiv, and October 7-11, 2013), PP: 370-373

effort, and providing high levels of security at a lower operational cost.

The electronic cloud works to manage the information technology infrastructure, [9]integrate applications, and develop new functions and capabilities for the client in order to keep pace with the requirements of service institutions and works on ease of use, expansion, and flexibility.

Grid computing works on a large scale to access services and implements a series of workflow steps in the service platform.

Second: Business Intelligence:

Definition: It is the process of collecting and processing business information to derive insights, make profitable business decisions, and analyze the information to improve the overall performance of the business.[10]

Business intelligence from a computer perspective:

It is a theory, methodology, processes, characteristics, and techniques that transform raw data into useful, meaningful information for business purposes.

The difference between business intelligence and artificial intelligence:

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[9] -Spodarets, Yegorov , Dragan. "Cloud and Grid Technology Based Educational and Research Computing System", Third International Conference "High Performance Computing", HPC-UA 2013 (Ukraine, Kyiv, October 7-11, 2013), PP: 370-373

[10] Seyyed Mohsen Hashemi, Amid Khatibi Bardsiri , Cloud Computing Vs. Grid Computing:, ARPN Journal of Systems and Software, ISSN 2222-9833, PP: 188-194, VOL. 2, NO.5, MAY 2012s

Business intelligence mainly focuses on humans while artificial intelligence focuses on machines and systems.

The main goal of artificial intelligence is to develop machines capable of working like the human brain, while business intelligence aims to make decisions.

Business intelligence and its impact on service organizations:

It is a broad category of applications and technologies for collecting, providing access to, and analyzing data for the purpose of helping enterprise users make better business decisions. It is an umbrella term for the economic environment and internal processes, thus enabling optimal decision making.

The importance of business intelligence for service organizations:[11]

It has the ability to deal with huge amounts of information to help organizations identify and develop new opportunities and implement an effective strategy.

Advantages of business intelligence on the cloud:

-Cut costs

-More effective

-Scalability

-Increase storage

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[11] Reyes, Eumir"A Systems Thinking Approach to Business Intelligences Solutions Based on Cloud Computing", Master of Science Engieering and Management Massachusetts
Institute of Technology, (2010),

-Specialization in operations

-the quality

-the wish

-Maintenance

-Easy access and movement

-Spread speed

[12]Business intelligence objectives for service organizations:

-Support better business decision making

-Data extraction

-Business process management, measurement standards and predictive analytics

Trends related to business intelligence:-

-Increasing investment in artificial intelligence technologies[13]

-Big data

-The growing importance of data governance

-Increase self-service business intelligence programs and tools.

-Specialization in operations[14]

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[12] Watson, Hugh J." *What's New and Important in Business Intelligences"*, ITI'09. 1st International Conference on Information Technology Interfaces.; (2009)
13Saleem, Rehan., Cloud Computing effect on Enterprises", Master of Informatics, LUND UNIVERSITY. (2011),"

[14] Westling, Sebastian"*Business Intelligence: A Way to Get in Control of Your Data*, master's thesis Unbuplished, Mid Sweden University.(2008).

-the quality

-the wish

-Maintenance

-Easy access and movement

-Spread speed

Business intelligence objectives for service organizations:

-Support better business decision making

-Data extraction

-Business process management, measurement standards and predictive analytics

Trends related to business intelligence:-

-Increasing investment in artificial intelligence technologies

-Big data

-The growing importance of data governance[15]

-Increase self-service business intelligence programs and tools

-Interpreting data through storytelling

-Collaborative business intelligence

-Cloud analytics

Architectural elements of a business intelligence system:

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[15] Reyes, Eumir, "*A Systems Thinking Approach to Business Intelligences Solutions Based on Cloud Computing*", Master of Science Engineering and Management Massachusetts Institute of Technology(2010),

-Data warehouses

-Transportation, extraction and loading operations

-Instant analytical processing

-Data mining

-Techniques for reviewing information.

Business intelligence techniques:

[16]Service organizations will not be able to obtain the benefits of business intelligence by using its tools alone without knowing its various techniques and following the methodology appropriate to their orientations, which are as follows:

-Analytics:

It is one of the techniques that includes studying the available data, analyzing it, understanding it in depth, and making decisions based on it.

-Predictive models:

Forecasting and developing future possibilities, as the organization can use various statistics and analyzes to predict the future trends of the organization's decisions.

Data Mining:

Data mining is a method used to discover patterns in large data sets and then manage this data for the benefit of service organizations.

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[16] Negash, Solomon"*Business Intelligence"*, Communications of the Association for Information Systems, vol. 13, Association for Information Systems. , (2004),

Visual models:

It is used to transform data and statistics into visual content and display the discovered facts in the form of graphs, charts and other visuals that help in the correct interpretation of the vision.

[17]Benefits of business intelligence for service organizations:

-Increasing profits and productivity
-Gaining a competitive advantage among service institutions.
-Continuous development, survival and adaptation to technologies.
-Faster access to the right decision.
-Reducing risks and obstacles.
- Gaining the satisfaction of beneficiaries.
- Improving the performance of workers on the service platform.
-Effective management of the financial aspect.
-Determine key performance indicators.

Business Intelligence Challenges:

There is a gap between modern smart technologies and their application on the ground, but with time and the development of programmers, these challenges gradually clear up over time.[18]

The future of business intelligence:

Many experts predict that one of the major trends for digital business intelligence will be a place where tools and platforms

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[17] Mrdalj, Stevan"Would Cloud Computing Revolutionize Teaching Business Intelligence Courses?", Issues in Informing Science and Information Technology, Vol. 8. ,(2011),

[18] Misra, S.C., Mondal, AIdentification of a company's suitability for the adoption of cloud computing and modeling its corresponding return on investment", Mathematicaland Computer Modeling. . (2010),"

become more widespread, giving the business the insights it needs to make quick and effective decisions.

Business Intelligence integration strategy with the cloud:

Integrating business intelligence with the cloud requires a well-defined strategy, as part of a technology strategy[19]

The information is for the service organization so it should adapt to it. The success of implementing cloud-based business intelligence depends on the existence of a strategy that will provide the necessary infrastructure to implement the cloud service umbrella[20].

Chapter Three: Study Methodology

Methodology: The analysis process means analyzing the system. In this process, data is collected, described, prepared and analyzed.

The system analysis process includes three stages:

- The first stage: data collection.
- The second stage: data processing.
- The third stage: prediction in extracting information.

Steps to analyze the applied cloud service umbrella:

- First: Business intelligence methodology on the enterprise platform
- Second: Steps to analyze the main platform and link it to other service platforms.

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[19] Mircea, Marinela.,Bogdan,Ghilic-Micu.,and Stoica, Marian," Combining Business Intelligence with Cloud Computing to delivery agility actual economy" Department of Economic Informatics, The Bucharest Academy of Economic Studies.,,(2010)

Mechanism of Action:

In this paper, we will talk about the mechanism and operation of the main virtual cloud and the service sub-platforms it contains that work to provide the beneficiary with all the service requirements he needs.

The system analysis stage is the first stage of implementing the electronic cloud, represented by the inputs, from defining the problem and making decisions to solve it.

This study includes defining and setting the hierarchy of sub-platforms within the electronic cloud and the goals to be achieved, in addition to designing the budget and preparing the project team that determines the start and completion dates and the resources needed for implementation and maintenance.

At this stage, each of the beneficiaries is also identified (students - university professors - employees - workers - platform manager)

The platform manager gives a clear picture of the goals, benefits, costs, and progress in implementing the project.

In order for this project to succeed, it is necessary to identify the resources used to complete daily operations and establish a database for internal operations. The most important of these operations is backup operations. This operation has affected the Sudan war and is still in its seventh month, so the focus must be on the stage of analyzing the current infrastructure and how the process is carried out. Storing huge data without relying on data centers alone and paying attention to external hosting.

The cloud service umbrella for employees of Sudanese universities

Figure No. (1) shows the service platform for institutions

Platform name P stands for U means beneficiary or user

Table No. (1) shows the symbol and name of the process

Educational platforms for development	P1
Bank transactions	P2
Acceptance of children of employees at the ministry of higher education	P3
External contracts	P4
Scholarship	P5
Medical insurance	P6
Traffic and licensing department	P7
Passport and cards	P8
Civil registry	P9
University	P10
International airport	P11
Marketing	P12
Digital warehouses	P13
Data center and hosting	P14
Backup supervisor	U1
Cloud platform designer	U2
Employees	U3
Worker category	U4
University professors	U5
Students	U6

Figure No. (2) How the electronic cloud umbrella works to provide service platforms to employees of Sudanese universities

Business intelligence integration strategy with the cloud

Initiation	Analyze and evaluate the current state of .	Designing a cloud platforms that includes electronic service inter face

Evaluation and testing of the service provider and canopy operation	Implementing a cloud umbrella strategy	Evaluating and testing the service provider to operate the .
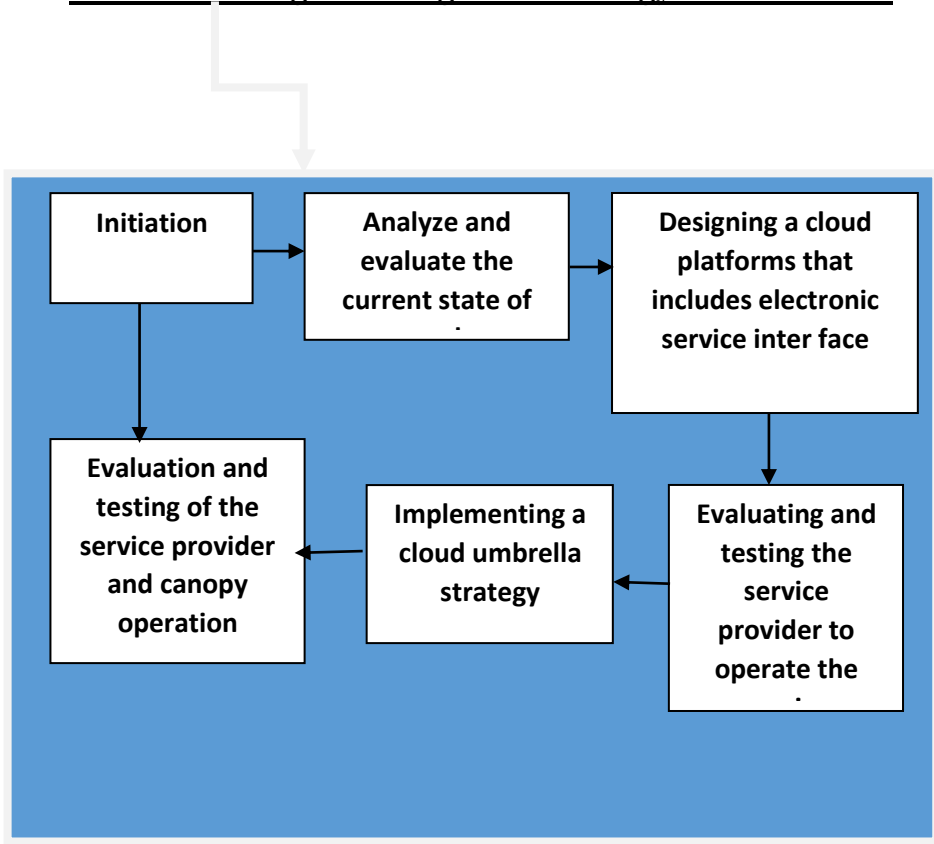
Source: Figure prepared by the researcher based on(Verizon, 2009, 5)

Source: Prepared by the researcher based on data
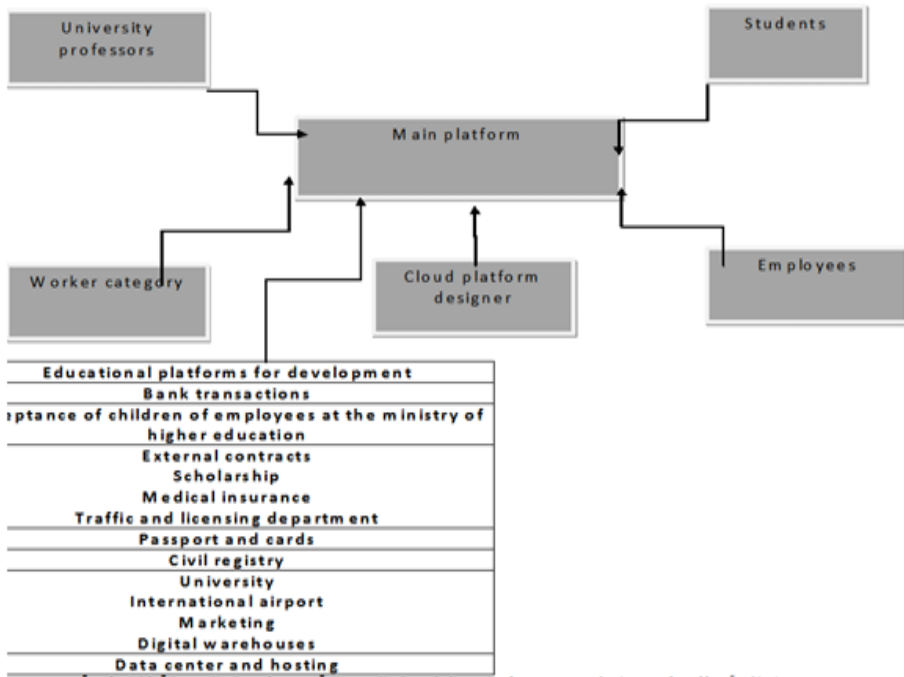
شـكل رقـم ( ) يوضـح هيكـل مجموعـى ملسـوبى الجامعـات السـودالية مـع ملصـات السـحابة الإلكترولـية

We used Unified Modeling Language, a simplified language and markup tool with realistic grammar
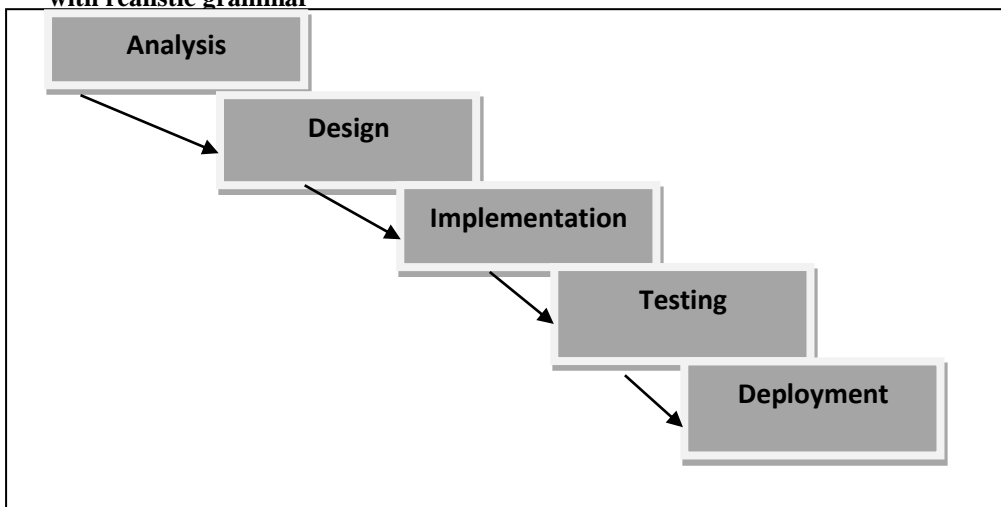
The service canopy flow regression model

Chapter Four: The applied aspect

Steps to design the main platform:

We created a cloud platform on the application layer on the cloud and created sub-platforms that include links to those platforms.

The cloud designer manages developers on service platforms as follows:

There is an administrator for the universities platform, and this developer supervises the following operations:

- Identifying public, private and private universities and making links to all of these universities and the colleges and institutes they contain by linking the basic database between them and focusing on counting the users, including students and university professors with their different degrees, employees and workers, and the platform administrator should be the leader of the developers and cloud administrators for the various universities.

If we assume that the platform official for all universities is the main designer

Public designer Cloud designer for government platform

Cloud designer for private platforms private designer

Private college designer

There are cloud administrators for each university to view the contents of the database in this cloud

*With an emphasis on the fact that there is a person responsible for backup operations for each university separately and linking them with the person responsible for backup operations in the main cloud.

PUB.D+PRV.D+PRC.D= MPFD (MAIN PLAT FORM DESIGNER)
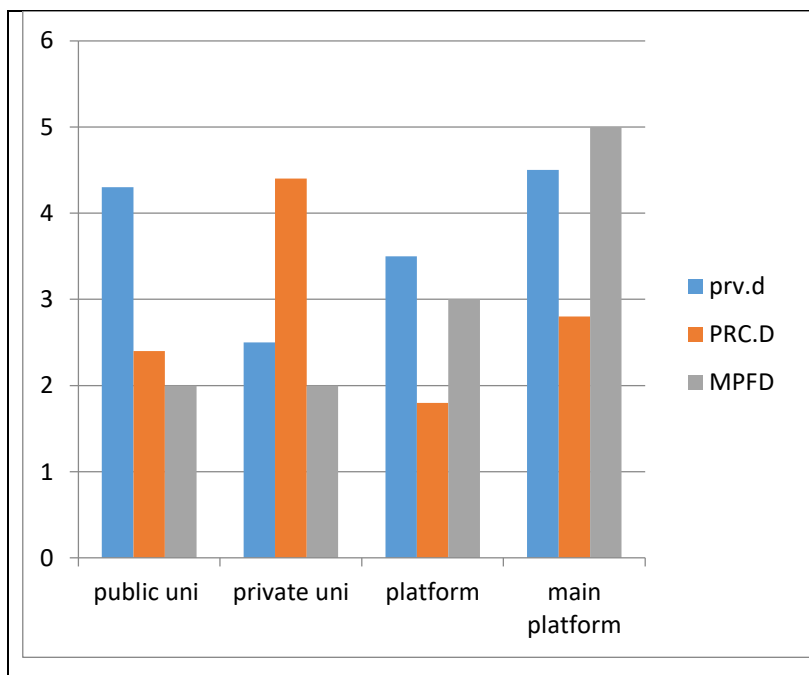
Source: Prepared by the researcher

The platform uploads its databases in the form of links provided that there is a permanent connection to the Internet and uploading the updated data, i.e. updating the data and working on manual (8 hours) and automatic (automatic) backups every 8 hours. By

placing them in data centers in different locations (placing them in all states of Sudan)

With a focus on providing hosting services outside the country due to security conditions, disasters and wars.

The main cloud designer must link the university cloud to the medical insurance interface, in coordination with universities such as Shaken, Blue Nile, and other insurances. There must be a cloud administrator for all insurances and link them to their contracts with all universities.

There is a direct connection between the university and the insurance company. For example, we have a professor at the University of Sudan who has insurance for Shaken Company. Due to some circumstances, the professor moved to another university for a period of second ment, and the other university had Blue Nile insurance. The cloud administrator must design a platform that includes all medical insurances, and thus the professor does not find difficulty in his procedures. The platform provides all the services facilities they need.

This platform creates competition in medical insurance companies for higher education employees and thus creates great benefits. In turn, the employee, worker, or student can subscribe to the insurance he desires, knowing that the cost of all these insurances is on the main umbrella of university employees.

There is a main platform, especially for banks that contract with universities at that time. The central bank cloud designer links all bank accounts with universities in a main interface in order to provide facilities for employees and perform procedures through this platform without visiting the bank, meaning that priority is

given to university employees and the creation of quick service applications that achieve success and focus on Investments, bank loans, and financing. This boils down to employees benefiting from all banking transaction services available on the platform.

Airport and Foreign Travel Platform Officer: The administrator of this platform works to include the main database for employees of Sudanese universities, link them to the designated platform, and provide service facilities for employees upon request, such as booking flights and renewing visas, and linking them to the passport platform and all the services they need.

Also linking the main platform to the traffic and licensing platform, where the platform designer includes the database of university employees in the interface of the traffic platform, provides services to the beneficiaries, and allocates a dedicated week for them to achieve their goals and priorities.

There is a platform for scientific development and creativity that includes sub-platforms for students, providing the courses, courses, and software they need, and various programs such as teaching (languages) and linking them to Coursera sites, a platform for professors for development, promotions, and scientific creativity, and a platform for workers and employees for training and practical workshops.

There is also a platform concerned with the affairs of the children of university employees (professors, employees, workers). The platform works to limit this category to help the university admissions department in terms of seats and priority for this category, as it works to ensure application and reserve seats in universities.

There is a special sub-platform for students that links it with higher education and scientific research to authenticate certificates

For professors, there is a special platform for documentation and coordination with the foreign embassy.

All of these service sub-platforms work to provide all types of services in their various forms upon request, which creates a smart cloud revolution or renaissance that works to integrate the achievement of purposes.

If we apply the concept of business intelligence to this platform, it is a very complex process, through which the risks of the main database are analyzed if backups are lost, the costs of services and the Internet on a permanent and continuous basis, external hosting, data center costs, and the benefits achieved. Therefore, developers and programmers organize a series of predictions and imaginations and measure them at intervals. The minimum is (one year) in order to verify estimates or guesses.

There is an Internet problem in Sudan that can be solved by using the cloud through hosting, but there is a bigger problem in Sudan, which is the electricity infrastructure. We suffer from the problem of electricity interruptions, so there must be radical solutions. There are systems that depend on investment in which indicators are measured for using business intelligence solutions. On the cloud umbrella represented by the Internet, infrastructure solutions such as electricity, service providers, and other cloud requirements.

Evaluating business intelligence on the cloud:

The process of evaluating cloud-based business intelligence is a difficult process, through which risks, costs and benefits are analyzed

achieved, and is carried out by a team composed of specialists in the field of information and communications technologies, and the evaluation is done through analyzing a series of Analyzes on the results of a specific period of time (for example, a year) in order to verify estimates (guesses) and correct deviations, if any.

Calculate the cost of the electronic cloud using equation (1):

$$\text{ROI} = \frac{\text{TB-TC}}{\text{BI} \qquad \text{ITC}}$$

The total benefits achieved after implementing business intelligence on the cloud umbrella with its services TB (total benefit)

Total business intelligence costs on the cloud TC (total cost)

ICT(initial total cost)

Through the equation, the main platform of the umbrella can calculate the return on investment if it applied traditional business intelligence.

After applying the first equation to apply the return on investment, the second equation can be applied to calculate the total benefits achieved from cloud umbrella services.

ROI **=** **IPB+DCB-Cloud TC**

Cloud BI **Cloud TC**

Equation (2) is shown in the table below

Benefits achieved as a result of increased implementation of business intelligence on cloud services	IPB
Benefits achieved as a result of reducing service umbrella costs	(DCB
The total costs resulting from cloud umbrella services	Cloud TC

It is possible to calculate the benefits achieved (providing all requirements for employees and beneficiaries at any time and in any place) as a result of reducing the costs of the cloud services umbrella through business intelligence based on the cloud service umbrella through the third equation.

$$DCB=\Delta IHC+\Delta ISC+\Delta IIC$$

The service canopy flow regression model

Hardware costs for IHC cloud umbrella service organizations

Application software costs to facilitate and align sub-platforms with the ISC cloud umbrella

Initial costs of implementing business intelligence in the service cloud (IIC).

