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Articles and Statements

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Students' Audience Competency Levels on the Topic "School and University in the Mirror of Audiovisual Media Texts"

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Abstract
Analysis of the questionnaire on the theme "School and university in the mirror of audiovisual media texts" shows that only one third of students demonstrate a high level of the motivational indicator of media competence development. The indicator implies a wide range of genre, thematic, emotional, gnoseological, hedonistic, intellectual, psychological, creative, aesthetic motives (including: the choice of a diverse genre and thematic spectrum of media texts with the mandatory inclusion of non-entertainment genres; the pursuit of philosophical/intellectual/aesthetic dispute or dialogue with the creators of media text, criticism of their position, identification, empathy, striving for aesthetic impressions, obtaining new information, confirming their own competence in various spheres of life and media culture, searching for materials for educational, scientific, research purposes etc.). Approximately half of the students surveyed exhibit an average level of motivation, and about 20 % of students are focused exclusively on entertainment media.

Analysis of students' answers to questions revealing their levels of information index of media competence in relation to audiovisual media texts on school and university topics shows that approximately 15 % of students in two groups find themselves on a relatively high level, about a third of the audience – an average level, while the rest of the audience (52 %) – low. None of the students surveyed demonstrate a high level of interpretation (analytical, evaluative) indicator of media competence in relation to audiovisual media texts on the subject of school and university. The average level of analytical skills is exhibited by less than 5 % of respondents.

Keywords: survey, students, audiovisual media text, school topic, university, media, cinema.

1. Introduction

This article analyzes the levels of competence of the student audience on the subject "School and university in the mirror of audiovisual media texts". Unlike our previous works on this topic (Fedorov et al., 2017; 2018), we analyze not the audiovisual media texts about school and university life, but the levels of their understanding by the modern student audience.

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2. Materials and methods

The material of our study is a questionnaire on the subject "School and university in the mirror of audiovisual media texts" filled in by the first year students majoring in Education. When designing questions and assignments for students, we used a closed-ended type of survey. The choice of this type is conditioned by its time efficiency and a clearer form to fill in and interpret. The quantitative research was processed by the associate professor I.V. Chelysheva.

In this ascertaining experiment, we involved two student groups of junior courses of a pedagogical profile (a control group and an experimental one) with a total of 48 people (39 female students and 9 male students). Due to the drastic quantitative domination of female students over male (which is in fact typical for Education departments in Russian universities), the answers received are unequal in terms of gender and speak mostly about the preferences and knowledge of female students rather than male students.

The analysis of media competence levels of the audience is based on the classification of indicators developed by our research group earlier (Fedorov, 2007; 2011), but in this case with respect to the topic "School and university in the mirror of audiovisual media texts". The full text of the survey is provided in the appendix. We were interested in the levels of motivational (genre, thematic, psychological, therapeutic, emotional, epistemological, moral, intellectual, creative and aesthetic motives that are used to contact the audience with media texts) and the information indicator (knowledge on the school and university in the audiovisual sphere) of the audience's media competence. We also used analytical and creative tasks to identify the level of interpretation/evaluation and creative indicators.

3. Discussion

We agree that "the diagnosis of media competence levels is a goal to which all agencies and institutions responsible for improving the quality of life of the citizens must strive for in order to achieve mediatic citizenship through specific training that will make possible an effective, autonomous and civic use of media and technology. … At this point, it is necessary to address the real possibilities of teaching media literacy skills (media competence) according to the curriculum of each of the educational stages" (García-Ruiz, Gozálvez, Aguaded, 2014: 22-23). The topic of media competence has become quite common in scientific works on media education (Baguza, 2014; Blumeke, 2000; Buckingham, 2003; Fateeva, 2015; Fedorov, 2007; 2011; Fernández-Ulloa, 2013; Ferrés, 2007; García-Ruiz, Gozálvez, Aguaded, 2014; Hippel, 2010; Kačinová , 2018; Potter, 2001; Protopopova, 2009; Ramírez-García, González-Fernández, 2016; Schorb, 2010; Soldatova et al., 2013; Worsnop, 2004; Zadorin et al., 2017).

The Zirkon Research Group headed by I.V. Zadorin, drawing on the definition of media literacy, adopted by the Ministry of Communications and Mass Media of the Russian Federation, classified the parameters of media literacy/competence of citizens as follows: "1. The ability to effectively search and find the necessary information; 2. The ability to protect themselves from malicious and excessive content; 3. The ability to verify and critically evaluate information using alternative sources of information; 4. The ability to adequately perceive information and use it effectively (correctly); 5. The ability to effectively and correctly disseminate information taking into account the requirements of the legislation (protection of personal data, copyright, countering extremism, etc.)" (Zadorin et al., 2017: 125). As we can see, the main focus of this definition is on the protective aspects of media competence / media literacy.