There are benefits achieved as a result of increased profit after implementing cloud-based business intelligence according to the following equation.

$$IPB=IAB+ISB+MB+ISB+CB+RB+GITB+UTB$$

The benefit of IAB speed of completion

The benefit achieved as a result of increased scalability of the ISB service umbrella

The benefit achieved in reducing the response time when requesting the MB service

The benefit achieved by increasing beneficiary satisfaction from the ISB umbrella

The benefit achieved as a result of focusing on using the CB service umbrella

Benefit achieved as a result of troubleshooting RB problems

The benefit achieved as a result of using green information technology (GITB).

The benefit achieved as a result of better use of time UTB

In the case of using a cloud service umbrella, one of the two solutions is required, provided that the benefits and results achieved exceed the capital

Results:

1/ An applied service cloud umbrella is designed to control the operation of all service institutions

2/ Speed and ease of spread, access and movement between applied services.

3/ Infrastructure services are activated, including the Internet and electricity generators (increasing functional capabilities)

4/ The cloud umbrella benefited from computing and artificial intelligence applications and linked them to business intelligence

(Openness of Sudanese university staff to modern smart technologies and adaptation to them)

5/ Reaching quality to improve programs and smart technical applications and benefit from on-demand services (distributing data centers throughout the country), in order to ensure data integrity.

6/ Reducing spending costs on modern smart technologies through the benefits of the electronic cloud umbrella.

7/ Analyzing the risks, costs and benefits achieved and creating competition between institutions.

Recommendations:

1- Training cloud workers on advanced software and applications and focusing on smart technologies that rely on data mining and predictions.

2- Benefiting from the fields of artificial intelligence techniques, linking them to the electronic cloud, and applying them to the fields of deep learning.

 Establishing data centers in each state or region and paying attention to manual and automatic backup operations. -3

Subscribing to more than one external hosting for the safety of cloud data.

4- Finding alternative solutions for infrastructure (internet outages, hosting subscriptions, electricity centers).

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Civilian-Military Relations and Democratic Transformation in Pakistan: Problems and Trends

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Abstract

This study examines the problems and challenges that encounter the democratic transformation in Pakistan, both internally and externally. Such examination is carried out in light of the continuous civilian-military problematic relations. The military intervenes in the political life, directly and otherwise, under the pretext that these challenges can menace the security and stability of Pakistan and affect the course of democratic transformation therein, and therefore, it should face them. This study concludes that the Pakistani army is a key influential player in the Pakistani policies. And while the army, in democratic regimes, follows the government, elected governments in Pakistan are widely influenced by the army, known for intervening into the policies of the State. Hence, the study attempts to present a prospective view of the future trends of democratic transformation, according to the ceaseless dilemmas of the civilian-military relations.

Key words

Civilian-military relations-democratic transformation-Pakistan-civilian control-civilian elite-military elite

Introduction

Theoreticians of political sciences pay much attention to the civilian-military relations, because they can cause the political clashes to erupt between the two parties. Notably, this is not restricted solely to the regimes that witness transitional phases and political transformations.

Numerous analysts point out that the civilian-military relations in the political domain are worthy of careful handling, particularly during transition periods. The military's intervention into policies may represent a major challenge before laying down the foundations of democratic political regimes.

Accordingly, the Pakistani experience, and so are all the other ones in this field, including the Algerian and Turkish, stands for an interesting reference, in terms of the boundaries of the political role of the military and the civilian-military relations in general.

Since so many long years of its history, Pakistan witnessed various internal and external developments. Potential and visible crises in the Pakistani political body were actually unveiled by these developments, generating the so-called a "complicated political crisis" that is facing the political regime. Such crisis is composed of many qualitative crises that interact mutually. Factors of the internal and external milieus support their aggravation, due to the situations and roles, adopted by internal and external parties that have conflicting objectives and interests they endeavour to attain, under these complicated conditions.

These internal and external problems and developments influenced the course of democratic transformation in the State

variously. Many analysts argued that the democratic transformation measures

in Pakistan encounter increasing hindrances upon activation. This arouses multiple suspicions and puts forth scenarios about the future of democratic experience in Pakistan, according to the continuous internal and external problems and challenges that block their various courses. The most prominent of these are the dilemmas of the civilian-military relations at the internal and external levels.

Research Problem

Starting from this end, the research problem highlights the challenges that face the democratic transformation in Pakistan, both internally and externally. This comes in the light of the continuous problems of civilian-military relations and insistence of the military to intervene into the political life to stand in the face of these challenges, which may menace the security and stability of the State. In other words, the Pakistani military regards itself the protector of Pakistan, the rightful intervener into disturbances, upon their occurrence, and the transformer of the political status quo, in case of being dissatisfied therewith.

Hence, this study aims to provide responses for the following questions:

- What are the most considerable internal and external challenges that face the democratic transformation in Pakistan, considering the ceaseless problems of the civilian-military relation?

What are the potential courses or scenarios under the continuous tensions in the civilian-military relations?

Importance of Study

Based on the above, the importance of this study lies in the scarcity of studies, interested in the democratic transformation and its relationship with the change in the civilian-military relations in Asia. Additionally, the political role of the army and the characteristics of civilian-military relations are included into the dilemmas of democratic transformation and cementation, as well as the civilian control over the army, in accordance with the democratic constitutional and legal framework. This is on a scholarly basis. But practically speaking, the Pakistani experience is unique, regarding the problems of civilian-military relations. The Pakistani military occupies a key status in the political regime since the rise of Pakistani State in 1947 to date.

Approach of Study

"Two-Generation Approach" or the "second generation Problematic" was selected, being the most appropriate for study. The Two-Generation Approach is new. It was developed by a number of thinkers and pioneers in the domain of comparative political regimes to be used as an analytical tool for dealing with the problems of civilian-military relations. Key figures of this approach include Anthony Foster, Timothy Edmunds and Andrew Cottey.

An approach proposition indicates that civilian control of the army is a crucial part of democratic transformation. The decade, following the communist States' collapse in Central and Eastern Europe, witnessed real transformation in the civilian-military relations. Concerns of the first generation included rebuilding the institutions for the challenges of the second generation, which can

mainly be attributed to embedding democracy among these relations.

Practically, various problems emerged in a number of countries, in terms of building the capacity of the State and modernising democracy (or modern bureaucracy), in addition to the problems, stated by other literatures that highlighted the civilian-military relations. In most cases, the problem of civilian-military relations was not primarily based on full civilian control over the military. It did not also have to do with separating the military from the political domain. Rather, the main problem was related to the efficient and democratic rule of the security and defence sector, specifically regarding the defence policy making (Andrew ottey, 2003).

Applying this approach proposition to the study problem, the progress or decline of the Pakistani experience can be measured, with respect to the democratic transformation, in addition to examining the extent to which there might be full civilian control over the military.

Based on the above, the study seeks to underline the following: **firstly:** the most significant problems and challenges that face the democratic transformation in Pakistan, under the constant tension that characterise the civilian-military relations, internally and externally, which may hinder their multiple courses, and **secondly:** putting forth a prospective view for the future of democratic transformation, in light of the standing problems of the civilian-military relations.

Firstly: problems of democratic transformation in Pakistan under continuous tensions of civilian-military relations at internal and external levels

❖ **Problems of democratic transformation in Pakistan at the internal level:**

Pakistan faces numerous internal problems and challenges since its rise. And in case of their continuity and aggravation in a wide pace, they can threaten the State's being. The most crucial problems and challenges are:

1- Nature of the complicated structure of the Pakistani society and the riddle of building the State:

Pakistan comprises four nationalities. The largest and most controlling are the Bengalis, who are many and have political and economic authority. The Pashtuns come in the second rank, residing in the Afghani-Pakistani borders region. Also, there are the Sindhis, who are the second largest nationality, and finally, the Baloch people. The Pakistani State was established on the proposition that "the religious basis can eliminate ethnic divisions inside the new State". However, this did not actually materialise. The successive regimes, since the State's rise, failed to develop a Pakistani nationality to bring such divisions to an end. The emergence of ethnic national tendencies in Pakistan was associated with the State's foundation phase. Moreover, some of these tendencies and problems preceded the State's rise.

The Eastern Pakistani Province, which includes the Bengali nationality, was the first scene where the conflict unfolded

between the Bengalis and the new State. This aggravation was built on a handful of subjective elements, with respect to the

inability of the new State to contain the feelings and demands of the Bengalis. Resultantly, the Bengali national problem was ended by the separation of Bengalis and foundation of the Bangladeshi State (Muhammad Fayez

By that means, this experience caused the army to be severely sensitive towards any national problems that can result in another Bangladesh. This strengthened the army's role in the face of internal national tendencies to keep the State coherent and maintain its material and symbolic components.

Other national problems, which are multiple, include those of the Pashtun and Baloch nationalities, dating back to Pakistan pre-foundation phase (Sayed Abu Dawoud, 2001). The same applies to the Sindh province that witnesses national tensions among the Sindhis, indigenous population, on one hand, and the Bengalis and emigrants (including Muslim emigrants, Indian refugees and Pashtun Afghanis) on the other. There are also the sectarian dilemmas that may emerge in Pakistan from time to time (Radwan Sayed, 2008 – Maged Sheikh, 2007).

Mention-worthy, a number of experts and analysts, including Jeffrey Rhnefield, explain that the "ethnic disintegration", or "customary relations" of conflictual pattern, may affect the democratic transformation adversely (Jeffrey Rhnefield, 2006).
Pakistan, meanwhile, encounters the enigma of building the State and identity, along with maintaining security and survival.

Literatures of democratic transformation assert that any transformation opportunities can be easier and probably more successful in the more homogenous countries, i.e. not suffering from acute societal fractions (Hasaneen Tawfiq Ibrahim, 2013).

As for the Pakistani case, a study indicates that after Muhammad Ali Jinnah, the founder of Pakistan, passed away in 1948, the concepts of building the State and security had become associated with the rising power of the military, at the expense of the newly born civil society. All this led to the decay and even the dispersion of the relative political tolerance since 1950s. Ultimately, the religious extremism milieu was richly fed (Iftikhar Malik, 2007).Farahat, 2008).

Based on the above, any failure to found a real democracy in Pakistan can be attributed, along with other factors, to the State's rise, which embedded the roots of authoritarianism.

2- Continuing deteriorated economic and social situations:

The deteriorated economic and social situations, resulting from the endeavours of economic development during the past six decades, deepened the division in the State's body, wealth concentration within a limited scope and wide distribution of poverty among 95% of the total population. Such situations caused the so-called redistribution of poverty to contain new categories of the middle class. As well, the class structure of the Pakistani society is based on wealth concentration at the top of the social pyramid (Briemah Abdrabu Tuhify, 1999). About 65% of the Pakistanis live under the poverty limit, in addition to suffering from illiteracy. Few land owners, traders, businessmen, and senior army, police and bureaucracy leaders have the largest share of wealth, representing,

simultaneously, the political elite that controls the political power in the society (Badr Hussein Shafi'e, 1997).

Moreover, the reasons that qualify the Pakistani army to intervene into policies include the major advantages the military has in Pakistan. Among these are the military expenditure's amounting to about one third or almost half of the national income, according to the World Bank estimates in 2005.

The economic activity of the military is also one of its significant tools to be present on the political scene (Ahmad Abu Bakr Khamisi, 2012).

3- Escalating role of extremist fighting Islamic groups:

Extremist Islamic groups stand as the centre of the crisis for the Pakistani political regime. The widening scope of these groups' activity is no longer restricted to the popular classes, it extends to the doctrines of the military and the political system as well. This causes any dealing with these groups to be risky. In other words, danger can be stemmed from the changing political situations that may require exerting pressure over these groups or attempting to control them (Muhammad Sa'ad Abu A'amoud, 2012).

Notably, there is a compound relation between the army and Islamic parties, which dates back to the time of founding the Pakistani State. This relation remained standing until after the State rose (Tawfiq Madini, 2008). The Islamic powers played a vital role, along with the State, army and the ruling regime, in carrying out the *jihadi* tasks, internally and externally. This made them the natural ally of the army and the State throughout a great

part of the Pakistani State history (Sattar Gabar Ghalai, 1998) whether during the civilian or military rule of Pakistan.

4- Problems of Pakistani civilian-military relations:

Pakistan stayed under the army's rule for long stretches of its sixty years age. The first military government was headed by the Field Marshal Mohammad Ayub Khan from 1956 until 1969. Yehia Khan was the leader of the second military government, while the third came under the rule of the four-star General Muhammad Zia-ul-Haq (1977-1998). Then in 1999, the military government of the four-star General Pervez Musharraf assumed power until 2008 (Musbahullah Abdelbaqi, 2007).

Whether during the military or civilian rule, Pakistan witnessed numerous dilemmas, concerning the civilian-military relations. The most prominent of which is that the civil powers, represented by the political parties and NGOs, distrusted the military regimes, particularly as the latter promised to include political, economic, social and security reforms in their programmes, against the previous abuses of the civilian rule. Yet, their policies and strategies were never materialised, blocking the development and democratic transformation in Pakistan. Also, the military elites followed some mechanisms that supported the military control over the civilians, in addition to the influential Islamic powers on the Pakistani political scene. This characterised the civilian-military relations with more aggravation and tension, more often than not; in order to control the rule reins. Assessing the performance of military rules in Pakistan, it becomes clear that they focused on political reforms, which were not associated basically with the military domain. Their tasks were channelled

into the military's controlling of the security policies in Pakistan, drafting a parallel budget and monitoring a large network of economic

institutions to be run by retired army officers. And even during the civilian rule, the Pakistani army took a role that was not compatible with its military character, in terms of policy making (Shahinaz Mahmoud Abu Sre'ie, 2005). Also, the army's intervention in the Pakistani political life resulted in the emergence of the judiciary crisis, represented in this institution's following the army. Therefore, the latter was justified to interfere into its work, to the contrary of the stipulations of the State's Constitution. This largely happened under the rule of Pervez Musharraf (Election, 2007).

Based on the above, the uninterrupted intervention of the army into the Pakistani political life, directly and otherwise, is a crucial obstacle before moving the democratic transformation forward. Hence, many analysts believe that Pakistan can be categorised as an "imperfect or defective democracy" State, being a reflection of the faulty civilian control over the army. Rather, the army always appeared to be the most influential and strongest political actor in the political domain. Consequently, civilians never realised the permanent and effective civilian momentum. This also helped to create deviations, with respect to the electoral system, political freedoms and participation and descending (horizontal) accountability (Sieg Fried O. Wolf, 2012).

First: development of the army's size and might through time. Therefore, the development of the political system is characterised by the lack of institutionalisation, besides the acute

political instability. So, power imbalance was created, for the benefit of the army, in addition to the fragile impact of the civil authority in the political decision-making process.

Second: inclination of the army to have a political role (particularly under the rule of Zia-ul-Haq and Musharraf).

At the level of civilian-military relations, these developments propelled the emergence of a phenomenon, known in the field of political decision-making as the "rule of the Troika". Such a phenomenon proposes the rule division system (rule sharing) between civilians and the military. This system includes the three basic authorities in Pakistan, i.e. the Chief of Army Staff of the Pakistan Army, the Head of State and the Prime Minister (ibid).

It should not also be missed to say that the military elites always join the Islamic powers in the face of liberal civil ones that antagonise their rule. This delimits the movement of the political parties on the Pakistani political scene.

❖ **Problems of democratic transformation in Pakistan at the external level:**

External challenges in Pakistan do mostly fall within the regional domain. They often symbolise a close threat to the State's national security. Reactions of the Pakistani regional setting created a multidimensional security crisis, politically, economically or militarily. This can also be added to the international setting. Briefly, these can be pointed out as follows:

1- Political instability in Afghanistan:

Pakistani-Afghani relations' history tells that Afghanistan was the sole country that opposed to Pakistan's joining the UN. Both countries were about to engage in a war at the beginning of the

sixties. The cold war witnessed tensions between them too, particularly in each time Kabul governors aroused the disputed Baluchistan issue. Because of such historical bond, Pakistan is active on the scene of Afghani conflict, something that should draw the official and popular Pakistani attention (Moenis Ahmad, 1999).

2- Rising border tensions with India:

Pakistan believes that India represents a major threat to its national security, particularly regarding the continuity of armed organisations in Kashmir. The most prominent of these organisations are "Lashkare Taibak" and "Jaish Mohammad". Both claim that they tend to turn India into an Islamic State. This means that these groups' thinking is a long-term one (Paul Emestlenze, JR, 2011).

3- American-Indian convergence:

Pakistan seems to be anxious about the American-Indian convergence. Certainly, the American intervention into the Indian-Pakistani issue does not aim to suppress the conflict. Rather, it serves the US interests, economically and strategically.

1- US and world milieu:

Preparation of the world milieu to recognise a given government in any country, including Pakistan, is a serious condition for its continuation. The American support is the most important and prominent factor within this context. The international community regards the Pakistani's hegemony over the rule is the main source of disorders in the Indian Peninsula. Necessarily, Pakistan was subjected to external pressures to restrict the army's intervention into the political affairs. Moreover, alternative policies were adopted to guarantee the realisation of the desired transformation (Abeer Abdel Haleem Tamer, 2006).

Conclusion

The conclusion of this study includes: **firstly**: the most important conclusions the study reached, and **secondly:** overviewing the potential trends and scenarios for the future of the democratic transformation in Pakistan, according to the ceaseless tension in the civilian-military relations.

Firstly: study conclusions:

The most important of these are:

1. The Pakistani army is widely known for intervening into the State's policy, whether directly or otherwise. This is included into the causes of the fragility of the democratic institutions in Pakistan.

2. The democratic transformation in Pakistan encountered many challenges, due to the continuing problems of the civilian-military relations and the military's insistence upon intervening into the political life to confront the challenges that may menace the State's security and stability. This means that the Pakistani military deems itself the protector of the State.

3. The most important obstacles before the democratic transformation in Pakistan are jointly internal and external. They can threaten the democratic maturity there.

4. Internal challenges, mostly, are typified by the character of the economic and social elite, as well as the ethnic and sectarian conflicts from which, Pakistan is suffering since its independence. This deepened the problem of the lack of national integration. Furthermore, the radical Islamic movements, disapproving the democratic rule, rose.

5. As for the other pattern of challenges, it is external, embodied by the regional and international milieus, particularly the

unstable regional ones. In addition to the disorganised situations in Afghanistan, the Pakistani-Indian relations are conflictual since independence. They worsened with the emergence of the Pakistani nuclear weapons issue. This was reflected adversely upon the stability of democracy cementation in Pakistan. In other words, the military took this unstable regional milieu as an appropriate pretext to keep its role in the political life.

6. The international milieu is a substantial challenge before the democratic transformation in Pakistan. Many international powers, topped by the US, press the Pakistani political regime. Tools of pressure imply threats to stop the economic and developmental aids.

Secondly: potential trends and scenarios:

A handful of potential scenarios or trends were discussed during the past years, concerning the future of the democratic transformation in Pakistan, under the uninterrupted problems of the civilian-military relations. The most visible of these are:

1. Some analysts believe that Pakistan is on its way to consolidate democracy, in spite of the internal and external challenges that face it. There are also indications that the democratic course is pursued, and the atmospheres are cleared.

2. Others see Pakistan as a "failed" country case, which is about to collapse and vanish, particularly in light of the structural instability of economic performance indicators that do not differ from those of politics.

Many hold the view that the democratic transformation is disrupted because of the challenges Pakistan is unable to face currently

Finally, the researcher agrees with the statement that Pakistan can be classified as a "crisis victim" country, not a "failed" one, as some believe. Evidently, and despite the internal and external dilemmas that face the State as a political body and a set of political, economic and social entities, there remains a strong country, based on a consistent regime and robust security bodies. Pakistan still has the ability for values' authorial distribution and impressing the mainstream political reactions pattern. Therefore, it is on the path of democracy.

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Les enjeux culturels de l'immigration et les défis liés à l'Etat de droit et à la laïcité

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Résumé

La question de l'appartenance religieuse des migrants revient aujourd'hui au centre de l'attention de tous ceux qui réfléchissent sur les problématiques liées au vivre ensemble dans la société, aussi bien que celles relatives à l'Etat de droit et son rapport avec la laïcité. Souvent, la dimension religieuse se considère comme source de conflit voire de violence sociale. Certains chercheurs estiment que la diversité culturelle est surmontable au cours de l'acquisition des valeurs de la société du pays d'accueil. Cependant, pour une meilleure intégration de l'immigré au sein de son nouvel espace de vie, une importance grandiose devrait être accordée aux facteurs liés à la culture, la langue et l'identité lors de l'élaboration des politiques publiques. Le dialogue inter religieux et inter – civilisationnel s'avèrent le pilier de base pour l'instauration de l'Etat de droit et de démocratie.

Concepts clés

Migration ; Crises identitaires ; Multiculturalisme ; Dialogue interreligieux ; Adaptation, Assimilation ; Acculturation ; Intégration ; Marginalisation ; Insertion socio-professionnelle ; Société polyethnique ; Sécularisation ; Pluriculturalisme.

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Le rapport entre les religions et l'immigration continue de susciter la polémique. La liberté de culte et de conscience se considère comme facteur de tensions sociale, alors que différends instruments juridiques internationaux[22] légitime cette forme de liberté. Ils sont ainsi garantis la liberté de conscience et la liberté de manifester son appartenance religieuse. La liberté religieuse suppose la liberté pour chacun d'exprimer sa religion, celle de la pratiquer et/ou de l'abandonner, dans le respect de l'ordre public. Ceci implique notamment pour l'État et les services publics la neutralité face à toutes les religions et à toutes les croyances. Se

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[22] *Suivant l'article 18 de la déclaration universelle des Droit de l'Homme « Toute personne a droit à la liberté de pensée, de conscience et de religion ; ce droit implique la liberté de changer de religion ou de conviction ainsi que la liberté de manifester sa religion ou sa conviction, seule ou en commun, tant en public qu'en privé, par l'enseignement, les pratiques, le culte et l'accomplissement des rites. La Déclaration des droits de l'homme et du citoyen de 1789 (article 10)   consacre la liberté d'opinion, même religieuse.*

La Convention européenne des droits de l'homme prévoit également dans son article 9 que la liberté de manifester sa religion ou ses convictions ne peut faire l'objet d'autres restrictions que celles qui, prévues par la loi, constituent des mesures nécessaires, dans une société démocratique, à la sécurité publique, à la protection de l'ordre, de la santé ou de la morale publiques, ou à la protection des droits et libertés d'autrui. Le Maroc pour sa part, suivant l'article 3 de la constitution de 2011 « l'Islam est la religion de l'Etat, qui garantit à tous le libre exercice des cultes ».