In 2007, we proposed other indicators of media competence, including such critical ones as:

- motivational indicator (The high level: a wide range of genre, thematic, emotional, gnoseological, hedonistic, intellectual, psychological, creative, ethical, and aesthetic motives for contacts with media and media texts, including: the choice of a diverse genre and thematic spectrum of media texts with the obligatory inclusion of non-entertaining genres; the desire to get new information, the desire for recreation, compensation, entertainment (moderately); the strive for identification, empathy, the desire to confirm one's competence in various areas of life and media culture, to find materials for educational, scientific, research purposes, for artistic impressions, for philosophical/intellectual, ethical, aesthetic dispute/dialogue with the creators of the media text, to criticize their position; the desire learn how to create media texts, following professional examples. The intermediate level: a complex of genre, thematic, emotional, epistemological, hedonists , psychological, ethical, and aesthetic motives for contacts with media

and media texts, including: the choice of a diverse genre and thematic spectrum of media texts with a dominant orientation to entertainment genres; craving for thrill; desire for recreation, entertainment, identification, and empathy; the desire to get new information, to learn moral lessons from a media text; the strive for compensation, psychological "healing"; desire for artistic impressions; weak expression or lack of intellectual, creative motives of contacts with media texts. The low level: a narrow range of genre, thematic, emotional, hedonistic, ethical, and psychological motives for contacts with media and media texts, including: the choice of exclusively entertainment genre and thematic spectrum of media texts; craving for thrill; desire for recreation, entertainment and compensation; the desire for psychological "healing"; lack of aesthetic, intellectual, creative motives of contacts with media texts).

- Informational indicator (the high level: knowledge of the majority of basic terms, theories, and key facts and figures in the history of media culture; a clear understanding of the process of mass communication and media influences in the context of the real world. The intermediate level: knowledge of certain basic terms, theories, some facts of development history media culture, mass communication, media exposure. The low level: lack of knowledge (or extremely scarce, limited knowledge in this that area) of basic terms, theories, facts and media personalities).

- Interpretational/analytical indicator (the high level: the ability to critically analyze the functioning of media in society, taking into account various factors based on highly developed critical thinking; analysis of media texts based on media perception close to "complex identification", ability to analyze and synthesize the space and time settings of a media text, understanding, interpretation, involving comparison, abstraction, induction, deduction, synthesis, critical assessment of the author's concept in context of the structure of the work, historical and cultural contexts (expressing consensus or disagreement with the author's position, critical evaluation of moral, emotional, aesthetic, social significance of a media text, ability to correlate emotional perception with conceptual judgment, transfer this judgment to other genres/types of media culture, associate a media text with one's own experience and those of other people, etc.). Thus, a critical analysis of a media text is based on high levels of information, motivational and perceptual indicators.

The medium level: the ability to critically analyze the process of the functioning of media in society, considering individual, the most noticeable factors based on the average development of analytical thinking; the ability to characterize the actions and psychological states of media text characters on the basis of fragmentary knowledge, the ability to explain the logic of the sequence of events in the plot, the ability to tell about the individual components of the media image, the lack of interpretation of the author's position (or its primitive interpretation). In general, the analysis of the media text is based on the average levels of informational, motivational and perceptual indicators. The low level: lack of ability to critically analyze the process of functioning of media in society, lack of ability for analytical thinking. Such media consumption is characterized by unawareness of the media language, instability, confusion of judgment, uncertainty, susceptibility to external influence, lack of (or extreme simplicity) interpretation of the characters' position and the authors' position; low level of tolerance to multi-valued, complex media texts; while a person is able to render the plot, his/her attempts to analyze a media text are based on low levels of information, motivational and perceptual indicators).

- Creative indicator (high level: evident level of creativity in various activities (perceptual, games and play activities, artistic, research, etc.) related to media; medium level: creative abilities are manifested only in certain types of activities related to media, while they are not clearly expressed; low level: creativity is weak, fragmented, or absent altogether (Fedorov, 2007: 31-56).

These are key indicators of media competence (in our research of 2007, they were supplemented with contact, perceptual and practical/activity indicators) that serve as the basis for our study of students' media competence in relation to school and university audiovisual media texts.

4. Results
Analysis of the results of the survey to identify the levels of competence of the audience on the topic "School and university in the mirror of audiovisual media texts" in the experimental and control groups (23 and 25 people) shows that (see Appendices 1 and 2):

- students of the experimental group mostly prefer entertainment genres of films and television series about the school and the university: comedy, melodrama and fantasy (43.5 % to

65.2 %), the melodrama genre being preferred by female students). The school dramas, which often pose acute problems, appeal to about a third of the student audience. The control group of students also prefers comedies and melodramas, while there are some fans of detective stories and a little less – of drama.