L'article 25 aussi stipule « sont garantis les libertés de pensée, d'opinion et d'expression sous toutes ses formes ». Tenant compte des principes consacrés par les instruments de base des Nations Unies relatifs aux droits de l'homme, en particulier la Déclaration universelle des droits de l'homme, le Pacte international relatif aux droits économiques, sociaux et culturels, le Pacte international relatif aux droits civils et politiques, la Convention internationale sur l'élimination de toutes les formes de discrimination raciale, la Convention sur l'élimination de toutes les formes de discrimination à l'égard des femmes et la Convention relative aux droits de l'enfant ; Tenant compte également des principes et normes reconnus dans les instruments pertinents élaborés sous les auspices de l'Organisation internationale du Travail, et particulièrement la Convention concernant les travailleurs migrants; Réaffirmant l'importance des principes énoncés dans la Convention concernant la lutte contre la discrimination dans le domaine de l'enseignement, de l'Organisation des Nations Unies pour l'éducation, la science et la culture.

pose alors la problématique liée au migrant comme acteur de violence dans le cadre de l'extrémisme et de l'islam politique.

Alors dans quelle mesure l'État, se doit de rendre possible l'exercice et la pratique du culte ? Le libre exercice du culte pourrait -il avoir des conséquences voir des risques dans la vie sociale et nécessiterait ainsi des adaptations du droit ? Qu'est-ce qui attend alors les migrants qui s'établissent dans un milieu différent du leur tant sur le plan culturel que religieux (Adaptation, assimilation, acculturation, intégration, marginalisation) ? Quel rôle joue la religion dans la définition et/ou la consolidation de l'identité des groupes sociaux qui se trouvent dans ce type de milieu ?

Dans cet article seront abordées les grandes orientations du dialogue interreligieux dans un contexte marqué par l'immigration. Après l'étude des enjeux socio-culturels du phénomène migratoire, les enjeux religieux de la migration seront présentés et approfondis dans le cadre de la vie politique des Etats et leurs groupements.

I-   Les enjeux culturels et identitaires de l'immigration

Les chercheurs ont, par le passé, trop souvent négligé ou minimisé le rôle de la religion tant dans les processus migratoires que dans les processus d'intégration, alors même que la foi et la pratique religieuse tenaient une place importante dans la vie des migrants. Dans ce cadre, une attention particulière devrait être portée à l'immigration comme facteur de conflit inter – identitaire (1) pour traiter ensuite la place de la religion dans les mécanismes d'insertion sociale (2).

1-Immigration comme facteur de conflit inter identitaire

Aujourd'hui, en revanche, dans les sociétés pluriethniques et plurielles contemporaines, en raison notamment de la présence croissante des immigrés, une diversification considérable du comportement religieux et culturel des migrants est fortement observée et qui apportent avec eux leurs traditions religieuses originelles, au travers de la construction de temples et de mosquées par exemple. Dans ce cadre, la redéfinition des relations entre des personnes de cultures et de religions différentes devrait permettre une cohabitation pacifique et non un repli ghettoïsant sous la forme d'enclaves ou de quartiers ethniques

Avec la multiplication des groupes ethniques porteurs de différentes croyances religieuses, la question récurrente dans l'opinion publique est de savoir si les religions des immigrés sont un facteur d'intégration et de pacification ou bien un facteur de conflits et de « *désintégration* » de la cohésion sociale.

Or, si l'intégration des immigrés n'exige pas nécessairement qu'ils renoncent à leur tradition religieuse originelle, ce n'est pas en se repliant à l'intérieur d'une communauté ethnique bien délimitée, parfois fondamentaliste, qu'ils la préserveront. En effet, le repli ghettoïsant, d'une part, alimente les préjugés et les peurs des populations autochtones et, d'autre part, ralentit les processus d'interaction avec la société en général et avec les autres groupes ethniques et religieux en particulier. Les communautés immigrées qui se situent, au contraire, dans une dynamique relationnelle ouverte aux autres acteurs sociaux, peuvent devenir une ressource précieuse pour la société tout entière. Celle-ci à son tour, devrait en fait tenir une bonne connaissance des religions des immigrés toute en adoptant de bonnes relations avec eux, ce qui favorisera de meilleures relations et une cohésion sociale pacifique.

Une approche des migrations qui prend en compte uniquement le seul aspect économique et sous-estime le contexte culturel dans lequel s'est opéré le choix de migrer reste stérile et aveugle. La capacité de résistance des migrants face à l'adversité à laquelle ils sont confrontés au cours de leur projet migratoire risqueraient de produire des formes de violence et de mécontentement.

Suite au changement provoqué par l'installation des immigrés et par l'augmentation des effectifs de la communauté immigrée en raison du regroupement familial, la religion est passée de la sphère privée à la sphère publique. L'augmentation numérique et l'importance de la communauté musulmane ont mis en évidence la particularité d'un groupe qui, même s'il compte de nombreux membres favorables à la sécularisation, n'accepterait jamais une intégration qui ignorerait la religion. De nos jours, le rôle que jouent les religions dans l'intégration des migrants est plus direct et parfois plus combatif.

Malgré les conflits, la religion a quand même joué un rôle crucial tant dans le maintien et la reconstruction de l'identité culturelle que dans l'intégration des migrants dans la nouvelle société[23]. En fait, la migration a permis de purger graduellement la religion de ses composantes ethniques, ce qui a permis aux jeunes générations de mieux s'identifier à la société locale.

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[23] *Si aux États-Unis les études sur les immigrés mettent en évidence le rôle positif de la religion dans le processus d'adaptation. En France, au début du xxe siècle, les immigrés italiens eux-mêmes étaient considérés comme les derniers des étrangers, (presque génétiquement) non assimilables sur le plan culturel et religieux, les plus pauvres, les plus déracinés et non intégrés, à tel point qu'ils menaçaient la sécurité et la santé publiques.*

La langue est elle aussi un attribut culturel que la plupart des minorités ethniques n'abandonnent pas volontiers, d'autant plus que la préservation de la langue d'origine à un degré plus ou moins important est considérée comme un indicateur important d'une plus faible ou plus forte acculturation et assimilation En général, les migrants souhaitent laisser en héritage à leurs enfants leur langue d'origine, car ils considèrent qu'elle fait partie intégrante de leur identité. La langue parlée, y compris dans les pratiques religieuses, fait ainsi l'objet d'une continuelle médiation entre l'exigence des parents, qui veulent préserver le caractère culturel et religieux d'origine, et l'exigence de leurs enfants, qui veulent participer activement à la société du pays d'accueil.

Un tel parcours linguistique est vital pour la survie de la religion des migrants, pour intéresser les nouvelles générations, élargir les frontières ethniques avec la construction de l'identité de synthèse et impliquer les autochtones dans l'expérience religieuse.

Par ailleurs, dans la pratique, les pays européens n'ont pas eu et n'ont pas la même manière d'appréhender les relations entre l'État et la religion. Certains pays ont une religion officielle, d'autres privilégient une religion plutôt qu'une autre, d'autres encore intègrent le principe de la laïcité dans leur Constitution. Un même processus d'intégration, selon la manière dont il est traité, relègue ou non la religion à un rôle marginal. Le processus d'intégration a été encouragé soit en ignorant les différences culturelles dans l'espace public et en exigeant l'assimilation totale aux "valeurs de l'Etat de droit, soit en privilégiant une insertion réussie sur le marché du travail, comme en Allemagne, soit encore en surmontant la discrimination raciale, comme en Grande-Bretagne, alors la religion est reléguée à la sphère privée et n'est pas considérée comme déterminante dans ce processus.

2-La religion et les modes d'insertion sociales

La mondialisation entraîne une hausse considérable des interactions entre les peuples et les communautés. Les rencontres entre différentes traditions religieuses sont fréquentes – même si elles ne sont pas toujours paisibles. Pour comprendre les pratiques culturelles et religieuses des migrants, il ne suffit pas de prendre en considération le fait qu'ils traversent une phase de déstructuration socioculturelle de leur personnalité due à leur transplantation dans une nouvelle société. À lui seul, cet élément ne permet pas d'appréhender d'autres facteurs qui influent sur leurs pratiques culturelles et religieuses. L'univers cognitif, symbolique et pratique qui structure leur comportement religieux ne peut, en effet, faire abstraction de la situation sociale, économique et juridique dans laquelle les flux migratoires s'insèrent. Et c'est précisément comme une réponse à leur condition sociale particulière tant au départ qu'à l'arrivée que les migrants vont modeler et remodeler également leur pratique religieuse.

En réalité, les processus d'intégration d'une religion "transplantée" (propre aux situations migratoires) sont des processus rendus plus difficiles par les situations d'inégalité entre les sujets, dues à la condition juridique, socioéconomique et politique, minoritaire, des immigrés par rapport à la population autochtone et aux institutions locales.

Les migrations actuelles présentent quelques caractéristiques fondamentales parmi lesquelles: La gestion des flux migratoires est organisée comme si la migration était temporaire, alors que tout indique qu'elle répond à un besoin structurel et permanent de la société d'accueil ; Les migrants sont relégués à une situation socioéconomique sub-alterne, considérée comme temporaire ; Les migrants se heurtent aux attitudes xénophobes de la société d'accueil ; Les immigrés, qui sont de plus en plus nombreux en

situation irrégulière, sont presque automatiquement perçus comme un facteur de trouble à l'ordre social établi. L'association de ces facteurs permet de comprendre que le groupe des migrants est exclu de fait et de droit de toute participation au devenir de la société[24], qui l'utilise comme seule force de travail et dont elle peut se débarrasser lorsqu'une crise économique majeure survient.

Si le système symbolique et pratique qui façonne le comportement religieux des migrants est analysé par rapport au milieu dans lequel ils vivent, à la classe sociale à laquelle ils appartiennent, au rôle qu'ils jouent tant dans le pays de départ que dans le pays d'arrivée, alors la religion est ce qui donne un sens au lien social et à l'identité individuelle et collective ; elle est donc un élément déterminant dans la construction de l'identité et un facteur dynamique dans un contexte de pluriculturalisme. Elle est une variable déterminante dans le comportement des migrants au sein de la société du pays d'accueil, particulièrement dans les processus qui concernent l'identité collective et l'intégration et/ou les relations sociales conflictuelles

Or, d'une part, la religion peut être définie comme une sacralisation de l'identité dans la mesure où le concept d'identité fait appel au maintien des frontières ethniques et que la religion est une sorte de bastion de la sauvegarde ethnique ; d'autre part, la religion des immigrés n'est jamais la simple restauration dans le présent de quelque chose du passé. Pour survivre dans un nouvel

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[24] *Or, contrairement à ce que les discours officiels affirment, dans un contexte migratoire où l'idée de provisoire prédomine, les migrants ne sont pas invités à s'adapter à leur nouvel environnement au-delà d'un certain seuil minimum indispensable à l'activité productive et aux contacts inévitables qu'ils sont censés avoir avec quelques franges de la population locale. Leurs attitudes et leurs pratiques y compris culturelles et religieuses) seront donc conditionnées par l'adaptation limitée et contrôlée dans laquelle on leur demande de se cantonner. Par conséquent, la doctrine de la migration temporaire et précaire contribue à maintenir les migrants dans une condition de repli sur eux-mêmes, les reléguant aux confins de l'intégration sociale, voire à la marginalité.*

environnement, elle doit savoir s'adapter et se réinventer. Ce processus d'adaptation aide le migrant à construire de nouvelles identités intermédiaires qui vont lui permettre de s'intégrer dans la société du pays d'accueil sans trahir son histoire. L'immigration n'affaiblit donc pas le sentiment religieux, mais accentue un besoin de sens ultime et incite à repenser les contenus qui définissent l'identité. En ce sens, la réélaboration de la religion, dans sa dimension individuelle et collective, représente un véritable laboratoire de changement et d'adaptation.

Contrairement à ceux qui pensent que la religion est un obstacle "irrationnel" à l'émancipation individuelle, elle structure la perception du monde et fournit les motivations qui incitent à agir. Pour remplir son rôle de ressource, la religion des migrants se transforme. Elle renonce à des pratiques culturelles accumulées au fil des siècles dans les pays d'origine, réorganise ou remplace la langue locale du culte, reconsidère les doctrines et les rites religieux, réinterprète les contenus traditionnels et les croyances en les adaptant aux symboles et aux valeurs de la société du pays d'accueil.

L'immigration devient ainsi le début d'un parcours de négociations des identités qui se développe à travers le renoncement à des composantes qui poussent à l'isolement et à l'acquisition des contenus intermédiaires permettant de réaliser une synthèse entre différentes cultures et diverses traditions. La religion se trouve souvent au centre de ces recompositions, car elle est en mesure, plus que d'autres éléments culturels, de faire converger autour de ses croyances et de ses rites des groupes ethniques différents, en construisant des réalités de synthèse capables de rivaliser avec la culture dominante et d'écarter le risque de l'isolement ou de l'assimilation.

Ainsi, l'intégration des immigrés ne passe ni par l'assimilation à la société dominante avec perte des valeurs traditionnelles ni par la préservation d'une pureté ethnique ancestrale, mais par la construction d'une identité métissée en continuelle transformation, surtout en passant d'une génération à une autre. Dans l'élaboration d'une telle identité, la religion, repensée et vécue dans le pays d'immigration, est un laboratoire privilégié pour les immigrés et les autochtones.

II- Actions gouvernementales à l'épreuve de la liberté religieuse

Le rôle du dialogue des religions dans l'intégration des migrants et réfugiés dans la société vise à rassembler des jeunes de différentes cultures, religions et sociétés pour promouvoir, renforcer et tester des stratégies destinées à réussir l'intégration sociale des migrants et leur permettre de participer à la construction de la société. Pour cette raison, il serait indispensable de traiter les actions de certaines organisations intergouvernementales, tel que l'ONU et le Conseil de l'Europe (1), aussi bien que l'Union Européenne (2), pour dévoiler ensuite l'expérience du Maroc dans ce cadre (3).

1- L'ONU et le Conseil de l'Europe facent au dialogue inter religieux

La création d'un climat de paix consiste à offrir aux migrants les possibilités pour faire entendre leurs voix, connaitre leurs besoins et aspirations et mettre en place des stratégies pour mieux gérer la différence de cultures, développer des projets complémentaires économiques, sociaux, culturels, religieux et politiques et résoudre les conflits issus de la discrimination et la haine envers les étrangers dus, la plupart des temps, à la méconnaissance et l'incompréhension de la culture de l'autre.

Le dialogue des religions, en fait, exige une élaboration des politiques religieuses sur le respect des différences et d'établir une différence entre la foi d'essence divine et le fait religieux qui est une pratique humaine. Le migrant aujourd'hui vit en marge des sociétés d'accueil. Lui rendre sa dignité passe par la connaissance et la réhabilitation de sa culture ainsi que lui octroyer des droits universels. Il est temps de dire non à la violence et à l'extrémisme et d'œuvrer pour plus de compréhension et de paix entre les peuples et les cultures.

L'établissement des relations avec l'autre, passe nécessairement par la compréhension de sa langue et de sa culture. C'est ainsi que le débat continue sur le rôle et l'importance de la migration en tant qu'espace de connaissance de l'autre et de dialogue entre les cultures et les religions pour briser la perception négative de l'autre dans le cadre d'une action commune.

Pour ce faire, il est primordial d'informer au mieux les composantes de l'espace public aussi bien que le tissu associatif sur les différences culturelles entre les partenaires d'orient et d'occident et les soutenir pour prendre des initiatives au sein de leurs sociétés en mettant l'accent sur le rôle du dialogue entre les religions. Le dialogue des religions joue un rôle crucial dans l'intégration des migrants au sein de la société. Il vise donc à lutter contre toute les formes de repli identitaire et à rapprocher les peuples et les sociétés.

L'importance que prend le phénomène migratoire, un des corollaires de la mondialisation, amène beaucoup de pays à s'interroger sur les obstacles et difficultés d'une intégration en leur sein de populations aux cultures[25] et modes de vie très

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[25] *L'Initiative des Religions Unies, une organisation internationale créée en 2000, est présente dans 70 pays. Sa charte prône notamment le renforcement de la coopération*

différents. La promotion du dialogue entre cultures et civilisations sous tous ses aspects, y compris religieux, est aujourd'hui une composante incontournable de la vie internationale et un thème universellement mis en avant par les dirigeants de la planète. Le sentiment que les conflits et violences entre groupes ethniques ou religieux ne font que s'aggraver dans le monde actuel et touchent des régions et des continents jusqu'alors préservés.

Il est vrai que l'échange équitable ainsi que le dialogue entre les civilisations, les cultures et les peuples, basés sur la compréhension et le respect mutuels, représentent des conditions indispensables pour construire une cohésion sociale et pour une harmonie entre les peuples. Ainsi, deux organisations ont tenté une approche globale et spécifique du problème : l'ONU avec le lancement de l'« Alliance des civilisations » et le Conseil de l'Europe qui s'est penché plus particulièrement sur « la dimension religieuse du dialogue interculturel ».

De sa part, l'ONU a initié l'Alliance des Civilisations. Il s'agit, de manière concrète, de privilégier, dans le cadre de ce dialogue interculturel, dialogue interreligieux inclus, tout un ensemble de bonnes pratiques favorisant le pluralisme culturel aux niveaux local, national et régional et d'initiatives régionales ou sous-régionales visant à décourager toutes les manifestations d'extrémisme et de fanatisme et mettant en évidence les valeurs et les principes qui rapprochent.

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entre les différentes religions et à tous les niveaux pour consacrer la culture de la justice, de la paix et de la protection de l'Homme et de l'environnement et lutter contre la violence.
*https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja& uact=8&ved=2ahUKEwiM0oLjzOL8AhWnXqQEHT2LCQ0QFnoECAgQAQ&url=htt ps%3A%2F%2Funitedreligions.org%2Ffr%2F&usg=AOvVaw0wh4ZVyp27sL7Lp6vN yyo_*

Le Programme du dialogue interreligieux de l'UNESCO[26] , à titre d'exemple et qui forme une composante essentielle du dialogue interculturel, a pour objectif majeur de promouvoir le dialogue entre les différentes religions, traditions spirituelles et humanistes dans un monde où les conflits associés aux appartenances religieuses prennent une place de plus en plus importante. Il met l'accent sur les interactions et les influences réciproques entre les cultures ainsi que sur la nécessité de promouvoir la connaissance réciproque entre celles-ci pour lutter contre les ignorances ou les préjugés.

Quant à l'Alliance des civilisations[27], il s'agit d'un projet né en 2004 dans le cadre des Nations-Unies pour « améliorer la compréhension et les relations de coopération entre les peuples et nations de cultures et de religions différentes » et contribuer à « combattre les extrémismes et la polarisation ». L'objectif principal vise à développer le dialogue interculturel et à s'attaquer ainsi aux origines mêmes des affrontements politiques et militaires dans le monde à savoir l'intolérance, le fanatisme, le refus de la

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[26] *L'UNESCO : L'Organisation des Nations unies pour l'éducation, la science et la culture[2] (en anglais : United Nations Educational, Scientific and Cultural Organization, UNESCO[3], parfois écrit Unesco) est une institution spécialisée internationale de l'Organisation des Nations unies (ONU), créée le 16 novembre 1945 à la suite des dégâts et des massacres de la Seconde Guerre mondiale. Selon son acte constitutif, l'UNESCO a pour objectif de « contribuer au maintien de la paix et de la sécurité en resserrant, par l'éducation, la science et la culture, la collaboration entre nations, afin d'assurer le respect universel de la justice, de la loi, des droits de l'Homme et des libertés fondamentales pour tous, sans distinction de race, de sexe, de langue ou de religion, que la Charte des Nations unies reconnaît à tous les peuples »[4]. Le siège de l'UNESCO est situé à Paris (France). https://www.unesco.org/fr*

[27] *Le Haut-Représentant publie chaque année un rapport présenté à l'Assemblée générale de l'ONU et définit un plan d'action pour les années à venir. L'actuel couvre la période 2013/2018. Le site www.unaoc.org présente un exposé détaillé des projets menés par l'Alliance. Ils sont regroupés sous 4 chapitres : éducation, jeunesse, médias et migrations.*

diversité, la marginalisation et l'oppression des minorités, la xénophobie. L'accent est mis sur la prévention des conflits mais aussi sur la reconstruction de la société à l'issue d'une guerre civile.

L'apprentissage du dialogue est un processus autant personnel que sociétal. Accroître les aptitudes et les capacités au dialogue implique une volonté d'ouverture non dénuée d'esprit critique. Le dialogue concerne tous les décideurs et responsables aux membres individuels de chaque communauté.

Placer la culture au cœur du développement est un investissement capital dans l'avenir du monde. Une mondialisation bien comprise devrait prendre en compte les principes de la diversité culturelle. Le développement est inséparable de la culture. À cet égard, le défi majeur est de convaincre les décideurs politiques et locaux, nationaux et internationaux d'intégrer les principes de la diversité culturelle et les valeurs du pluralisme culturel dans les politiques publiques, les mécanismes et les pratiques, notamment par le biais de partenariats public-privés.

La culture façonne l'identité de tout homme. Aucun développement ne peut être durable sans inclure la culture. Il est donc recommandé d'intégrer la culture dans toutes les politiques de développement, qu'ils soient liés à l'éducation, la science, la communication, la santé, l'environnement ou le tourisme culturel et, d'autre part, à soutenir le développement du secteur culturel par le biais de la création d'industries. En contribuant de cette manière à la réduction de la pauvreté, la culture offre des avantages importants en termes de cohésion sociale.

La promotion du dialogue interculturel sous toutes ses formes et de la gestion démocratique de la diversité est une préoccupation apparue assez récemment dans les activités du Conseil de

l'Europe[28]. Préoccupés par les « actes de violence à connotation d'intolérance religieuse qui se produisent dans différentes zones, les représentants des 47 Etats membres du conseil continuent d'insister sur le dialogue ouvert et transparent avec les communautés religieuses et la société civile dans le respect de l'autonomie de l'Etat et des religions. Ils soulignent inlassablement le rôle de la dimension religieuse du dialogue interculturel. Ainsi, les religions peuvent enrichir les objectifs du dialogue et contribuer à ce que celui-ci s'établisse dans le respect de conditions essentielles, protéger la dignité de chaque être humain, renforcer la cohésion sociale, favoriser la compréhension et l'harmonie entre les cultures présentes sur tous les continents ». Pour cette raison, la dimension religieuse des cultures devrait être reflétée d'une manière adéquate dans les systèmes éducatifs et les débats publics, y compris dans les médias ».

2-L'UE et la liberté religieuse à l'échelle internationale

La liberté religieuse à l'échelle internationale (LRI), tout comme le rapport entre religion et conflits, constitue un enjeu mondialisé, émergeant ces dernières années comme une préoccupation majeure pour les groupes religieux et séculiers de défense des droits humains, spécialement aux États-Unis et parmi les États membres de l'UE [12].

L'UE[29] est confrontée à des questions relatives à la liberté religieuse à l'échelle internationale. L'UE défend la liberté de

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[28] *Plusieurs réunions au niveau ministériel et notamment le 3ème sommet des chefs d'Etat et de gouvernement réuni à Varsovie en mai 2005, ont jeté les bases de la « Déclaration de Saint-Marin », document de référence adopté le 24 avril 2007, sous le titre « la dimension religieuse du dialogue interculturel ». https://treaties.un.org/doc/source/docs/sanmarino.pdf*

[29] *L'article 10 de la Charte des droits fondamentaux de l'UE, ratifiée en décembre 2000, déclare que chacun a le droit à la liberté de pensée, de conscience et de*

religion et de conviction comme une valeur fondamentale, la considérant comme un élément essentiel des sociétés pacifiques et résilientes. La société de l'UE[30] est marquée par de profondes évolutions dans son paysage religieux. A travers les relations de voisinage, l'école, le travail professionnel, la participation à la vie associative, comme au niveau des instances politiques les plus élevées, les chrétiens se trouvent conduits à rencontrer d'autres croyants – juifs, musulmans, bouddhistes… Qu'ils le veuillent ou non, ils vivent de plus en plus dans des situations à la fois interculturelles et interreligieuses. C'est là une situation de fait. C'est en même temps l'occasion de réfléchir sur les fondements et les objectifs du dialogue interreligieux, surtout dans le cadre de l'essor de l'Islam en Europe. Dans ce cas, une distinction indispensable devrait se faire entre l'Islam et l'Islamisme. Ce dernier ne représente qu'une tendance radicale et extrême du premier. Pour cette raison, certains (politologues et sociologues)

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religion. Cela comprend la liberté de rendre visible ou de changer de religion ou de conviction, en insistant sur le culte, l'enseignement, la pratique et l'observance

[30] *Fondé en 2019, le Projet Européen d'Échange Mondial sur la Religion dans la société (le GERIS) souligne l'intérêt d'impliquer des acteurs religieux approuvés en ce qui concerne la liberté religieuse et ses conséquences pour la cohésion sociale. En 2021, les conclusions du Conseil de l'UE sur une approche européenne en matière de patrimoine culturel dans les conflits et les crises a souligné l'importance du dialogue interreligieux et de l'intégration des minorités religieuses dans le cadre de l'action extérieure en faveur de la paix, la démocratie et le développement durable. Le GERIS est un exemple des récentes initiatives de l'UE concernant le dialogue interreligieux. L'objectif général est de réduire la propension de la religion à être un facteur de conflits dans le monde. Les attentats odieux perpétrés le 11 septembre 2001 aux États-Unis ont été une incitation majeure à ces initiatives européennes. En outre, en Europe, de nombreux pays ont été victimes du « terrorisme islamique ». Par conséquent, certains ont 'parlé d'un « choc des civilisations » entre l'Occident et l'islam. Certains pensent que l'Europe est engagée dans un conflit « inter civilisationnel » contre les terroristes et extrémistes islamiques violents. Le pionnier des études sur la sécurisation, le danois Ole Waever, estime que le monde est au bord d'un long conflit, potentiellement une nouvelle guerre froide caractérisée par une violence à petite échelle, mais spectaculaire, impliquant « l'Ouest » et « l'islam ».*

ont peur qu'une trop grande ouverture aux musulmans de France ou d'Europe pourrait menacer l'équilibre des sociétés européennes. D'autre part, les musulmans de l'Europe objectent, car ils ne profitent pas d'accueil adéquat pour s'implanter parfaitement dans la société européenne. Il est vrai que celle-ci protège les droits de l'homme et permet à la diversité de s'épanouir, mais lorsque la liberté religieuse est menacée, la cohésion sociale est mise à mal et un conflit peut en surgir.

Les évènements du Printemps arabe[31] ont constitué un foyer régional de revendications économiques, politiques et religieuses, touchant tous les pays à majorité arabe dans le MOAN[32], ainsi que les relations Israël-Palestine. Les révolutions arabes et les événements[33] subséquents ont déstabilisé le MOAN, avec des

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[31] *Les États membres de l'UE ont observé les soulèvements arabes (ou "Printemps arabe") avec inquiétude. Débutant en octobre 2010 en Tunisie, une rébellion contre l'autorité lui a succédé quelques mois plus tard en Égypte, soulèvement suivi à son tour par le renversement de la dictature en Libye. De plus, il y eut des crises politiques majeures en Syrie, au Bahreïn et au Yémen, et des expressions plus limitées de contestation politique en Algérie. En mai 2011, le chef d'al Qaïda, Oussama Ben Laden, a été tué au Pakistan par des agents américains. Il y eut des craintes en Europe que la mort de Ben Laden ne conduise à de nouveaux troubles politiques dans la région du MOAN, avec une diffusion en Europe.*

[32] *MOAN : Moyen Orient et Afrique du Nord*

[33] *Les résultats n'ont pas été uniformes : en Tunisie, une démocratie multipartite a été installée, alors qu'en Syrie, un dictateur est resté au pouvoir après une guerre civile peu concluante. En Égypte, Mohamed Morsi, membre des Frères Musulmans, a été élu président, mais a rapidement été destitué par un coup d'État militaire. Aujourd'hui, une décennie après le Printemps arabe, beaucoup, dans la région du MOAN, sont préoccupés par le manque de croissance économique, de réformes politiques constructives et de liberté religieuse, ainsi que par la persécution de minorités religieuses, comme les chrétiens coptes en Égypte, et les Alevis en Turquie. Plus globalement, le Printemps arabe a révélé l'importance de la stabilité, de la sécurité et de la longévité du régime, ainsi que celle de la demande populaire de réformes économiques, politiques et sociales. Il est clair que les gouvernements au sein du MOAN peinent à répondre à ces demandes, et aux difficultés que posent des*

répercussions en Europe. Le but de l'Union est de contribuer à la stabilisation du Moyen-Orient et de l'Afrique du Nord, afin de renforcer et d'améliorer ses propres stabilité et sécurité. Le rôle joué par la religion est central dans ce cadre. Pour atteindre ces objectifs, l'Union européenne cherche à renforcer sa sécurité en travaillant étroitement avec les gouvernements de la région, afin de promouvoir et de soutenir les courants religieux qui bénéficient du soutien étatique de quelque pays tel que la Jordanie, et vise à appuyer un islam modéré, afin d'affaiblir l'attrait populaire pour des versions radicales et extrémistes de la foi. Aussi, l'Union européenne cherche à renforcer son expertise en matière de religion, afin d'élaborer des politiques mieux informées en ce qui concernant le MOAN.

Les initiatives de l'UE[34] cherchent à proposer une réponse institutionnelle au terrorisme et à la violence dans le MOAN, de même qu'à l'augmentation de l'immigration en provenance de cette région, aux incertitudes économiques persistantes découlant de la crise économique de 2008 et à un sentiment généralisé d'insécurité.

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populations en croissance rapide demandant du travail, des réformes politiques, de la liberté religieuse et une amélioration de leur bien-être général

[34] *L'UE a adopté neuf mesures politiques pour tenter d'endiguer l'extrémisme islamiste et le terrorisme. Ces mesures interdépendantes ont été considérées comme nécessaires à la suite du 11 septembre 2001 et d'une série d'attentats terroristes en Europe. Ces neuf mesures sont les suivantes :La prévention de la radicalisation ; Une liste de terroristes nommément identifiés ; L'échange d'informations sur les terroristes entre gouvernements européens et UE ; Un coordinateur de l'UE pour la lutte contre le terrorisme ; la suppression des sources de financement du terrorisme ; le contrôle des armes à feu ; la justice numérique ; la lutte contre le déplacement de combattants étrangers d'un pays à l'autre ; la coopération avec les partenaires internationaux.*

Concernant l'immigration, qui implique pour l'essentiel des musulmans du MOAN, l'Union européenne appréhende cet enjeu comme une question de sécurité et pour y répondre elle a signé des accords avec la Turquie et plusieurs pays d'Afrique afin de renvoyer les migrants et réfugiés dans leur pays d'origine. Dans la pratique, en novembre 2020, à la suite d'attentats terroristes en France, Allemagne et Autriche, les ministres de l'intérieur de l'UE[35] ont convenu de renforcer davantage leurs efforts conjoints dans la lutte contre le terrorisme, sans compromettre les valeurs communes de l'UE telles que la démocratie, la justice et la liberté d'expression. Un mois plus tard, en décembre 2020, les dirigeants européens ont réaffirmé leur unité dans la lutte contre la radicalisation, le terrorisme et l'extrémisme violent

3-Le modèle marocain en matière de dialogue interreligieux

Le Maroc[36] est un pays riche de par sa civilisation et son histoire[37]. Son patrimoine a des racines aussi bien dans l'Afrique

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[35] *Déclaration conjointe des ministres de l'intérieur de l'UE sur les attentats terroristes en Europe, 2020. https://www.consilium.europa.eu/fr/press/press-releases/2020/11/13/joint-statement-by-the-eu-home-affairs-ministers-on-the-recent-terrorist-attacks-in-europe/*

[36] *La politique migratoire du Maroc est une "initiative humaine exemplaire" qui reflète "l'intime conviction du pays de garantir la protection des droits humains et de consacrer le choix démocratique.*
https://www.chambredesrepresentants.ma/fr/actualites/la-politique-migratoire-du-maroc-une-initiative-exemplaire-qui-garantit-la-protection-des

[37] *Préambule de la constitution de 2011 du Maroc : Fidèle à son choix irréversible de construire un État de droit démocratique, le Royaume du Maroc poursuit résolument le processus de consolidation et de renforcement des institutions d'un État moderne, ayant pour fondements les principes de participation, de pluralisme et de bonne gouvernance. Il développe une société solidaire où tous jouissent de la sécurité, de la liberté, de l'égalité des chances, du respect de leur dignité et de la justice sociale, dans le cadre du principe de corrélation entre les droits et les devoirs de la*

subsaharienne qu'en Andalousie. Le Maroc constitue un modèle à suivre en matière de respect de l'autre, de droit à la diversité et de richesse identitaire[38]. Les fondements de la démocratie au Maroc se basent sur le droit à la différence, la culture du dialogue et l'esprit de coexistence. Il continue de consolider le dialogue au sein de l'espace euro-méditerranéen dans un monde globalisé où les frontières sont en train de s'estomper, car les religions constituent un élément essentiel pour construire des sociétés homogènes, complémentaires et vivant entre elles en parfaite harmonie.

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citoyenneté. État musulman souverain, attaché à son unité nationale et à son intégrité territoriale, le Royaume du Maroc entend préserver, dans sa plénitude et sa diversité, son identité nationale une et indivisible. Son unité, forgée par la convergence de ses composantes arabo-islamique, amazighe et saharo-hassanie, s'est nourrie et enrichie de ses affluents africain, andalou, hébraïque et méditerranéen. La prééminence accordée à la religion musulmane dans ce référentiel national va de pair avec l'attachement du peuple marocain aux valeurs d'ouverture, de modération, de tolérance et de dialogue pour la compréhension mutuelle entre toutes les cultures et les civilisations du monde. Se fondant sur ces valeurs et ces principes immuables, et fort de sa ferme volonté de raffermir les liens de fraternité, de coopération, de solidarité et de partenariat constructif avec les autres États, et d'œuvrer pour le progrès commun, le Royaume du Maroc, État uni, totalement souverain, appartenant au Grand Maghreb, réaffirme ce qui suit et s'y engage :... Approfondir le sens d'appartenance à la Oumma arabo-islamique, et renforcer les liens de fraternité et de solidarité avec ses peuples frères,... Élargir et diversifier ses relations d'amitié et ses rapports d'échanges humains, économiques, scientifiques, techniques et culturels avec tous les pays du monde,... Bannir et combattre toute discrimination à l'encontre de quiconque, en raison du sexe, de la couleur, des croyances, de la culture, de l'origine sociale ou régionale, de la langue, de le handicap ou de quelque circonstance personnelle que ce soit,...

[38] *Le neuvième Forum mondial de l'Alliance des Civilisations des Nations Unies (UNAOC) a conclu ses travaux le 23 novembre 2022 dans la ville marocaine de Fès en mettant l'accent sur les valeurs de dialogue et de tolérance et sur le rôle de l'Afrique en tant qu'acteur positif sur la scène internationale. https://news.un.org/fr/story/2022/11/1130117*

La société internationale continue de saluer le modèle marocain en matière de promotion des valeurs de paix et de tolérance, grâce au leadership éclairé de SM le Roi Mohammed VI[39]. Le Royaume joue un rôle primordial dans le dialogue interreligieux, qui s'exprime au quotidien à travers la coexistence et le vivre-ensemble. Le Souverain, en sa qualité d'Amir Al Mouminine, défend la diversité, garantit la liberté du culte et promeut les nobles valeurs de l'Islam du juste milieu.

La diplomatie[40] marocaine a mis en avant l'expérience du Royaume en matière de restructuration du champ religieux[41], qui a suscité l'intérêt de plusieurs pays, mettant en avant le rôle majeur

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[39] *L'Observatoire Africain des Migrations au Maroc est né de la Vision que SM le Roi Mohammed VI a pour la migration en Afrique, indique le Rapport de Sa Majesté le Roi, Leader sur la question de la Migration, sur le suivi de l'opérationnalisation de l'observatoire Africain des Migrations au Maroc, présenté dimanche devant le 35eme Sommet ordinaire de l'Union africaine qui se tient à Addis-Abeba. https://www.maroc.ma/fr/actualites/lobservatoire-africain-des-migrations-au-maroc-ne-de-la-vision-que-sm-le-roi-pour-la*

[40] *La solidarité agissante du Souverain pendant la pandémie du Covid 19 à l'égard de plusieurs pays de différentes confessions en leur acheminant des aides de toutes sortes, soulignant l'engagement et les initiatives du Royaume dans le domaine de la migration.*

[41] *Discours de SM Roi Mohamme VI à l'occasion de la cérémonie d'installation du Conseil supérieur de la Fondation Mohammed VI des Oulémas africains. « Nous sommes heureux, en ce jour béni, de procéder à l'installation du Conseil supérieur de la Fondation Mohammed VI des Oulémas africains. C'est une initiative qui traduit la profondeur des liens spirituels qui unissent depuis toujours les peuples africains subsahariens au Roi du Maroc, Amir Al-Mouminine, peuples auxquels nous sommes liés par l'unité de la foi et du rite et par la communauté de patrimoine civilisationnel. Nous la considérons également comme un jalon de plus dans notre orientation stratégique visant à hisser les relations de coopération politique et économique qui unissent le Maroc à un certain nombre d'Etats africains frères, au niveau d'un partenariat solidaire efficace, dans les différents domaines ».https://www.habous.gov.ma/fr/fondation-mohammed-vi-des-oul%C3%A9mas-africains/579-articles-fr*

que joue le Souverain en faveur de la promotion de la paix dans plusieurs régions dans le monde, notamment en Afrique et au Proche Orient. La consécration du pluralisme et du dialogue interreligieux a fait du Maroc un modèle en matière de consolidation des valeurs de tolérance et du vivre-ensemble.

En guise de conclusion

L'histoire montre que la laïcité a cherché à s'adapter aux transformations et aux évolutions de la société. Ces fondements, cert, visent à organiser et à conforter le « vivre ensemble » plutôt que de le voir contester et fragiliser par des revendications sociales et religieuses. L'immigration, en soi, s'avère donc ni un danger ni une garantie pour la laïcité. Au sein des différentes populations immigrées, des comportements peuvent se révéler contraires voir hostiles aux règles laïques. Si des inquiétudes naissent, elles résultent des contraintes qui, au sein de tel ou tel culte, de tel ou tel groupe, menacent les libertés individuelles, la liberté de conscience, l'égalité homme/femme ou l'idée d'émancipation en enfermant des citoyen(ne)s dans des racines et des identités figées et exclusives. Reste que l'islam, comme l'immigration, en soi, n'est ni un danger ni une garantie pour la laïcité. Établir un lien entre immigration et islamisme voire terrorisme est un raccourci, un slogan électoral.

Dans cette optique caractérisée par le refus d'une conception de la modernisation fondée sur l'écartement de « l'élément religieux », il est donc nécessaire de fonder les débats publics sur le pluralisme religieux et culturel. C'est ainsi que les politiques d'intégration ne doivent pas ignorer la religion des migrants. La résolution, de tout conflits ou crises sociales devrait en fait se dérouler dans le respect mutuel de l'autonomie de l'État et de celle de la religion.

La gestion de la diversité requiert un État démocratique qui assure un respect égal de chaque confession. Au lieu d'une neutralité indifférente d'un État qui ignore la religion et qui espère qu'avec la disparition de la diversité religieuse disparaîtront également les difficultés d'intégration des migrants, il est opportun de repenser la laïcité non pas comme une dimension vidée du religieux, mais comme un espace vital où croyants et non-croyants, dans le respect de leurs propres convictions et motivations, peuvent discuter et rechercher ensemble, sans discrimination, les principes fondateurs de la cohésion sociale et de la cohabitation, la recherche et la sauvegarde du bien commun

Ont été expliqué et exposé les actions de l'ONU et celles du Conseil de l'Europe aussi bien que les politiques récentes de l'UE au regard de trois événements et de leurs prolongements – la liberté de religion à l'échelle internationale, les suites du 11 septembre 2001, le Printemps arabe de 2011 et ses conséquences sur les chocs inter religieux et identitaires entre citoyens et immigrés. Ces événements ont été sélectionnés comme exemples de l'évolution de l'intérêt porté des acteurs étatiques sur l'impact du religieux dans les conflits dans un contexte mondialisé. Cela traduit une préoccupation selon laquelle, partout dans le monde, la religion est souvent impliquée dans les conflits, ce qui pourrait impacter la stabilité et la sécurité de tous les pays du monde.

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Investigating the Pedagogical Problems That Encounter Sudanese Teachers (ELT).

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Abstract

This paper investigates the pedagogical problems of teaching English to Sudanese Secondary School students in Kosti. It aims to find out the relationship between the pedagogy of teaching and the level of the linguistic competence of Proficiencies. The Study adopted the descriptive analytical method, the data collection tools were a questionnaire and classroom observations. These two instructions provide to be reliable and valid. They measure what they should measure the population of study were (80) of English teachers of secondary schools in Kosti. They were exposed to the questionnaire and observed in the classroom more than once. The sample of the study were (10) secondary schools in the city of Kosti. The White Nile State in Sudan. The statistics analytical indicates that there was a strong relationship between teaching and proficiency in English. The findings were discussed in the light of hypotheses indicated that less experienced English teachers don't have any background of communicative language teaching. They have a positive attitudes towards using the Arabic in their English lessons and prefer it as the easiest and simplest teaching in contrary of more experienced English teachers who never use Arabic in explaining grammatical structures. Accordingly to this, the research stated its conclusions and recommendations, the main recommendation is that, teachers of English must be trained and made competent.

Introduction

OVERVIEW

English Language is termed as a global language because of the role it plays in communication and economy, Pedagogy, being a significant factor in English language teaching, the language became hard and most often by some individual regard as complicated. This is because most teachers lack the best method to use in passing their instructions to students. Methods of English language teaching are the basic ways of passing teaching and making students understand English language.

Over the last two decades, a great emphasis has been laid upon learners and teachers of English. This shift of interest appeared as a response to discovering how learners process new information, and what kind of specific actions and behaviors they may employ in other to understand, learn or remember the information available.

It is obviously noticed that no two learners learn a FL, or use it in exactly the same way, Ellis (1983:1). This leads us to believe that variability in the learners' language occurs because of individual difference; first of all in the way learners learn FL , and then in the way they use their FL knowledge. In this respect, many questions have been raised starting with the question, how do learners handle the input they receive and relate it to their existing knowledge? If there was to be some sort of internal processing, in what ways is it related to the input and consequently to the output? And finally, how does each of these affect the other? To find out how the FL learners utilize the language data, which they expose to, it is necessary to consider the learning strategies that they exploit.

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It can be noted that a number of learners are merely receivers more than being participants. They almost receive instructions particularly in English grammar, more than they practice English apparently. Therefore, more exposure to the language is an important resource to achieve communication. Since the classroom is the perfect place for learning, teachers are supposed to rely on the English language to provide the students with the needed exposure.

Statement of the problem

It has been observed that most of students in fail English due to ineffective teaching method. Many reasons are said to be the cause of student failure. We can see in the language difficulties faced by many students at universities, therefore this research is centered on the English language teaching methods and how they are applied and their effects on student performance. English language learners will become aware of the fact that they can actually control and improve their own hands. By using such strategies, the learner will be able to participate effectively in English classes through self-directed involvement, which is useful for developing communicative competence.

The study aims to

1-Reveal the causes behind the weakness of Sudanese secondary school students to communicate in English.

2-Find out proper pedagogy, techniques and strategies for helping them to use English.

3-Identify the extend in which the FL is used in such lessons.

The questions of the study:

1-Do less experienced teachers always use L1 in their teaching.

2- Do less experienced teachers of secondary schools use less of the L1 in the FL lessons.

3- Do less experienced teachers of secondary schools never use the L1 in the FL lessons.

The Hypothesis of the study:

1-Less experienced teachers always used the L1 in their teaching.

2-Less experienced teachers of secondary schools use less of the L1 in the FL lessons.

3-Less experienced teachers of secondary schools never use the L1 in the FL lessons..

Significance of the study:

This study is important for teaching of the FL in Sudanese public secondary schools. It will help English teachers to employ different techniques and strategies among which is the use of the L1.

Methodologists have always been advising teachers to use different techniques in teaching foreign languages. Throughout the history of teaching English languages, various techniques have been developed, and some were eradicated (e.g. reciting a list of isolated word or phrases). The effectiveness of any technique in the teaching-learning process gives it the validity to continue in use and to undergo improvements .

Limitation of the study :

This study is limited to survey of secondary schools English teachers who are teaching English in 10 schools in the city of Kosti (White Nile State). teachers of FL. The investigation is limited to use of the L1 in the aspects specified in the hypotheses

Related Literature Review :

This study deals with methods and Approaches of teaching English language and how the use of L1 in teaching the FL is viewed. Before going through this investigation, it is worth discussing the difference between the three aspects; Pedagogy/method, approach and technique. It is useful to Anthony's definitions of these terms (in Richards and Rodgers. 1996:15). He states that "…. An Approach is a set of correlative assumptions dealing with the nature of language and learning". It means certain theoretical brief related to the process of learning.

Methods/ Pedagogy on the other hand, represent the practical procedure chosen to put the theoretical principles of any Approach into practice. It is the level at which a theory is put into practice and at which choices are made about the particular skills to be taught, the context to be taught, and the order in which context will be presented (ibid).

Technique as defined by Richards and Rodgers (1996:15) " … is the level at which classroom procedures are described ". They are specific activities manifested in the class and they are " …… consistent with a method and therefore in harmony with approach, method and technique are interdependent and " they are forming a hierarchical system with the approach at the top followed by method and technique respectively (Al-Mutawa and Kailani. 1998: 12).

However, approaches and methods may have the same technique respectively. Al-Mutawa and Kailani states that "Although the concept of approach means certain theoretical beliefs or principles, the term is often used in the sense of method especially when talking informally, (ibid).

Therefore, teachers vary their methods and techniques to meet the level of the class they teach and to cover the linguistic units to be taught. Different methods and approached have always sought the improvement of teaching-learning processes.

The Grammar Translation Method (MTM)

This method is still in use by many teachers not only in Sudan but also over the world although as Richards and Rodgers (1996:5) point out "It is a method for which there is no theory of language learning. The theoretical assumption come from the interpretation of the FL or as Stern (1986:455) states "… as a system of rules to be observed in texts and sentences and be related to first language meaning " According to GMT learning is viewed as " ….an understanding of the grammar of the language expressed in traditional terms. And at training the student to write the language accurately by regular practice in translating form native language " (Rivers.1968: 16). Learning the Fl is considered as intellectual activity. Which involves earring and memorization of rules and facts through massive translation from the L1 into the FL and vice versa?

Therefore, the L1 is   the vehicle on which the students and teachers heavily rely. The L1 is maintained as the reference up on which the students build the FL acquisition.

Although the study of GTM technique shows that, the language used in class is mostly the students' language "(Freeman. 1986: 12)/ it is the medium of instruction too.

The Direct Method (DM)

Proponents of the DM have "…. A common belief that students learn to understand a language by listening to great deal

of it and that they learn to speak it by speaking it- associating speech with appropriate action" (Rivers.1968:18). Whereas Richards and Rodgers (1997: 9). Assume that "direct and spontaneous use of foreign language in the class" help the students to "…. Be able to induce rules of grammar " Therefore great exposure to the FL in the class enables the students to develop the ability to think in the FL through demonstration, using realia, mime and direct association between the FL and meaning, learning is viewed as analogous to first language acquisition, and the learning processes involved were often interrupted in terms of an associated psychology "(Stern.1996:459). Thus, the purpose of learning according to the DM is to communicate in the FL to achieve this, Freeman (1986:24) states that "in order to do this successfully, students should learn to think in the target language ". Hence, the relation between the students and the teachers is "... More like partners is the teaching-learning process "(ibid).

The Reading method

This method aims at teaching reading for the purpose of the correct pronunciation, comprehension of complicated spoken language. And the use of the simple speech patterns"
(Rivers.1968:22). Students are trained to deduce meanings of words from contexts without conscious efforts to translate what they read. Although the goal of teaching is training in reading comprehension, stern (1996:461) adds that "the spoken language was not entirely neglected, but it was the reading objective that received the main emphasis". Grammar is tough principally through the structure dealt with in the reading material.

The Audio-Lingual Method (ALM)

New ideas about language and learning derived from descriptive linguistics and behavioral psychology were utilized in developing this method. As Brown (1983: 70) points out" ALM was firmly grounded in linguistic and psychological theory ".Throughout learning students can develop oral competence. Thus, listening and speaking receive a great emphasis in the teaching –learning process. Since the aim is communication, freeman (1986:43) believes that "Students need to over learn the target language. To learn to use it automatically without stopping to think". Consequently the students from new habits in the FL that help the overcome the old habits of their L1 generally.

Therefore, dialogues are learned through imitation and repetition "… new vocabulary and structures. Are presented through dialogues "(ibid). On the other hand. There is no grammatically explanation "… Grammar is taught by inductive analogy rather than deductive explanation "(Prator and Cele. Murica. 1979 in Brown. 1983:71)

Cognitive Theory

The theory "Lays emphasis on conscious acquisition of language a meaningful system it seeks abases in cognitive psychology and transformational grammar" (Stern.1986:469). It was developed in response to criticism leveled against ALM by Chomsky and his proponents. It was an attempt to apply the findings of research and the new insights of psychology. Psycho-linguistics and modern developments in linguistics to the FL teaching and learning. Learning according to the cognitive theory is controlling ' … the language in all its manifestations as a

coherent and meaningful system " (ibid) which the students can use in real life contexts.

The Silent Way

This is a method, which is based on hypotheses about psychological aspects of language learning. For instance, Richards and Rodgers (1996: 101) state that "…. The silent way takes a structural approach to organization of language to be thought ". Learning is separated from the social context and based on grammatical complexity, which is broken down into elements.

The basic unit of teaching is the sentence and "… the teacher focuses on prepositional meaning, rather than communicative value" (ibid). Silence of teachers monitors the students to interact with the teacher to create an environment that encourages the students to risk talking and facilitates learning. Either students are expected to depend on their previous knowledge in their L1 or FL to learn what is new in the FL.

Suggestopedia

This method is not based on a theory of language nor any particular assumptions regarding language learning. Learning as freeman (1986:81) states "… is accomplished desuggesting the psychological barriers learners bring with them to the learning situation" In order to reduce the stress of learning. The teacher initiates interaction himself or herself. Using the FL. Thus " the learner learns not only from the effect of direct instruction but from the environment in which the instruction take place " Richards and Rodgers 1996: 145). Everything in the classroom including the personality of teachers supports the success of the

learning process. When the teacher present any learning material, the L1 is the vehicle hat is passes through.

Most methodologists have agreed that incompetent teachers can resort to L1 as a solution to their incompetence although this reduce the time allotted to FL. Certain reason may complete educational authorities to employ incompetent teachers sometimes (e.g. lack of teachers in certain places).

While Gairns and redman (1986 : 75-76) on their turn point out that " … translation can be a very effective way of convoying meaning " especially when dealing with vocabulary items which have no L1 equivalent. L1 use can save time that can upset students more. Similarly Atkinson (1987 : 243) agrees with gairns and Redman. Using the L1 enable the students to develop the ability to distinguish between linguistic items.

Therefore he advices teachers to employ other strategies such as paraphrasing, realia and using the L1 when other strategies do not work. Teachers in their turn have different strategies of explaining new items. For example, Chaudron in Crooks Chaudron (1991) (in Todd . 1997 . 79) found that :

Teachers explain vocabulary items using repetition and emphasis, analysis of morphology, antonyms and synonyms, non-verbal demonstration, verbal Examples, definition, paraphrases and translation.

Giving instructions in the FL is one perfect of authentic language teacher's use in classroom. The students learn a lot of things that they themselves use later on even outside the classroom.

Language of instructions seems to be easy, simple and repeated. So that the students get the idea behind it without the L1 help.

When the teachers practice any activities in the FL ,the students are encouraged to use it. Parrot (in Todd 1997 : 37) states that " the giving of instructions in the classroom is one of the few genuinely communicative acts which takes place and is thus a valuable opportunity for the teachers to exploit as authentic communication in L2 ". Harbord (1992.353) agrees with parrot and considers giving instructions genuine opportunities of communication in classroom.

Furthermore edge (1996.73 – 75) advises teachers to run their classes in the FL to offer chances of more practice. The students know that the FL can be used for achieving communication. Consequently they can acquire the language. He adds that using the FL " introduces forms and uses of the language which the syllabus will not cover " (ibid). Involving the students in small English-using community is considered as one of the most important contributions to their learning the language effectively.

Discussion of results in the light of hypotheses

On discussion of Hypotheses, W.A.Ms and the chi-square were used to test them. The W.A.Ms was used to obtain the percentage of teachers in each scale. The chi-square was used to accept or reject any of these Hypotheses.

1 – Hypothesis No.1

" Less experienced teachers always use L1 in their teaching " The analysis of teachers' response to the question of second part of the questionnaire, namely " Do you use Arabic in English language lesions " reveals that (98.33%) of the teachers use the L1 to different extents. This reflects their positive attitude towards

using the L! as far as the students' achievement is concerned by doing so. They employ certain recommendations advocated by some methods and approaches (see.2.2-9,2-10) However, most of the do not realize the danger behind using the L1 excessively in contexts where the FL will be perfect. Off course some of them are unaware of the impact of overusing the L1 especially to those students who are supposed to continue their studies. Consequently the hypothesis is accepted.

2- Hypothesis No . 2

" More experienced teachers use less L1 in the FL lesson" . Statistical analyses show that more experienced teachers use less L1 in their teaching than their colleagues of less experienced in general (see discussion of tables 4-1,4-2 and 4-3).going through more detailed analysis of the obtained values sheds more light on teachers of (11-15)years and(15and more years)in teaching the FL

Table No.(4-5) The percentage of more experienced teachers. experience Years of

NO	Cases	11-15	15and more
1	Give instructions in class	25%	16.66%
2	Explain difficult vocabulary	14%	10.71%
3	Explain grammatical structure	14%	10.71%
4	Translate full sentences	0%	12.05%
5	Correct pronunciation	11.11%	27.11%
6	Correct errors orally	15.78%	1.57%
7	Elicit students response	23%	15.38%
8	Motivate students	22.22%	5.55%
9	Attract students attention	22.22%	16.66%
10	Helping students cope with the subject	12.50%	31.20%

11	Get feedback in feedback sessions	18.8%	45.45%
12	Reduce the stress and tension of students	12.15%	6.25%
13	Overcome my own Language deficiencies	6.25%	0%
14	Save time	12.05%	15.70%
15	Help weak students	18.42%	23.70%
16	Invest the only appropriate technical I know well	26%	6.9%
17	Explain examination questions	10.71%	13%
18	Introduce a new item	22.72%	13%
19	Clarify idiomatic expressions	15.15%	21%
20	Teach abstract lexical items	19.04%	33%
21	Be as last resort	6.66%	20%
22	Support my English explanation	21.05%	21%
23	Review any items	21.24%	7.21%
24	Any other		

The above table indicates the percentage of more experienced teacher using the L1 to deal with these itemsThese values (in table 4-5) indicates that more experienced teachers resort less L1 while dealing with the items of the questionnaire. They have benefited a lot from their experience in teaching.

They also overcome a lot of their anxiety and become familiar with the learning situation. Therefore this hypothesis is accepted.

3 – Hypothesis No. 3

" Less experienced teachers of secondary schools never use the L1 in FL lessons ".

With reference to the teachers' responses to the second part of the questionnaire , (93.33%) of the sample confirm their implementation of this technique. This value indicates that the majority of teachers know the advantage of this technique and they attempt to benefit from it to a great extent. Therefore this hypothesis is rejected.

4 – Hypothesis No. 4

" Less experienced teachers in secondary schools translate only difficult vocabulary items and expressions" statistical analysis of teachers' response shows that less experienced teachers advocate translation of difficult vocabulary items and expressions more often than more experienced ones. Thus, teachers of (1-6) years of experience represent (60.71%) of the translation as the most suitable technique. They have got certain excuses for applying it. They lack facilities . teaching aids and in service training.

The time allotted to the subject in general and the intensity of the teaching material increase the difficulties for the teachers . both the teachers and students seem less motivated to teaching and learning.

The Examination policy conducted compels these teachers to carry out this technique . The new curricula of the secondary schools with its different subjects of different specialization present difficulties to the teachers and lead them to resort the L1 more often.

However, the FL can offer a lot of more effective technique such as paraphrasing antonym. Synonym, using realia and analysis of morphology to deal with these items. Yet the teachers should be better motivated and trained in order to implement this and students has to be motivated too.

Other facilities have to be available to obtain successful learning. But in the current situation , The L1 use seems to be dominant therefore, This hypothesis is accepted.

5 – Hypothesis No. 5

" Less experienced teachers of secondary schools use the L1 in explaining grammatical structures of the FL "

Teachers responses reveal that the most teacher use the L1 to a very large extent to clarify grammatical structure . It is worth mentioning here that (60%) of the obtained value of the option " Always " represent less experienced teachers (see discussion of always).

It was observed by the present writer that many teachers are concerned with making their students understand these items. They assume that the accuracy in the main objective of teaching the FL. Therefore, They often accompany their explanations with English another in the L1. It seems as if both teachers and students cannot be satisfied unless the L1 is used

Such findings can be attributed to many reasons. First, Many teachers still believe that accuracy is more important in achieving communication and that understanding grammatical structure is the key to going this. Hence more seriousness and interest are seen while giving sometimes long explanations of such items. Second and more importantly, all examination at all levels are mainly grammatically based with reference to secondary school diploma (certificate) where about (70%) of the question are about grammar.

Thirds, teachers are still under the influence of GMT. (see 2-2) and ALM (see 2-5) concerning teaching grammar. Forth, they lack training, reference books or any supplementary materials. Fifth. Inspectors of English in their turn, usually focus on grammatical items more than other items during their regular supervision visits to schools, Sixth, the way the new textbook of secondary schools present grammatical structures through flashes

gives the impression that they are not new and they are only kinds of revision. This is the situation where many of them are unable to cope at least in the current time. Thus, the teachers have to explain and re-explain these items through L1 to encourage their students' understanding.

Seventh, many students consider teachers who do not concentrate on grammatical items by giving a lot of explanation most of it in the L1, as unqualified. Accumulation of all these reasons makes these teachers more dependent on the L1 . Some of these points are drawn from the writer's considerable experience in teaching the FL and what was noticed during the observation, Consequently, this hypothesis is accepted. To the contrary. The L1 is used to a very large extent.

– Conclusion

So far, the previous chapters of the present study have investigated the problems of teaching and communicating in English concerning the use of the L1 in teaching of English. The survey included both viewpoints in favor against the L1 use supported by evidence drawn from their experience in teaching English languages.

It also dealt with opinion of experts in education and pedagogy (see.2-2.1and2.2.2).concerning TEFL in Sudanese secondary schools the new syllabuses, and curricula are based on the CLT as recommended by the educational authority (National center for Educational Planning & Vocational Training).

The new serial books of different specialization aim at developing the students' abilities to understand and use the language communicatively. They also tend to prepare these students for long term studies.

As for employing the L1 as technique to great extent by many teachers of secondary schools, a lot of obstacles compel them to resort to such a procedure.

The new curricula with its new approach the level of the students ,lack of motivation of both teachers and students represent serious difficulties.

Summary of the findings :

Less experienced English teachers have positive attitude towards using the mother tongue in English language lessons.

Less experienced English teachers tackle the essential aspects of the English language through the use of the mother tongue.

Less experienced English teachers do not follow precisely the teachers' book in their teaching.

The level of students is unsatisfactory in general.

Less experienced English teachers do not have any awareness or background of communicative language teaching.

 The number of students in classroom are more than required.

Some of the English teachers are not qualified enough.

Hypothesis – Methodology Conclusion

All what has been mentioned in additional to the researcher's considerable experience in teaching the FL at different levels have supported the researcher to draw upon the following conclusions:

Less Experienced teachers of the FL in some Sudanese secondary schools have positive attitude towards using the L1 in the FL lesson to a very extent. This has its impact on the teaching-learning.

Less experienced teachers prefer the L1 as the easiest and simplest technique .

Less experienced teachers of the FL tend to use the L1 widely in dealing with vocabulary items, difficult abstract items, grammatical structures, and corrections in general and getting feedback.

Less experienced English teachers represent the majority in applying this procedure.

Place of graduation, their gender and number of periods have no effect on this procedure.

Less experienced English teachers have had no background or awareness of the recommended approach of teaching the FL in reference to the syllabuses of the new curricula.

The majority of the FL teaching have had no training or in service-training.

Teachers of English tend to follow limited techniques and activities, which is attributed to their unawareness, lack of motivation and carelessness sometimes.

Most secondary schools do not have any teaching aids, language laboratories and other facilities equipment.

Most students especially males are unmotivated to learn not only the FL but also all subjects respectively.

The students' attitude towards learning the FL is not enough to cope with the new changes of curricula of secondary schools.

The number of students in classroom are big (44 – 55 students) in some schools which affects the teachers' towards giving chances to the students for more practice general and enough exposure to the FL.

– Recommendations

Based on the foregoing finding from this study, the following recommendations are suggested:

Urgent in- service training courses are needed for those teachers who are assigned to teach English to familiarize them with the new developments in this field, To ensure the success and practically of these courses, it is important that they should be carefully-planned, well-managed and financially supported. Another important factor that has to be considered is to encourage FL teachers to attend these courses.

Modify teaching strategies, techniques and classroom behavioral aspects to be in harmony with principles and the objective of the new language materials.

Teaching FL should start in primary schools at the age of nine years or less.

Encouraging students to promote their desire to participate and enhance their willingness to learn, Teachers can account for the following considerations :

Teacher of FL have to create an interesting atmosphere in the classroom and encourage students to participate in the class activity and try to motivate them to communicate in the FL and the teacher have to show himself as a supporter and helper to the students.

It is important the teachers' attention to encourage students and makes them feel that they have made progress with the sense of success.

Teacher have to be firm in a gentle way and praise students when they give relatively correct answers.

Teachers have to treat the students with kindness and respect. Simple a lot and value their opinions .

Teachers have to be sincere and look for opportunities to find them doing something right. Never get frustrated, angry and impatient.

Ovoid criticizing and blaming expressions, the students are teenagers who never accept to be criticized in front of the class.

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LE SYSTEME DE SANTE SUD-COREEN : QUEL MODELE POUR LE MAROC ?

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Résumé :

Le système de santé est le miroir du bien être des populations, sa fiabilité est souvent mise à l'examen lors des crises sanitaires. Le Maroc ainsi que la Corée du Sud représentent deux expériences réussies dans la gestion de la dernière crise pandémique, bien qu'ils aient deux systèmes différents. Le système marocain est caractérisé par une couverture sanitaire qui n'atteint pas les objectifs de l'Etat, tandis que la Corée du Sud assure bel et bien une couverture sanitaire à toute la population, il s'agit d'un système qui évolue rapidement grâce à la technologie, élément clé pour le Maroc afin de développer son système de soins. C'est pour ça que l'expérience sud-coréenne est un modèle pour le Maroc, d'où le fruit de ce travail qui consiste à faire un benchmarking qui expose les points forts du système sud-coréen afin de constituer une inspiration pour le Maroc.

Mots clés : système de santé marocain-système de santé sud-coréen-digitalisation du système de santé-financement des soins

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1. Introduction

   Tous les pays du monde ont été touchés par la crise du covid 19. Or la réponse à cette crise n'est pas la même et change d'un pays à l'autre. Parmi les pays qui ont impressionné le monde de leur stratégie de gestion de cette crise, on note la Corée du Sud, elle a su maitriser la pandémie en peu de temps et sans confinement ni fermeture des frontières. Les Etats-Unis ainsi que la France l'on sollicité pour tirer profit de son modèle[1].

   Le système de santé coréen est connu par une forte participation financière des patients et une couverture limitée de l'assurance-maladie publique après sa généralisation pour concerner toutes les catégories de revenus [2].

   Par ailleurs, l'usage de la technologie et de l'e-santé par la Corée du Sud a pu contribuer au développement rapide de son système de santé [1].

   Le Maroc quant à lui est à ses premiers pas de digitalisation du secteur de la santé. La crise du covid19 a en effet contribué à l'accélération de ce chantier. Bien que le Maroc a réussit sa gestion de la crise pandémique, il lui reste deux grands défis à relever : d'abord la généralisation de la couverture sanitaire pour réduire les dépenses de l'Etat, ensuite la digitalisation pour trouver des réponses au problème de pénurie en ressources humaines. Dans ce sens, le gouvernement s'est engagé dans un énorme projet de digitalisation du système de santé, à travers notamment le plan 2020-2025. Cependant, la mise en place de cette stratégie est jugée par les professionnels de très timide. Plusieurs autres facteurs semblent exercer un effet de ralentissement au dit projet.

   Ce document a pour but d'analyser les grands traits des deux systèmes de soins coréen et marocain afin de faire une comparaison notamment en période de la crise du covid19, et en

termes d'usage de la technologie dans le secteur de la santé. Le choix de la Corée du Sud est motivé par son expérience d'intégration des nouvelles technologies en matière de santé qui a marqué les observateurs, ainsi que le développement rapide de son système de financement jugé puissant. Cette comparaison va permettre au Maroc de s'inspirer du modèle coréen.

D'abord nous abordons le système de financement des soins des deux pays, puis nous exposerons les deux expériences dans leur combat contre le covid 19, ainsi nous passerons au sujet de la digitalisation du secteur de la santé, avant de conclure avec une synthèse décortiquant les points d'amélioration dans le système de santé marocain afin de suivre les mêmes démarches que la Corée du Sud.

2. Le financement du système des soins coréen et marocain

La structure du financement du système de santé sud-coréen est répartie à hauteur de 40 % de contribution Etatique, 50 % de cotisations sociales et 10 % de taxes sur le tabac. Concernant

les établissements de soins, le secteur privé est très développé grâce aux encouragements de l'Etat, il représente 94 % d'infrastructure hospitalière, et assure davantage les services primaires par le biais des spécialisés, et les soins secondaires par les médecins généralistes.

Le rôle du système de santé coréen dans l'amélioration de l'état de santé de la population est d'une importance majeure, tout en sachant qu'en parallèle, l'Etat œuvre pour réduire les dépenses au niveau le plus faible. Selon le rapport de l'OCDE de 2012, la

Corée du sud réalise un taux de dépenses sanitaires parmi les plus faibles dans la zone de l'OCDE43[3].

Le système de santé coréen est connu par une forte participation financière des patients et une couverture limitée de l'assurance-maladie publique après sa généralisation pour concerner toutes les catégories de revenus.

En effet, en 1976, la Corée du Sud a mis en place un système de soins en se basant sur une assurance universelle de couverture sanitaire. En 2004, elle continue sa politique par le lancement du programme national d'assurance maladie, visant de couvrir d'une manière spécifique les soins aux vieilles personnes et les maladies incurables44 [4]. Avec l'accès des classes sociales à faibles revenus aux soins de santé publique, l'État a par ailleurs investi dans les infrastructures sanitaires dans les régions pauvres. La Corée du Sud s'est ainsi grimpée pour occuper le deuxième rang mondial de l'indice des soins de santé (derrière Taïwan et devant le Japon)45 [5].

En Corée du Sud, la croissance économique depuis les années 1960 a boosté le secteur de santé de se mobiliser. Certes, le développement économique d'un pays n'entraîne pas nécessairement le développement de son système de santé, mais le niveau du PIB annuel par habitant passant de 158 à 12257 dollars entre 1960 et 2000 a permis à l'Etat d'augmenter le budget dédié à la santé, et de financer l'assurance-maladie obligatoire dès 1977

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[43] 3Réformes des soins de santé en Corée du Sud dans Études économiques de l'OCDE 2010/12 (n°12), pages 107 à 139
[44] 4Gestions hospitalières, Numéro 595 Avril 2020, consulté le 17 novembre 2023
[45] 5G. BUISSON CONSULTANT. Conseil en stratégies. Numéro 595, avril 2020. P.209

par les cotisations salariales et patronales46 [2] . En parallèle, un autre régime d'assurance-maladie volontaire existait, pourtant l'insuffisance en ressources humaines qualifiées et le non engagement des institutions médicales ont conduit rapidement à son échec. Face à cet échec le gouvernement coréen a mis en place un nouveau programme permettant l'augmentation du financement de l'assurance-maladie, et son extension à la catégorie des auto-entrepreneurs ou indépendants et aux travailleurs du secteur informel. Ceci menait le pays à parvenir à une couverture universelle dès 1989 pour constituer l'ossature du financement de son système de soins[47] [2].

Au Maroc, pour améliorer l'équité et l'accessibilité aux soins. Il s'est engagé dans des réformes visant le renforcement de son système de financement afin qu'il puisse couvrir toutes les catégories de la population même les plus démunies.

La réforme de financement de la santé initiée en 2002, à travers l'adoption de la loi 65-00 portant code de la couverture médicale de base (CMB), a concrètement démarré à partir de 2005, l'année de création de l'Agence Nationale d'Assurance Maladie (ANAM). Cela traduit la vision de l'Etat de s'inscrire dans la perspective d'une couverture sanitaire universelle organisée autour de trois régimes de CMB [6]:

• L'assurance maladie obligatoire (AMO) pour la population active et retraitée des deux secteurs public et privé et leurs ayant droits ;

• Le régime d'assistance médicale (RAMED) pour la population non couverte par l'AMO et à faible revenus;

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[46] Lee Jong-Wha. Le système de santé sud-coréen, un exemple pour les pays en développement. Traduit de l'anglais par Patrice Horovitz et publié le 04 Août 2020 sur Project Syndicate.org

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• L'assurance maladie des indépendants (AMI) pour les autres catégories professionnelles.

Le régime marocain de protection sociale couvre les salariés des secteurs public et privé pour les risques de maladie, maternité, invalidité, vieillesse, décès accidents du travail et maladies professionnelles et leur offre des prestations familiales.

Malgré sa mise en place, ce régime n'a pas atteints ses objectifs, plusieurs catégories de la population ne bénéficient d'aucune couverture sociale notamment les employés du grand secteur informel.

Durant les dix dernières années, la consommation des marocains a connu une nette augmentation suivant le rythme de la croissance économique, celle-ci a contribué à une augmentation des besoins de santé et par conséquent des besoins de financement qui en découlent. La dépense totale de santé (DTS) était de 52 Milliards de Dirhams en 2013 et a évolué pour atteindre 60,9 Milliards de Dirhams en 2018. Elle représente 5,8% du PIB contre 6,2% en 2010 [7].

Tous ses efforts déployés pour couvrir les besoins de financement de santé n'ont abouti qu'à un léger changement de la structure du dit financement : la DTS en 2018 est financée par les ménages à hauteur de 45,6%, contre 50,7% en 2013. Le reste est financé par les ressources fiscales, la couverture médicale, les employeurs, la coopération internationale et les autres sources [8].

Par ailleurs, le secteur privé qui est un acteur important dans l'éco-système sanitaire marocain, bénéficie de 65% de DTS contre 10,3% des tiers payants pour le secteur public, or ce dernier offre plus que 77% du nombre de lits et de services médicaux [9].

Ceci constitue un énorme manque à gagner pour les hôpitaux publics. L'inégalité de la répartition territoriale des infrastructures sanitaires, en plus du manque des mécanismes d'incitation en faveur du secteur privé pour investir au niveau territorial, et sans

oublier le défi de financement supplémentaire que doit avoir le secteur de généralisation de la protection sociale, tous ces facteurs entravent le développement du secteur de la santé au Maroc.

Tableau comparatif des indicateurs sanitaires de la Corée du Sud et du Maroc par rapport aux moyennes de l'OCDE

Indicateurs en 2019	Corée du Sud [10]	Maroc [11]	OCDE [12]
Lits d'hôpitaux pour 1000 hab	12,43	1,00	4,4
Médecins pour 1000 hab	2,37	0,73	3,5
Infirmiers pour 1000 hab	6,9	0,9	8,8
Dépenses en santé	8,1% du PIB	5,8% du PIB	8,8%
Taux de couverture sanitaire	100%	59%	98,4%
Diabète	6,9%	7%	-
Fumeurs	20,8%	14,5%	18%

Ces indicateurs montrent que le Maroc enregistre un grand retard par rapport à la Corée du Sud, il doit fournir plus d'efforts surtout dans le financement de la santé et la question de pénurie en ressources humaines. Ce tableau montre que ce qui constitue un élément fort dans le système coréen constitue par contre un élément de faiblesse pour le système marocain. Tout de même, il faut noter que malgré les difficultés dont souffre le système de soins marocain, son expérience dans la gestion de la crise Covid 19 est considérée parmi les meilleures.

3. Approche par benchmarking de la situation pandémique covid 19

La gestion de la crise pandémique n'était pas la même dans tous les pays touchés par le covid 19, la situation était très disparate. Certains pays ont réussi à contenir la propagation du virus et d'autres ont vu par contre leur système de santé s'effondrer. Afin de comparer l'expérience marocaine dans sa maîtrise de crise à celle de la Corée du Sud qui est un pays de l'OCDE, il nous paraît utile de disposer d'une vue d'ensemble de la situation des deux pays pour en dégager les grandes tendances.

A la date du 12 avril 2020, la République démocratique de Corée du Sud classée 12ème dans l'économie mondiale, un pays de 52 millions d'habitants, dont 90 % en zone urbaine, 10 537 cas ont été confirmés de Covid-19, 217 décès et 7 447 personnes guéries. Mais la question qui se pose est comment le pays a-t-il géré cette pandémie pour obtenir des résultats aussi probants [4]?

La Corée du Sud est le deuxième pays atteint du coronavirus après la Chine. Au 16 mai 2020, elle est classée 43ème, loin de la Chine 11ème et la Russie 2ème, elle avait un faible taux de décès (2,4 % des patients atteints) et un taux de guérison très élevé (89,1 %). Sa situation est bien meilleure que d'autres pays de l'OCDE comme les États-Unis (respectivement 6 et 17,5 %) ; la France (19,4 et 42,2 %) ; l'Allemagne (4,5 et 85,9 %), ou encore la Chine (5,6 et 94,3 %) et le Japon (4,4 et 63,8 %). En Asie, seuls sont mieux le Taïwan (1,6 et 87,1 %) ; Hong Kong (0,4 et 95,9 %), et sans doute Singapour (0,1% de décès) (Barjo, 2020) [13].

Le modèle sud-coréen a fait l'objet de l'admiration de plusieurs professionnels de santé, ils ont félicité le système de santé du pays pour sa capacité à réagir rapidement mais surtout efficacement.

Pour le Maroc, et à la même date du 16 mai 2020, a affiché 1 274 180 cas confirmés, le nombre de décès est de 16 297 (presque 1,28% des patients atteints), pourtant 1 257 883 de guérisons voir un taux de 0,98% [15]. Ces chiffres montrent que la situation au Maroc est mieux qu'en Corée du Sud, sauf que le Maroc avait imposé le confinement et la fermeture des frontières.

Vu ses moyens limités, le Maroc constituait une exception, puisqu'il a réagi plus rapidement que plusieurs pays européens ou nord américains dont les moyens leur permettraient d'agir très vite. Le Maroc avait dès le début de la pandémie enchaînée une série de décisions opportunes.

L'expérience marocaine a marqué les européens, mais aussi la Corée du Sud qui a été vue comme un modèle. Ils étaient impressionnés par le nombre important de dépistage ce qui indique l'efficacité des méthodes de test qui ont été salué par nombre d'observateurs. Le Maroc quand à lui est arrivé rapidement à produire ses propres besoins en masques, ces masques « made in Morocco » qui ont été exporté partout dans le monde [16].

Certes, l'entière fermeture des frontières du Maroc est la première décision clé pour endiguer la propagation, renforcée par le confinement, mais pour la Corée du Sud, ces deux facteurs ne sont pas déterminants. Elle a par contre accéléré la production des kits de dépistage. En quelques jours, plus que 100 000 citoyens sont dépistés [13].

Un autre point qui fait distinguer de loin le modèle sud-coréen, c'est le recours au numérique. Il faut avouer que le programme « contact tracing » basé sur la surveillance des cas suspects et confirmés à travers l'analyse de leurs dernières interactions était pertinent, cette technique a permis le recensement des contacts des individus atteints et les suivre avant d'avoir des symptômes [13].

Enfin pour conclure sur cette question de gestion de crise, il est nécessaire de faire en lumière l'expérience marocaine qui a été saluée par l'OMS et la plupart des pays développés, le Maroc a réalisé des classements meilleurs que la Corée du Sud malgré la grande différence de moyens. Néanmoins le système de santé sud-coréen est classé parmi les premiers au monde pour sa forte contribution au bien être des citoyens. L'usage de la technologie est mesuré à un niveau très élevé, on parle même de robotisation des hôpitaux. Cette montée en puissance de la digitalisation de la santé constitue pour la Corée du Sud un levier de performance mais aussi un potentiel d'un nouveau business fondé sur l'amélioration de l'attractivité mondiale de son système de santé et constituant de ce fait une source importante de devise à travers le développement du tourisme hospitalier.

4. L'introduction de la haute technologie dans le système de santé

Pour promouvoir l'utilisation du système des dossiers médicaux électroniques de haute qualité et évaluer l'état des technologies de l'information en matière de soins de santé en Corée du Sud, le ministre de la Santé et de la Protection Sociale a réalisé deux enquêtes en 2015 et 2017. Ces enquêtes se sont concentrées surtout sur le système du dossier médical, les autres systèmes ont été développés par la suite tels que les systèmes de communication des commandes, les dossiers médicaux personnels, les systèmes d'archivage et de communication d'images, les systèmes de gestion des informations de laboratoire et les entrepôts de données cliniques [17]. En digitalisant tous ces systèmes, la Corée du Sud est devenue un leader mondial en e-santé.

Source : Google images intelligence artificielle en santé

En plus, les hôpitaux sud-coréens intègrent de manière croissante les nouvelles technologies (IA : Intelligence Artificielle, big data, réseaux 5G, etc.) dans leurs infrastructures, dans la perspective d'obtenir de véritables « smart hospitals » [18].

Pour ce faire, le grand opérateur de la tech Sumsung Medical Center s'engage à lancer en partenariat avec l'opérateur mobile KT, un service de 5G [18], qui va permettre aux médecins d'échanger les données du patient entre différents services et laboratoires du centre.

Plusieurs autres techniques et méthodes ont été déployées dans ce cadre, nous citons la gestion intégrée des blocs opératoires permettant aux chirurgiens d'utiliser une interface tactile et un système de commande vocale pour mieux gérer les outils d'analyse et d'équipements chirurgicaux [18].

Source : Google images, La santé, la médecine et la 5G

D'après toutes ces technologies, les hôpitaux de demain seront plus performants. La qualité de prise en charge des patients sera

meilleure, et les coûts opérationnels seront minimisés et les risques inhérents au secteur de la santé seront mieux maîtrisés.

Mieux encore, l'introduction de l'intelligence artificielle au milieu hospitalier est une première, car au cours du « Korea International Medical Clinical Laboratories and Hospital Equipment Show » (KIMES) organisé à Séoul en 2017, 1300 équipementiers sud-coréens et étrangers y ont exposé leurs produits, parmi eux IBM corp qui a présenté son superordinateur appelé Watson capable de diagnostiquer le cancer, cet ordinateur avait été utilisé pour la première fois au monde par le Gil Medical Center de l'université Gachon à Séoul afin d'aider les médecins à diagnostiquer le cancer [19].

En contrepartie, le Maroc est au tout début de la digitalisation de son système de santé. Des tentatives jugées jusqu'à maintenant de très timide ont été initiées, mais l'avenir est prometteur.

A partir de 2018, Un logiciel aidant les hôpitaux à prendre en charge les femmes et enfants victimes de violences en obtenant le nombre et les cas des personnes concernées aux niveaux local, régional et central [20]. Un système numérique visant le contrôle des décès maternels et de nouveau-nés est mis en place au sein des hôpitaux. La gestion des rendez-vous de vaccination des enfants est devenue numérique dans le sens d'alerter les parents [20]. Plus encore, pour élaborer un système de réception, de traitement et de suivi des observations et des doléances des utilisateurs, le ministère tente de lancer le programme «Khadamati», qui fournit une gamme de conseils et de services d'orientation et de sensibilisation au profit des citoyens par téléphone et Internet. De même, un service «Allo Réclamation Santé» est mis en place, ainsi qu'un service «Allo mon rendez-vous» sera opérationnel pour permettre la prise de rendez-vous dans différents hôpitaux publics, via le portail électronique www.mawidi.ma [20].

Il convient de préciser que malgré toutes ces plates formes visant la gestion intégrée des données du patient pour une meilleure qualité des soins, plusieurs défis restent à soulever pour accélérer ce chantier de digitalisation, notamment les facteurs socioculturels.

5. Le modèle de santé sud-coréen : quels défis à relever pour le Maroc ?

Suite à notre lecture du système de santé sud-coréen et en procédant à une légère comparaison entre celui-ci et le système de santé marocain, nous avons repéré quatre facteurs importants pour le développement du secteur de la santé qui constituent les points de force du système sud-coréen alors que le Maroc y est encore déficitaire. Nous citons tous d'abord la couverture médicale universelle. Certes, ce programme est en cours de réalisation mais rencontre des obstacles que le gouvernement doit œuvrer pour les minimiser, il doit rapidement assurer une couverture sanitaire universelle pour permettre la bonne marche des autres chantiers.

La deuxième question concerne l'iniquité dans l'accès aux soins due principalement à la mauvaise répartition territoriale d'infrastructures et ressources sanitaires, plus de 31% de la population se trouve encore à un rayon kilométrique supérieur à 10, ceci concerne plus particulièrement les zones rurales [21]. Les autorités publiques doivent repenser la carte sanitaire en affectant plus de médecins et personnels de soins dans les régions lointaines et surtout montagneuses, tout en assurant les bonnes conditions de travail comme moyen d'incitation et de motivation.

Le troisième facteur concerne le poids du secteur privé dans le système de santé marocain, l'Etat doit encourager les initiatives d'investissement privé surtout dans les régions souffrant de manque de structures sanitaires, afin de combler le besoin en

termes d'infrastructures d'un côté et répondre à la problématique d'insuffisances des ressources humaines d'un autre côté.

Le dernier élément à citer constitue une tendance mondiale, c'est pour cela qu'il ne faut pas mettre encore du retard par rapport au reste du monde, il s'agit de la digitalisation du secteur de la santé. Elle offre beaucoup d'opportunités relatives à la qualité des soins à travers la rapidité et l'efficacité du diagnostic pathologique, en partageant les données (Big Data) à l'échelle nationale, à l'équité dans l'accès aux soins, à l'économie des ressources par le biais des services comme la téléconsultation et la télémédecine, et pleins d'autres avantages qui seront découverts grâce à l'intelligence artificielle.

6. Conclusion

Le secteur de santé est un secteur très sensible car il touche la santé des citoyens et citoyennes et leur bien être, la mise à niveau de ce secteur repose sur la coordination des efforts de toutes les parties prenantes. Finalement il représente son image et reflète à grande échelle sa situation économique, tel est le cas de la Corée du Sud qui, en peu de temps et avec beaucoup de rigueur et sincérité, a pu agir prématurément pour atteindre le même niveau que nombre de pays étant dans le passé récent plus puissants économiquement qu'elle. Ceci peut constituer une inspiration pour le modèle marocain qui connaît des transformations majeures dans tous les secteurs. Et pourquoi ne pas aller chercher des partenariats ou solliciter un accompagnement sud-coréen dans l'élaboration de la stratégie de développement du système sanitaire marocain, et la mise en œuvre des bonnes pratiques pour sa réalisation. En effet, les exigences des citoyens et la tendance mondiale vers la digitalisation et l'intelligence artificielle font une énorme pression sur les pouvoirs publics, qui doivent pourtant, réussir le pari du

développement du secteur de la santé en injectant une dynamique positive et engageant une profonde réforme.

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Employing artificial intelligence applications in teaching educational courses
"a field study"

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Abstract

The study aimed to identify the relationship between the use of faculty members of artificial intelligence applications, and the extent of contributing to the publication of educational curricula, The study uses the quantitative approach and the survey to collect data. The sample consisted of (240) users of artificial intelligence applications in their field of work at Sultan Qaboos and Eastern University - Sultanate of Oman, Results show, there is a statistically significant correlation between faculty members' use of artificial intelligence applications and the extent of their contribution to improving and disseminating educational courses. And the existence of statistical differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable, In the direction of the faculty members - Sultan Qaboos University.

Keywords: *Faculty members, Artificial intelligence applications, Educational courses.*

Introduction

Artificial intelligence applications have shown an effective role in the field of education and training, through their use in various ways in most educational fields thanks to chatbots that provide support to students through personal learning algorithms.

These applications also contribute to assisting in machine learning in various educational courses inside and outside educational institutions to meet their needs.

These applications have allowed workers in educational institutions to produce the contents of various media courses and broadcast them to students on digital platforms supported by artificial intelligence technologies in text, audio, and images. Because of its ability to store an enormous amount of information, creating an educational environment based on interactive learning through dialogue and participation between faculty members and students,

Therefore, the study will focus on: Employing artificial intelligence applications in teaching educational courses.

Literature Review

Previous studies have varied between studies that focused on studying the reliance on artificial intelligence applications in teaching within higher education institutions.

In the context of reviewing studies related to the topic under the axis of related studies, using artificial intelligence

applications in the university educational environment .By reviewing previous studies, the researcher concluded:

There are many studies that have confirmed the nature of the relationship between the use of artificial intelligence applications by faculty members and the extent of their contribution to the dissemination of educational materials.

- **A study (Fatima Al Masad, Lina Al Frani, 2023)** emphasized the importance of training secondary school teachers in using artificial intelligence application techniques in the educational environment.
- **And also, a study (Wafa Fawaz, 2023, 95)** showed that artificial intelligence has a role in enhancing the role of teachers, improving the performance of learners, and making the learning process more efficient.
- **A study revealed (Al-Zawaideh, Ghanimah, 2022, p 148-156).** that artificial intelligence techniques have worked to improve English language proficiency among high school students.
- **A study (Hepp, Andreas, 2021).** confirmed the effectiveness of using artificial intelligence platforms in education.

Research Problem

The research problem seeks to answer the main question: What is the rate of using artificial intelligence applications in teaching educational courses?

The following sub-questions emerge from the main question:

(1) Is there a relationship between the use of artificial intelligence applications by faculty members and the dissemination of educational curricula?

(2) What are the differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable?

Hypotheses

(1) . There is a statistically significant correlation between the use of artificial intelligence applications by faculty members and the extent to which they contribute to the dissemination of educational decisions

(2) There are statistically significant differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable**.**

the importance of studying:

The significance of this study lies in how media college professors benefit from applying artificial intelligence in their professional field. This is achieved by creating diverse educational content and delivering it to students through digital platforms to enhance communication skills, facilitate distance learning, and meet the educational objectives tailored to students' needs **.**This helps in establishing an interactive educational environment where teachers and students engage in dialogue and collaboration, ultimately leading to significant outcomes related to the study topic.

The Study Objective:

The study aims to identify the following main objective: The relationship between the use of artificial

intelligence applications by faculty members and the teaching of educational curricula.

The following sub-goals emerge from this goal:

(1) Showing the relationship between the use of artificial intelligence applications by faculty members and the extent to which they contribute to the dissemination of educational decisions

(2) . Detecting the differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable.

The Study Sample:

The study uses a sample of (240) individuals from Faculty members using artificial intelligence applications in their fields at of the two university of at Sultan Qaboos, and Al Sharqiyah – Oman, ; their ages range from (25: 30, 35 years or more). The reasons for the researcher's selection of the study sample of Omani universities are due to:

- The connection of these universities with the Omani educational environment and the researcher's places of study.
- Most university professors focus on using artificial intelligence applications in their respective fields in a mostly symbolic manner to enhance the educational system.
- Most university professors focus on using artificial intelligence applications in their respective fields in a

mostly symbolic manner to enhance the educational system.This is in accordance with the Oman Vision (2040 AD), and it was taken into account when selecting the sample that it be representative of males and females.

- According to demographic variables, (20) questionnaires (researched) were deleted due to the lack of credibility and honesty. This is the sample that was used by (240) individuals of media professors from Omani universities, and can be described as follows:

Table (1) Description of the Study Sample According to Demographic Variables (n =240)

Demographics Characteristics		F	%
Gender	Male	150	62.5%
	Female	90	37.5%
Age	25: 30	195	81.25%
	years or more 35	45	18.75%
Professional Level	Professor	35	14.58%
	Assistant professor	80	33.34%
	Instructor	125	52.08%
Geographical Distribution	Faculty members – Sultan Qaboos University	165	68.75%
	Faculty members –A'Sharqiyah University	75	31.25%
Total		**240**	100%

The data in the previous table indicates the following:

- **Gender**: Males came in first order (62.5%), while females came in second (37.5%). This may indicate that there is a difference in the nature and quality of the sample in universities sampled for the study, which indicates that males are more accustomed to these applications, which constitute an important source for disseminating educational curricula.

- **Age**: The results showed that the age group (25: 30) had a high percentage of (81.25%), followed by the age group (35 years or more) with a percentage of (18.75%). This can be interpreted as the younger the age, e greater the Artificial intelligence applications used.

- **Professional Level:** degree, the results of the study reveal that the members of the sample with the position of a Instructor come first at a rate of (52.08%), followed by assistant professor of (33.34%). followed by professor a rate of (14.58%).

- **Geographical Distribution** the results of the study reveal that the members of the Faculty members - Sultan Qaboos University come first at a rate of (68.75%), followed by Faculty members -A'Sharqiyah University of (31.25%).

The Study Community

The human community is represented in the. Faculty members at Oman universities, study sample.

The Study limitation

- **Human boundaries:** represented in a sample of the from Faculty members using artificial intelligence applications in their fields at of the two university of at Sultan Qaboos, and Al Sharqiyah – Oman.

- **Objective boundaries:** limited to the from Faculty members using artificial intelligence applications in teaching educational courses, These courses are " Research Methodology, Educational statistics, Digital video production and editing skills, Interactive radio, Introduction to digital public relations, electronic journalism, Psychology course, Media readings in English.
- **Time limits:** the period during which the researcher conducted a field study on a sample of Faculty members using artificial intelligence applications in their fields at of the two university of at Sultan Qaboos, and Al Sharqiyah – Oman. as the study was applied from 5/8/2023DA to 5/9/2023 DA.

The Study tools:

A questionnaire newspaper was applied to a deliberate sample of (240) individuals from the Faculty members using artificial intelligence applications in their fields at of the two university of at Sultan Qaboos, and Al Sharqiyah – Oman. as the study was applied from 5/8/2023DA to 5/9/2023 DA.

The Study Type and Method:

This study belongs to the descriptive analyses, which depend mainly on the use of the sample survey method. It is the ideal way to obtain quantitative and qualitative data for all paragraphs of the questionnaire.

The Study Variables:

- **The independent variable:** Artificial intelligence applications.
- **Dependent variable:** educational courses.

The Cognitive Framework:

Faculty members and media courses publishing through Artificial Intelligence Applications

A team of professors from diverse academic fields, who are educationally trained and qualified, excel in utilizing modern technologies and cutting-edge technological applications in the realm of education**.**

Artificial intelligence applications are systems that mimic human intelligence to carry out tasks and can enhance themselves based on the information they collect (Mohammed, 2021, p. 1690).

Educational platforms powered by these apps assist students in finding educational materials that capture their interest, shared by teachers on interactive digital learning platforms enhanced with artificial intelligence tools.

"Many educational courses are published through of artificial intelligence applications, are utilized to deliver educational content to students in the university setting (Maram Abdul Rahman, 2018), including:

1- **"iTalk2Learn" System Platform:** It is designed to teach fractions and fulfill students' cognitive needs.
2- **Thinkster Math App:** It is created to combine real-world math curriculum with personalized teaching methods for students to enhance their logical skills

3- **Brainly Platform:** It pertains to semester exam questions and homework assignments.

4- **Otter Voice Notes App:** It converts spoken lectures and conversations between people into text files, allowing for easy sharing with others (Ira Katznelson and Mark Kesselman,2014,13-14).

5- **Social Networks:** Artificial intelligence-driven learning platforms aim to enhance user engagement in digital spaces like "Facebook, Twitter, YouTube".(Papadimitriou, Aristea, 2016, 1), These apps stand out for their capability in deep learning, analyzing words, images, and texts to interpret user posts, grasping their context and meaning through their proprietary algorithms. (Ozbay, Feyza Altunbey, and Bilal Alatas, 2020,540).

6- **Expert Systems and Distance Learning:** It aims to enhance learning, facilitate problem-solving, decision-making, and assess projects and research (Malikah, 2021, p. 140).

Engagement with educational content on these platforms occurs through various means, such as comments from the audience following them (Walaa Ibrahim, 2023, 612-613), It is a useful measure for assessing how effective the content published by institutions on their digital platforms is (Smith, Ronald D, 2021.255).

The Procedures for Honesty and Reliability of the Questionnaire Sheet:

Table (2) Cronbach's alpha coefficient to measure the stability of the form (n =240)

Field	Cronbach's alpha coefficient
Cronbach's alpha coefficient for all paragraphs of the questionnaire	0.90

The data in the previous table indicates the following:

- The value of Cronbach's alpha coefficient came at a high rate of (0.90), which means that the stability coefficient is high. It also indicates no significant difference in the respondents' responses and that the questionnaire sheet is valid for application.

Statistical Analysis：

After completing the data collection of the field study, the data was encoded and entered into the computer, then it was processed and analyzed and statistical results were extracted using the statistical package for social sciences program known as "SPSS", by resorting to the following transactions, tests and statistical treatments, which are:

- . Ratios and frequencies: The simple statistics of the questionnaire questions.
- "person" correlation coefficient to measure the intensity and direction of the relationship between variables,
- the (T-Test) was used to find the differences between the averages of the sample members

Hypotheses Test Results

The first hypothesis states that: There is a statistically significant correlation between the use of artificial intelligence applications by faculty members and the extent to which they contribute to the dissemination of educational courses.

Table (3) The relationship between he use of artificial intelligence applications by faculty members and the extent to which they contribute to the dissemination of educational courses (n = 240)

Variables		Publishing educational courses	
	The value of T	The significance level	The significance level
Uses of communication applications on smartphones by teachers	0.31**	0.01	0.05

* Significant at the level of (0.01)   **** Significant at the level (0.05)**   **The data in the table above indicates the following:**

- Using the Person correlation coefficient indicated a statistically significant correlation between the use of artificial intelligence applications by faculty members and the extent to which they contribute to the dissemination of educational courses. The value of the correlation coefficient reached (0.31**), which is significant at the level of (0.01),

and this can be interpreted as the moreby faculty members useof artificial intelligence applications, the more educational content will be disseminated in various disciplines.

The second hypothesis states that: There are statistically significant differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable.

Table (4) *The statistical differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable   (n = 240)*

Scale	Faculty members - Sultan Qaboos University		Faculty members - A'Sharqiyah University		the value of (T)	Significance Level	Significance Level
	Mean	**Total ranks**	**Mean**	**Total ranks**		0.01	0.05
Forms of communication applications on smartphones	2.55	0.62	2.35	**0.58**	**3.03		

* Significant at the level of (0.01)   ******
Significant at the level (0.05)
The data in the previous table indicates the following:
- **Using the T-Test,** indicated statistically significant differences between faculty members' use of interaction

patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable, and in the direction of Faculty members - Sultan Qaboos University, The value of (t) = (4.27**), and it is significant at the level of (0.01), This refers to the existence of trained and qualified educational communicators capable of using these applications and tools to interact professionally in order to facilitate the communication and interactive participation between teachers and students regarding educational subjects that interest them, in order to develop learning skills and keep up with technological advancements.

The results of the study in light of the hypotheses:

After conducting the field study, we reached a set of results, the most important of which are:

- The results showed a statistically significant correlation between the use of artificial intelligence applications by faculty members and the extent to which they contribute to the dissemination of educational courses, nd this can be interpreted as the moreby faculty members useof artificial intelligence applications, the more educational content will be disseminated in various disciplines.

- The results revealed that there were statistically significant differences between faculty members' use of interaction patterns with educational content via educational digital platforms supported by artificial intelligence technologies, according to the geographical distribution variable, and in the direction of Faculty members - Sultan Qaboos University, This refers to the existence of trained and qualified educational

communicators capable of using these applications and tools to interact professionally in order to facilitate the communication and interactive participation between teachers and students regarding educational subjects that interest them, in order to develop learning skills and keep up with technological advancements**.**

The study reached a set of recommendations, the most important of which are:

- Emphasizing the necessity of using modern technological applications in education and training teachers on utilizing advanced artificial intelligence techniques to produce educational content.
- Providing scientific laboratories with advanced technologies and devices connected to the internet to keep up with modern developments in the educational environment. This is for interaction between the professor and students on topics that interest them.

Research Suggestions:
- Teachers' use of artificial intelligence applications and verified satisfactions.
- · Accreditation by the Professor of Media of augmented reality techniques in the educational environment.

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Secondary School Teachers' Uses of Communication Applications on Smartphones "A Field Study on the Communicator"

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Abstract

The study aimed to identify secondary school teachers using smartphone communication applications in the "Military Secondary School for Boys" and "Minya National School - Arabic Languages." The study uses the quantitative approach and the survey to collect data. The sample consisted of (240) users of smartphone applications in secondary schools. The study sample included (135) males and (105) females. The results indicated a statistically significant difference between smartphone application use in the "Military Secondary School for Boys" and "Al-Minya Private School - Arabic - Languages" schools. The research also found that Al-Minya Private School - Arabic - Languages" school teachers are more aware of using these applications in the educational environment to keep pace with technological developments and contribute to improving the educational process's efficiency.

Keywords: *secondary school teachers, communication applications, smartphones*

Introduction

The communicator (teacher) in the educational environment is considered one of the basic pillars in the success of the educational process and achieving its goals. He has the ability and efficiency to communicate successfully through various smartphone applications.

The technical development of the information revolution has been reflected in the reality of educational institutions and the creation of educational content. With the emergence of new media, smartphone applications, and social media platforms, educational institutions that use the traditional learning style are facing a challenge in terms of the educational content they publish, which requires the use of modern communication technologies to improve the efficiency of the educational process, similar to technological development in the educational field. Teachers in educational institutions have moved towards digital content, relying on smartphone applications and creating websites, allowing them to provide educational information, images, and videos to meet students' needs and achieve the educational process's goals. In particular, the teachers at the "Military Secondary School for Boys" and "Minya National School - Arabic Languages" broadcast applications for educational courses via communication applications on smartphones.

Communication applications connected to the Internet are considered an effective means of communication between the teacher and his students in the educational environment due to the availability of the element of interactive participation towards the content of the media message in text, audio, and image,where the teacher and students exchange the roles of

sender and receiver thanks to the cultural and cognitive influence that digital content carries in various disciplines and which is broadcast via technologies-multimedia on mobile phones.The teacher in the educational environment is the primary support in achieving the goals of the educational process. It has been implicitly considered that every person who owns a smartphone connected

The Internet can produce videos and digital photos and disseminate them at the lowest cost through communication applications on smartphones such as Facebook, Twitter, and YouTube" to achieve and serve the objectives of the educational process. Therefore, the study will examine, from a modern perspective, secondary school teachers' use of communication applications on smartphones.

Literature Review

Researchers studied secondary school teachers' use of smartphone communication applications in schoolwork. Muhammad (2022) .aimed to identify the degree to which smartphone applications are used in managing the educational process in Jordanian schools. The results showed that the use of smartphone applications in managing the educational process was moderate, in addition to statistically significant differences attributed to the academic specialization variable.

Bin Salem (2021) .investigated how smartphones are used in teaching Arabic. The results revealed the existence of a statistically significant correlation between learning with a smartphone and e-learning and the benefit of smart mobile phones in teaching the Arabic language. It also confirmed the importance of smartphone applications in education due to their

ability to transfer information quickly, as they provide high-quality educational content and interact with the other party directly by conveying concepts to the learner.

Jabr (2020) examined the impact of smartphones on the achievement of school students in the first basic stage from the point of view of teachers in the Irbid and Jerash governorates, and the study concluded that there is a low positive impact of the use of smartphones on the achievement of school students in the first basic stage. Also, there are no statistically significant differences between the sample members' opinions about the positive effects according to gender, education, and work experience.

Morais and Sampedro (2021) studied oral communication methods used in teaching English via mobile phones in primary school, and the results showed that communication between students and teachers via mobile phones was of a high degree, leading to improved technological competence in primary education. Mane (2020) recommended the importance of employing mobile phone applications in education to improve the quality of the educational process due to their ability to bring awareness to students by searching for information that arouses their interest in various educational activities.

Comment on Literature Review

- Arab and foreign research has agreed on the necessity of communicators employing communication applications for smartphones in the educational media environment due to their importance and effective role in disseminating educational curricula to meet the needs of

students in educational institutions and achieve the goals of the educational process.

- Diversity of research: The literature review was diverse in its methodological procedures in terms of objectives, sample, population, and results, which benefited the researcher in formulating the problem, objectives, hypotheses, research questions and choosing the research method, research tools, variables, and theoretical framework, which helps in reaching the best results. The theoretical frameworks of the literature were also linked to the current study of secondary school teachers' use of communication applications for smartphones in the educational environment. The research results formed the scientific basis on which the current study relied, with an attempt to build on it to provide a scientific addition and benefit from it, mainly in comparing its results with the results of the current study; it served as a guide for the researcher to see more literature can be used, which gave an objective dimension and an important research justification in studying the relationship between the teachers use of communication applications and publishing educational curricula which considered a new addition for those working in educational institutions due to the scarcity of using these applications in the field of school work as it is a new form of online learning that keeps pace with technological developments.

Research Problem

Due to the rapid developments in information and communication technology and the study's review of media

applications on smartphones and the effects of their use on the professional performance of secondary school teachers, the current study investigates the communicators' (teachers) uses of smartphone applications in the "Military Secondary School for Boys" and "Al-Qawmia Private School in Minya - Arabic Languages" to disseminate educational curricula as one of the main pillars of their work in educational institutions, to direct the communication message in a way that meets the needs of students and serves the objectives of the educational process. Educational institutions still need to rely on broadcasting their news and school programs mainly on the traditional method, despite the acceleration of technological developments and the need to use these applications to meet students' needs and achieve the educational process's goals.

Research Questions

The research problem seeks to answer the main question: What are the uses of secondary school teachers for communication applications on smartphones?

The following sub-questions emerge from the main question:

- **RQ1:** What are the differences between the uses of communication applications on smartphones by communicators (teachers) at the "Military Secondary School for Boys" and "Minya National School - Arabic Languages"?
- **RQ2:** Is there a relationship between the use of communication applications on smartphones by communicators (teachers) in schools and the dissemination of educational curricula?

- **RQ3:** What are the differences between the degrees of respondents' interactions in the schools with educational courses via smartphone communication applications?

Hypotheses

- **H1**: There are statistically significant differences between the teachers' use of different smartphone communication applications.
- **H2**: There is a statistically significant correlation between teachers' use of communication applications on smartphones and the publication of educational curricula.
- **H3**: There are statistically significant differences in the degrees of respondents' interactions with educational courses via smartphone communication applications.

The Significance of the Study

- The practical significance is due to the focus on the importance of communication applications on smartphones and their role in disseminating educational curricula in secondary schools, as they are an important and effective means in online education to improve the efficiency and effectiveness of pre-university education institutions, in addition to keeping pace with the latest developments in the educational media environment.

- The study also derives its importance from the benefit of secondary school teachers from employing communication applications on smartphones in the educational media environment to develop students' online learning skills, as well as developing different teaching methods through producing, editing, and broadcasting media content related to educational courses in various fields in audio and video. Smartphone communication applications are an important

source for secondary school students to obtain information related to the courses since they are considered a new form of online learning that connects the school with teachers, students, and the external community

Purpose Statement

The current study seeks to identify the following objective: secondary school teachers' use of smartphone communication applications. The following sub-objectives emerge from the main objective:

1- Knowing the differences between the communication applications used by communicators (teachers) in the "Military Secondary School for Boys" and "Minya National School - Arabic - Languages" schools.

2- Explaining the relationship between school communicators' (teachers) use of smartphone communication applications and the dissemination of educational curricula.

3- Identifying the differences between the degrees of teacher interaction in the school and educational courses via smartphone communication applications

The First Section: The Cognitive Framework:

Secondary school teachers and publishing educational courses via communication applications for smartphones:

Muhammad (2018) defined secondary school teachers as "those who contribute to creating the media message within the institution, directly or indirectly" (p. 54) by "preparing, editing, directing, presenting, and broadcasting the content to the public" (Hamad, 2017, p.7). "Those who communicate are a group of specialized people; they are educationally qualified and carry out tasks and

responsibilities with students in various fields to achieve the educational process's goals" (Mahmoud, 2017, p.83), in addition to "disseminating information that affects the public through various means of communication that coincide with technological development; there is a direct relationship between the speed of message delivery and technological progress (Osama, 2019, p.34).

"Many educational courses are published through communication applications for smartphones" (Muhammad, 2016, p.72), including:

1- Biology.
2- Physics.
3- Arabic language.
4- History.
5- Chemistry.
6- Mathematics.
7- Educational media.

Communication applications for mobile phones also play an important role in producing and broadcasting educational courses, developing students' online learning skills, and creating a personality through interactive participation to break the barrier of the traditional relationship between teacher and student. It can be said that communication applications on smartphones have helped teachers in educational institutions break the barriers between the teacher and the student by building an interactive environment based on interaction, dialogue, and participation between the teacher and his students regarding educational courses in various fields (Taqatqa, 2018), and that is through publishing digital content and making it available to users through these

applications (Margam, 2017).

The smartphone is a device equipped with various types of imaging and sharing services and applications that "allow its users to produce and broadcast educational content to meet the needs of students" (Khalida, 2020, p.177), which "provides an opportunity for networked, social, interactive and participatory learning via dimension using mobile phone applications" (Saleh, 2017, p.44).

There are many communication applications on smartphones used to disseminate educational curricula in the "Military Secondary Schools for Boys" and "Al-Minya National School - Arabic - Languages," including:

1- Facebook: A social network that allows visual and audio communication between users to "exchange information and data in various fields via text, image, or video" (Al-Eid & Al-Eid, 2020, p.655).

2- Twitter: An interactive website for virtual communication between individuals that provides a "microblogging service that allows its users to send tweets (280 characters per message) and receive responses and updates" (Al-Otaibi, 2018, p.231).

3- YouTube: "A site that allows users to upload and download video clips and comment on them, communicate and exchange opinions about them to develop the skills of producing educational content" (Al-Ajrami, 2019, p.410). It is an important educational platform that encourages viewing the content and interaction between the teacher and his students in various activities (Adam & Mowers, 2018).

4- WhatsApp: It is a communication application that allows

users to create groups for instant communication and exchange photos and videos between users on various topics that interest them, whether in a school, university, or specific institution.

5- Live broadcast: "A feature on Facebook Live launched by the site's administration to develop its communication tools" (Al-Zahr, 2019, p.83). Live broadcasts also allow viewers to comment and add Emoji symbols during the broadcast, and the live broadcast video is also saved; then, a regular video can be watched anytime (Belenzo & Valmoria, 2017).

The use of these applications by communicators in media institutions has become inevitable since "social networking sites have acquired the ability to disseminate media content in text, audio, and images in various fields" (Haseeb, 2008, p.284). Smartphones are mobile digital devices linked to technological development that provide advanced applications to enhance communication and interaction between users worldwide and carry out multiple activities simultaneously (Taqatqa, 2018). In addition to taking advantage of it to "capture images and video clips and store them in the Global Positioning System "GPS" (Computer Hope, 2019, pp.4-12).

Interaction with educational curricula at "Military Secondary School for Boys" and "Minya National School - Arabic - Languages" via communication applications on smartphones:

Interaction is the extent to which visual news institutions and websites provide their users with "interactive digital windows that allow them to communicate through

various forms of interaction, whether by commenting or sharing the media content with friends via social networking sites or participating in editing the content by adding a video clip and expressing it in different ways on the site" (Ben Mazouz & Al-Bashir, 2019, p.263).

- **The Second Section: Introduction to The Gatekeeper Theory**

The researcher relies on the gatekeeper theory as a theoretical input. The gatekeeper theory states that the media content goes through many stages; during each stage, the gatekeeper passes information according to his needs. "The concept of what is known as the "gatekeeper" attributed to the Austrian psychologist and the American national in general is Kurt Lewin" in 1977" (Al-Dalaeen Akhir, 2016, p.167). Lewin's studies are also considered among the best methodological studies in the field of communication, as he believes that along the journey that the media content takes until it reaches the target audience, there are points "Gates" in which decisions are made about what comes in and what goes out.

These studies presented a functional analysis of methods of control in the newsroom and the contradictory perception of the role and position of workers in the media outlet, their sources of news, and the values that influence the selection and presentation of news and information (Najm, 2011), "as a form of communication and education" (Caffey, 2015, p.129).

Jabr (2020) also studied the impact of smartphones on the achievement of school students in the first basic stage from

the teachers' point of view. Abbas (2017) investigated the feasibility of adopting smartphones in education to develop learners' proficiency in the English language and from the perspective of the media practices of the communicator.

Valenza (2018) examined the construction and implementation of a job description strategy for the "media" specialist using social networks in educational media activities to teach courses in media education, edit several electronic newspapers, and create a communications network within the educational institution to disseminate news. Concerning the organization's members, the communication model focuses on the gatekeeper's control over the passage of the media message and its content during the communication process between the sender and the receiver.

In light of the above, the researcher will test the relationship between the uses of communication applications for smartphones by communicators in the schools sampled for the study and the publication of educational curricula and demonstrate the differences between the degrees of interaction of the respondents with these curricula.

Methodology

Research Design

This study belongs to descriptive studies, which rely mainly on the sample survey method, as it is considered the ideal tool for obtaining quantitative and qualitative data for all sections of the questionnaire. The sample survey method contains the collection of respondents' data as essential parts

for learning teachers' uses of communication applications on smartphones to disseminate school educational curricula in secondary schools in (El Minya Educational Administration), where the qualitative responses depended on the interpretation of the numerical results reached because ~~the~~ researchers in this type of study begin by monitoring and extracting the results through the data obtained. The research team has followed this approach because it responds to the study's aims to know the uses of communication applications on smartphones by secondary school teachers by measuring the responses of the participants and, based on that, the extent to which "secondary school teachers" use applications on smartphones in educational courses is concluded.

Sample and Study Population

The study uses a sample of (240) individuals from secondary school teachers in Minya Governorate, "Minya Educational Administration," who use smartphone media applications in the educational media environment; their ages range from (18-50). The reasons for the researcher's selection of the study sample are due to:

1- The researcher's choice of secondary school teachers in Minya Governorate, "Minya Educational Administration," was based on the nature of the subject, as they are a category and segment representing an active sector in the educational media environment. The researcher's choice is due to the two schools, "Military Secondary School for Boys" and "Private National School for Minya - Arabic - Languages," because the school "Military Secondary School for Boys" represents Lower

Egypt, while the "National Private School in Minya - Arabic- Languages" represents Upper Egypt, due to its connection to the researcher's place of study.

2- There are communicators in secondary schools, "teachers" in various specializations who can use smartphone applications in the field of school work to keep pace with modern technological developments and publish educational curricula of a diverse professional nature (males, females), which provides the researcher with a sample that represents society. The population is correctly represented, and the following is a description of the sample:

Table (1) Description of the Study Sample According to Demographic Variables (n = 600)

Demographics Characteristics		F	%
Gender	Male	135	56.25%
	Female	105	43.75%
Age	18: 35	143	59.58%
	35– 50	97	40.42%
Professional Level	Scientific courses teacher	125	52.08%
	Literary courses teacher	115	47.92%
Educational Level	Postgraduate	91	37.91%
	Graduate	149	62.09%
Total		**240**	100%

The data in the previous table indicates the following:

- **Gender**: Males came in first order (56.25%), while females came in second (43.75%). This may indicate a difference in the nature and type of the sample in the schools of the study sample, which indicates that males are more used to these applications, which is an important source for disseminating educational curricula.

- **Age**: The results showed that the age group (18:35) had a high percentage of (59.58%), followed by the age group (35:50) with a percentage of (40.42%). This can be interpreted as the younger the age, the greater the smartphone applications used.

- **Professional level**: The results revealed that a percentage of (52.08%) of the sample members specialize in scientific courses via smartphone applications, followed by specialists in literary courses with a percentage of (47.92%). This indicates that scientific specializations are more intensive than literary specializations, in addition to the importance of these applications for teachers in disseminating educational curricula for all specializations as a new educational style in the educational environment.

- **Educational level:** The results revealed that sample members (graduated) came in first order with a percentage of (62.09%), followed by those with a post graduated with a percentage of (37.91%), which indicates that those (graduated) are the group most likely to use smartphone communication applications to publish educational courses and interact with them between the teacher and his students.

The Limitation

- **Human limits:** The human limits are represented by a sample of secondary school teachers at the "Boys Military Secondary

School" and "Minya National School - Arabic - Languages" who use smartphone communication applications.

- **Objective limits:** limited to the use of the communicator "secondary school teachers" in the "Military Secondary School for Boys" and "Minya National School - Arabic - Languages" communication applications on smartphones.
- **Time limits:** This is the period it took researchers to apply the research tool in 2023.

Study Tool

A questionnaire was applied to a purposeful sample of (240) individuals from the communicators in the "Military Secondary School for Boys" and "The National School of Minya - Arabic - Languages" and the school who used communication applications on smartphones in teaching during the period extending from 1/2/2023, until 3/30/2023.

Study Variables

- Independent variable: secondary school teachers' uses.
- Dependent variable: communication applications for smartphones.

Validity and Reliability

The questionnaire was designed, and the apparent validity was verified in light of the objectives and hypotheses of the study. It was presented to a group of arbitrators in the media field. The questions were designed, and the form was modified according to their revisions. The reliability test was conducted for the questionnaire by applying the Cronbach alpha equation to ensure the reliability of the questionnaire. The questionnaire was applied from 1/2/2023 until 3/30/2023. The following table shows the calculation of the value of the reliability coefficient for

the questionnaire:

Table (2) Reliability Coefficient for the Questionnaire

Mean	Standard Deviation	Variance	number of items	Cronbach's alpha value
140.46	10.244	104.964	80	0.735

The table data indicates the following:

- The value of Cronbach's alpha (0.735), a moderate degree of reliability, gives confidence to the research results and indicates that the questionnaire is valid for application.

Statistical Analysis

After completing data collection, the data was coded and entered into the computer, then it was processed and analyzed, and statistical results were extracted using the "Statistical Package for the Social Sciences" program "SPSS," by resorting to the following statistical coefficients and tests, which are statistical ratios and frequencies. The "Pearson correlation coefficient" was used to find the intensity and direction of the correlation between the use of smartphone communication applications and the publication of educational courses by teachers in the study sample. The "T-Test" was used to find differences between the teachers' uses of different communication applications on smartphones and to measure the differences between the degrees of interaction of teachers with educational courses via smartphone communication applications.

The Results

The study sample represented the age group (18-50) of the communicators (secondary school teachers), as it included (240 teachers) who used smartphone communication applications in the "Military Secondary Schools for Boys" and

"Al-Qawmiya Private School in Minya-Arabic- Languages" communication applications on smartphones.

Table (3) Secondary School Teachers' Uses of Smartphone Communication Applications to Disseminate Educational Courses (n=240)

N	Secondary School Teachers' Uses of Smartphone Communication Applications	F	%
1	Use always	103	42.91%
2	Use sometimes	95	39.59%
3	Use rarely	42	17.5%
Total		**240**	**100%**

The data of the previous table indicates the following:

- The results indicated that (42.91%) of the sample use communication applications on smartphones to publish educational courses (always), followed by use (sometimes) (39.59%), and finally, rarely by (17.5%), which indicates they use these applications to publish educational courses to develop students' online learning skills, to keep pace with rapid technological developments in the educational environment and the latest developments in the educational arena.

Table (4) Communicators' Uses of Forms of Communication Applications for Smartphones in Disseminating Educational Lessons (n=240)

N	Forms of Communication Applications for Smartphones	Forms of Communication Applications for Smartphones		Teachers at the Military Secondary School for Boys		Total	
		F	%	F	%	F	%
1	Facebook	35	29.16%	40	33.33%	75	31.25%
2	Twitter	15	12.5%	15	12.5%	30	12.5%
3	YouTube	35	29.16%	31	25.83%	66	27.5%
4	WhatsApp	10	8.34%	13	10.84%	23	9.59%
5	Live Broadcast	25	20.84%	21	17.5%	46	19.16%
Total		120	100%	120	100%	240	100%

The data of the previous table indicates the following:

- The table indicated that (31.25%) of the sample confirmed that they prefer to use "Facebook" to publish educational courses, followed by "YouTube" (27.5%), then live broadcasting (19.16%), and "Twitter" (12.5%). Finally, "WhatsApp" (9.59%).

- **Regarding the teachers' use of "Al-Qawmiya Private School in Minya - Arabic - Languages"** communication applications on smartphones to publish educational courses, the results showed that (29.16%) of the sample preferred to use "Facebook" and "YouTube" to publish educational courses, followed by live broadcasting (20.84%), then

"Twitter" (12.5%), and finally "WhatsApp" (9.59%). This indicates that they prefer using these applications to improve the efficiency of the educational process and develop online learning skills among students. This agrees with the study of Muhammad and Al-Hawari (2019), which emphasized the importance of using "Facebook" to disseminate media content in various fields.

- **Regarding the teachers of the Military Secondary School for Boys using communication applications on smartphones to publish educational courses**: (3.33%) of the sample confirmed that they prefer to use "Facebook" to publish educational courses, followed by "YouTube" (25.83%), and then live broadcasting (17.5%), followed by "Twitter" with a percentage of (12.5%), and finally "WhatsApp" with a percentage of (10.84%), so it can be said: They use these applications in the educational environment as they are an advanced technology that contributes to teaching media courses, provide the possibility of communication between the teachers and the students, which is consistent with the study of Muhammad and Al-Hawari (2019), which emphasized the importance of using "YouTube" in disseminating media content in various fields.

Table (5) Educational courses that secondary school teachers prefer to publish via communication applications for smartphones (n=240)

N	Courses	F	%
1	Biology	39	16.25%
2	Chemistry	42	17.5%
3	Physics	35	14.58%
4	Mathematics	31	12.92%
5	Arabic Language	27	11.25%
6	Educational media activities	39	16.25%
7	History	27	11.25%
Total		240	100%

The data of the previous table indicates the following:

- the chemistry course via communication applications on smartphones, followed by biology (16.25%), media activities (14.58%), mathematics (12.92%), Arabic language, history (11.25%), and this result is consistent with the study of (Muhammad, 2016), which emphasized the need to pay attention to spreading cultural and media activities in the educational environment so that it can be said: They use these applications in the educational environment for teaching educational courses, keeping pace with rapid technological developments, and

developing online learning skills inside and outside the educational field.

Table (6) Degrees of respondents' interaction with educational curricula via communication applications for smartphones at the "Ministry Secondary School for Boys" and "National Private School in Minya - Arabic - Languages" (n = 240)

N	Interaction Degrees	Teachers of the National Private School in Minya – Arabic – Languages		Teachers of the Military Secondary School for Boys		Total	
		F	%	F	%	F	%
1	highly interactive	54	45%	50	41.66%	104	43.33%
2	moderately interactive	48	40%	35	29.17%	83	34.58%
3	less interactive	18	15%	35	29.17%	53	22.09%
Total		120	100%	120	100%	240	100%

The data of the previous table indicates the following:

- (43.33%) of the respondents confirmed they are highly interactive with educational courses, followed by moderately interactive (34.58%) and less interactive (22.09%).
- Regarding the degree of interaction of the "Al-Qawmiya

Private School in Minya - Arabic - Languages" teachers with the educational curricula, the results showed that (45%) of the sample highly interacted with the educational curricula, followed by moderately interacted (40%), and finally less interacted (15%).

- Regarding the degree of interaction of teachers at the Military Secondary School for Boys with educational curricula: (41.66%) of the sample confirmed that they highly interacted with educational curricula, followed by moderately interacted and rarely interacted by (29.17%), which indicates they interacted with the educational contents through these applications to achieve communication between the teachers and their students, in addition to asking questions about the difficulties they face in learning the educational courses on digital platforms. It is also clear that there is superiority in favor of "Al-Qawmia Private School in Minya - Arabic - Languages" teachers in terms of high interaction, and this indicates that they are more aware of the importance of communication application in teaching the courses.

Hypothesis results

- **H1**: There are statistically significant differences between the communicators' use of different smartphone communication applications in the "Military Secondary School for Boys" and "the National School of Minya - Arabic – Languages.

Table (7) Significance of the differences between the uses of communicators in the "Military Secondary Schools for Boys" and "Minya Private Schools – Arabic – Languages" of forms of

communication applications for smartphones (n = 240)

Scale	Military Secondary School for Boys		Al-Qawmah Private School Arabic-Languages		the value of (T)	Significance Level	Significance Level
	Mean	Total ranks	Mean	Total ranks		0.01	0.05
Forms of communication applications on smartphones	2.42	1.00	2.53	0.75	4.27**		

* Significant at the level of (0.01)   ******
Significant at the level (0.05)

The data in the previous table indicates the following:

- Using the T-Test indicated statistically significant differences between the uses of forms of communication applications on smartphones by communicators at the "Military Secondary School for Boys" and "Al-Qawmia Private School for Boys - Arabic - Languages" and in the direction of the teachers of the "Al-Qawmia Private School - Arabic - Languages." The value of (t) = (4.27**), and it is significant at the level of (0.01), which indicates that they are more aware of using these applications in the educational environment as it is a new educational style that keeps pace with technological developments and contributes to raising the efficiency of the educational process and improving its quality and linking the school to

the external community and educational decision-makers, in addition to the availability of technological capabilities to maintain the quality of private education and attract the largest number of students and educational decision-makers.

- **H2:** There are statistically significant differences between the degrees of respondents' interaction in the schools of the study sample with educational courses via smartphone communication applications.

Table (8) Significance of statistical differences between the degrees of interaction of respondents in the schools of the study sample with educational courses via communication applications for smartphones (n = 240

Scale	Military Secondary School for Boys		Al-Qumah Private School" Arabic - Languages		the value of (T)	Significance Level	Significance Level
	Mean	Total ranks	Mean	Total ranks		0.01	0.05
Interaction Level	2.59	1.02	3.07	0.94	4.93**		

* Significant at the level of (0.01)   ******
Significant at the level (0.05)

The data in the previous table indicates the following:

- Using the T-Test indicated statistically significant differences in the degrees of the respondents' interaction in the schools' sample of the study with educational courses via smartphone communication applications and in the direction of the teachers of the "Al-Qawmiya Private Arabic-Languages" School. The

value of (T) = (4.93**)), which is significant at the level of (0.01), and indicates the presence of trained and educationally qualified communicators who can use these applications and their tools to interact with professionalism, which facilitates the process of communication and interactive participation between the teacher and his students regarding educational courses, in addition to the private schools having the capabilities technology helped them to attract the largest number of students and educational decision-makers**.**

- **H3:** There is a statistically significant correlation between the use of communication applications on smartphones by communicators in schools (teachers) and the publication of educational curricula.

Table (9) The relationship between the uses of communication applications for smartphones by communicators in the schools' sample of the study and the publication of educational courses (n = 240)

Variables		Publishing educational courses	
	The value of T	The significance level	The significance level
Uses of communication applications on smartphones by teachers	0.319**	0.01	0.05

* Significant at the level of (0.01)   ******
Significant at the level (0.05)

The data in the table above indicates the following:

- Using the Person correlation coefficient indicated a statistically significant correlation between the uses of communication applications for smartphones by the communicators in the school's sample of the study and the publication of educational courses. The value of the correlation coefficient reached (0.319**), which is significant at the level of (0.01), and this can be interpreted as the more teachers use smartphone applications, the more educational content will be disseminated in various disciplines.

The results in light of testing the validity of the hypotheses

After conducting the field study, we reached a set of results, the most important of which are:

- The teachers in the study sample confirmed that they prefer to use "Facebook" to publish educational courses, followed by "YouTube, live broadcasting, Twitter," and finally "Whats App."

- The results revealed that there were statistically significant differences between the uses of the forms of communication applications on smartphones by teachers at the "Military Secondary School for Boys" and "Al-Qawmia Private School in Minya - Arabic - Languages," and in the direction of the teachers of the "Al-Qawmia Private School - Arabic - Languages," which indicates: They are more aware of using these applications in the educational environment as it is a new educational style that keeps pace with technological developments and contributes to raising

the efficiency of the educational process, improving its quality, and linking the school to the external community and educational decision-makers.

- The results showed a statistically significant correlation between the use of smartphone communication applications by teachers in the study sample and the dissemination of educational curricula, which indicates that the more teachers use smartphone applications, the greater the dissemination of educational content in various specializations.

Research Suggestions

1- Secondary school teachers' uses of social networking and the satisfaction achieved.

2-The role of social networking in achieving school activities.

Conclusion

Communication applications on smartphones greatly impact the field of schoolwork, especially for "educational media specialists" in producing and broadcasting news related to school activities. Therefore, it has become necessary for "educational media specialists" to use these applications to keep pace with technological developments and for communication and interaction between " educational media specialists " and their students about the contents of school activities that arouse their interest. The study reached a set of recommendations, the most important of which are:

- Emphasizing the necessity of training the teachers in educational institutions to use mobile phone technology in various fields to keep pace with technological

developments, with an interest in creating a schedule for broadcasting courses for various specializations to communicate between teachers and students and to reach innovative perceptions in the relationship between the teacher and his students, paying attention to creating educational curricula that suit the different age levels on mobile phone applications.

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Chinese Strategy in the Middle East... What's New?

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Summary

It has become clear that China is indeed heading to the Middle East as a superpower, not as a friend, but rather as a strategic partner, with rights and obligations, its right to the strategic, security, and economic partnership in the Middle East region, and its obligations to achieve security, economic and political stability in the region, and today The region is witnessing a major change in China's strategy, not only on the economic and diplomatic fronts, but Beijing is beginning a new phase of a strategic partnership with it, focused on achieving security, stability and achieving economic development for its countries.

Keywords: Chinese Strategy, the Middle East, international system

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Introduction

The Middle East was one of the regions of the world towards which China adopted a policy of balance and not delving into internal affairs as part of a strategy of slowly crawling toward the top of the international system.

However, this policy has already begun to develop and change with time. Since 2017, when China established its first military base in the Middle East, on the coast of Djibouti, Beijing began a different role in the region, and accordingly, Chinese roles in the Middle East have grown, until today they include the security and political fields.

Beijing's mediation to normalize the relationship between Iran and Saudi Arabia was considered one of the most prominent shifts in the Chinese strategy towards the region, and it portends new security roles for Beijing in the region. Moreover, Beijing rushed to call on the countries of the region to replace the dollar with the Chinese yuan, whether through energy trade or commodity trade. This indicates a very important strategic shift from China towards the Middle East, which would make the region engage in the battle to overthrow the international order in which the United States is on its throne.

This paper examines the most prominent changes pursued by the Chinese strategy in the region, within the framework of Beijing's endeavor to ascend to the top of the international system, exploring the most prominent security roles that China plays today in the Middle East region and the extent to which the countries of the region tend to engage in the trench of China and the rising

forces of regime change. The existing international trend through the trend to replace the dollar with the yuan and local currencies to achieve commercial exchanges with China, especially in energy trade.

China's Strategy in the Middle East, What has Changed?

China has always pursued a specific strategy towards the Middle East, based on economic cooperation and non-interference in internal affairs, especially the security and military situation.

China has relied on playing on the balances in the region so that it does not show clear bias to any of the parties.

And based on the Chinese strategic approach to working gradually to rise to the top of the international system, Beijing's strategy in the Middle East was gradual, as Beijing announced on January 13, 2016, its strategic approach in the Middle East, in the "Document of China's Policy towards the Arab Countries", which included an equation Cooperation (1 + 2 + 3), which includes China's vision for the region, so represent number 1 energy as interest essential, And he represents number 2 structure infrastructure And so on Trade investment while representing number 3 cooperation in domains energy nuclear, And the moons industrial, and sources energy new (SRATEGIECS, 2023)

The Chinese strategy has moved to the adoption of four Actions towards the Middle East, which are: diplomacy mediation, and expand its partnerships political with Countries in the Middle East

region, and post forces to save peace and deepen cooperation The Economist (Al Kanadiq website, 2022).

This strategy is changing. and the shift from administration crises to Solution crises, In the framework of Beijing's pursuit to preserve on balance strategy in Opposite Countries great, The East Middle Sun door duty this Type of balance.

The transformation represented Beijing's move to mediate between the two traditional rivals in the region, Iran and Saudi Arabia, and to extract the role of mediation in the region, after it was exclusively for Washington. It is an advanced step for Beijing towards a new role in the Middle East, especially after the withdrawal of Americans from the region (Hisham, 2023).

Where gold Jonathan Fulton, a fellow not the resident in the council Atlantic, to several Exit Important two thieves approach regional until This is amazing the point, adding that deal indicate to ready China to do role Larger in Region.

Hile Lives filo panto Chi, The expert Western salient in Affairs China and colleague participant big in institute Researches British Royal United Services Institute (RUSI), China's role in the Saudi-Iranian deal as an essential means of initiating 'Beijing dynamic' foreign policy intervention in the turbulent politics of the Middle East (Sofuoglu, 2023).

Today, Beijing begins a new equation in the Middle East, in the context of its relentless pursuit to ascend to the top of the international system.

Is There a Security Role for Beijing in the Middle East?

The American foreign policy theorist "Henry Kissinger" believes that the Israeli and American pressure on Tehran now needs to "take into account" the Chinese interests in Iran.

It is according to the pattern of the Chinese strategy in dealing with global issues, which is based on gradual and slow progress, and the Chinese relationship with the Middle East was limited to issues of economic cooperation and investment only. However, security issues are secondary issues for Beijing.

The security concern has not escaped the Chinese strategic mind. Where we find that China's participation in security governance in the Middle East has gone through multiple stages from negative perception to positive evaluation. From passive response to active participation; From waiting for opportunities to building opportunities; From not interfering in the internal affairs of others to assuming the duties of a responsible power, which will help safeguard China's vital interests and national security in the Middle East.

With the increasing awareness of the strategy, the Chinese call for the need to create a comprehensive security structure with all the active countries in the Middle East, so that China will be among them. Its explicit security move was in August 2017 to establish a military base in Djibouti, at the Bab al-Mandab Strait, the important international corridor, located on the Maritime Silk Road, which is China's first military base outside its borders (Degan, 2017).

According to the "Open Seas" strategy, which was included in the white paper issued by Beijing in 2019, in which it emphasized the

army's role in protecting China's overseas interests, as an integral part of the country's vital and strategic interests. (Al Kanadiq website, 2022)

In the sense that Beijing will seek to protect those roads by land and sea, i.e. expanding military bases along the Silk Road. Especially the eastern region, on which China relies for its supplies of no less than 60% of its energy needs to move the wheel of its superior production. (Al-Watan Newspaper, 2023)

Consistent with this steady increase in Beijing's willingness to become more involved in security issues in the world, especially in the Middle East, Beijing has announced an increase in military spending this year to $225 billion, an increase of about 7.2 percent, in exchange for reducing economic growth by 5 percent this year, which is the lowest level of Chinese growth in several decades (BBC, 2023).

On his visit to Saudi Arabia in December 2022, the Chinese president announced China's readiness to support the building of a common, comprehensive, cooperative, and sustainable security system in the Middle East (TRT Arabic, 2023).

In exchange for that announcement Mohammed bin Salman affirmed that "the Kingdom of Saudi Arabia supports Beijing in protecting its sovereignty, security, and territorial integrity, and also supports Chinese measures and efforts aimed at de-radicalization (Cerdan, 2023).

The Saudi and Chinese sides agreed that the Kingdom of Saudi Arabia would increase the volume of oil exports to China, for China to build strategic reserves. While China's role requires that

it sell and transfer military technology to the Kingdom (Al Kanadiq website, 2022).

Beijing's step in mediating the normalization of relations between the two traditional rivals in the region, Tehran and Riyadh, last March. An advanced step towards Beijing playing a new security role in the region, as the guarantor of achieving peace between these two prominent powers in the Middle East, and in more than one country in the region, where their tools are.

It is an explicit indication of China's upcoming security role in the region, as it is undoubtedly an active part of the region's security system.

Beijing is Pushing the Region to Wage a Battle to End the Hegemony of the Dollar

Indeed, it has been five years since the policy of removing the dollar from the international economic scene began with the creation of the petroyuan. The total foreign exchange reserves of IMF member countries were 72% in 2000, and by 2021 they have decreased to 59% (Cerdan, 2023).

Considering that international energy trade is the decisive tool in the matter of appropriations of the global monetary system, Beijing is working to bring the oil state in the Middle East into the trenches of the battles that Beijing is leading to dislodge the dollar, as Saudi Arabia is currently in talks with China to set the prices of some Saudi oil sales in Chinese yuan after they stopped, for six years (Said & Kalin, 2023).

The matter is very dangerous, as Saudi oil imports to China in 2021 amount to about 1.75 million barrels per day. and three times what Washington buys (Sputnik Arabia, 2023).

Considering that the Kingdom is the largest oil exporter in the world, especially Riyadh, it is currently pursuing an alternative policy to the American, after the relationship between the two sides worsened.

Although it is too early to talk about the possibility of Riyadh dispensing with the US dollar in its oil trade, according to observers, given that approximately 25% of the assets of the Saudi Central Bank amounting to $ 493 billion are US Treasury bonds. However, this is likely to lead to severe damage to the position of the dollar on the global monetary system in the foreseeable future, given the dependence of the US dollar in this position on the adoption of the dollar currency for energy trade in the world (Mille, 2023).

Otherwise, considering China is the region's largest trading partner, the feasibility of adopting local currencies for mutual trade between the two sides is another factor precipitating the displacement of the dollar.

Especially with the increase in Beijing's commercial activities in the Chinese yuan with the countries of the region, the latest of which is the completion of the China National Offshore Oil Company "CNOOC" and Total Energy to import the first gas shipment from the UAE with about 65 thousand tons of liquefied natural gas to purchase the UAE LNG in its local currency, the yuan (Al-Lawati, 2023).

Likewise, private Iraqi companies completed business deals with China in yuan, as the economic advisor to the Iraqi government, Dr. Mazhar Salih, considers this step as the latest evidence of the growing role of the Chinese yuan globally, through Beijing gradually opening its financial markets at present (Reuters, 2023).

And it would be ironic indeed if the international oil industry which was a vital factor in US-led globalization became a critical instrument in the demise of this system. But it can happen (Said & Kalin, 2023).

While Middle Eastern countries tend to deal positively with the Petroyuan strategy, and trade exchange between China and the region in local currencies instead of dollars, due to their desire to be free from Western economic sanctions, which relied on the globalization of the dollar for the success of its implementation such as Iran, Yemen, Somalia, and Libya are some of the countries on OFAC's long list (Demongeot & Klaus, 2023).

Study conclusion

It has become clear that China is indeed heading to the Middle East as a superpower, not as a friend, but rather as a strategic partner, with rights and obligations, its right to the strategic, security, and economic partnership in the Middle East region, and its obligations to achieve security, economic and political stability in the region, and today The region is witnessing a major change in China's strategy, not only on the economic and diplomatic fronts, but Beijing is beginning a new phase of a strategic

partnership with it, focused on achieving security, stability and achieving economic development for its countries.

Today, Beijing is actively involved in drawing the security and military reality in the region, steadily, with the deepening of economic and political cooperation. China is also inaugurating the beginning of the strategic shift of the Middle East countries towards the East (China) instead of the West (America), by intensifying its security presence and preparing to fill the void left by Washington. In addition to leading the countries of the region to engage in the battle with China in over throwing the US dollar from the top of the global monetary system. Encouraging trade in Chinese yuan instead of dollars, which has succeeded in more than one country in the region, especially energy trade, which is led by countries in the region rich in energy resources, and this is in the way of writing the end of the current international system, which is the goal that China seeks.

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