- In television programs and Internet sites on the school-university theme, the experimental group (mostly female students) are attracted to informational (interviews, reportage, etc.) analytical, publicist (review, talk shows, etc.) genres, the share range from 39.1 to 65 %. The students of the control group, on the contrary, favour the literary and dramatic genres (TV series, entertainment shows, etc.) – 52 %, female only.

- The storylines that attract students to media texts on school-university topics, in the group of the experimental group, are pedagogical, historical, adventure, love and moral (from 34 % to 39 %), while the setting in our days only appeal to 17.4 % of the respondents. In the control group, the results were similar, but somewhat different: moral (44.0 %), modern, historical, adventure, pedagogical and love storylines (32-36 %) prevailed. Both groups, from one-fourth to one-third of the students, showed an interest in the psychopathological development of storylines while practically completely ignoring its erotic aspects.

- The psychological, therapeutic, emotional, epistemological, moral, intellectual, creative and aesthetic motives of contacts with audiovisual media texts on school and university topics of the students of the experimental groups include: the aspiration to get new information (69.6 %), recreation, escapism from real-life problems (39.1 %), search for materials for educational, scientific, research purposes (34.8 %), striving for aesthetic impressions (34.8 %). Similar motives, however, in another sequence dominate among the students of the control group, although they are diluted with a yearning for thrill.

Students' answers to questions revealing their levels of information index of media competence in relation to audiovisual media texts on school and university topics show that:

- a quarter of the students of the experimental group are convinced that in the USSR in the 1940s no audio-visual media texts on the school theme were created, and a significant part of the respondents (34.8 % in the experiment group and 48 % of the control group) claim that the audiovisual media texts of the 1960–1970s were forbidden to show the shortcomings of school life;

- about forty per cent of students from both groups expressed confidence that all the audio-visual texts on the subject of school and university always reflect the point of view of the government;

- almost three-quarters of the surveyed students from both groups felt that perceptual skills were not related to audio-visual texts on the subject of school and university; half of the respondents from the experimental group were convinced that skills to select media production have nothing to do with it;

- One third of the students from two groups know that a long established *Teachers' Newspaper* (*Uchitelskaya Gazeta*) does not have an online version, and only up to 8 % of the students surveyed are aware about the presence of information on the Internet about school and university.

 - 92 % of the control group students thought that the popular Russian TV series *School* (2010) were filmed in the 1970s;

- 26.1 % of the surveyed students of the experimental group and 8 % of the control group were convinced that the film *Walking the Streets of Moscow* (1963), constantly broadcast on television, speaks about school. There are even more students who consider that *Ivan's Childhood* (1962) by A. Tarkovsky is also a film on the school theme: 34.8 % in the group of the experiment group and 68 % in the control group. And only about a quarter of the students surveyed are aware that the drama *The Dead Poets' Society* (1989) is, in fact, a film on a school theme;

But the popularity of the horror genre in the repertoire of American cinema on the school/university theme was reasonably indicated by 78.3 % to 96.0 % of the students surveyed.

Within the framework of the creative tasks unit, students of both groups were asked to perform a small written work, choosing one of three tasks from the list:

- audiovisual media text on the school/university, which produced a particularly strong impression;

- audiovisual media text on the school/university, which influenced my attitude to myself and to others;

- analysis of one episode of a memorable audiovisual media text on the school/university.

These tasks, according to the technology developed by Y.N. Usov (Usov, 1989) differ in difficulty level.

As a result, 43.5 % of the experimental group students failed to cope with the task (that is, they could not write an essay), but even those students (in two groups) who ventured to begin writing an essay, did not (with rare exceptions) succeed, confining themselves to simple phrases "I liked it", "the media text influenced me", did not provide any supporting arguments.

Identifying the level of creative indicator of students' media competence in relation to audiovisual media texts on school-university topics was possible with the help of the following series of creative tasks from which students could choose one:

- describe a frame from the audiovisual media text on the school/university theme, which best expresses its message, as you comprehend it;

- suggest your visual version of the author's message in the form of a poster or collage;

- convey the author's message, using a poem, metaphorical content of which partially matches (or coincides) with the media text;

- create a story on behalf of the media text's character (while preserving the peculiarities of his/her character, vocabulary, etc.);

- write a monologue or a letter about the audiovisual media text on the school/university on behalf of one of the representatives of a differentiated audience (specify age, social, professional and educational background).

Eventually, from 36.0 % to 69.6 % of the students surveyed failed the task. The rest (from 17.4 % to 56.0 % of the respondents) tried to carry out the first task, but, alas, overwhelmingly unsuccessfully.

5. Conclusion

Analysis of the questionnaire on the theme "School and university in the mirror of audiovisual media texts" shows that only one third of students demonstrate a high level of the motivational indicator of media competence development. The indicator implies a wide range of genre, thematic, emotional, gnoseological, hedonistic, intellectual, psychological, creative, aesthetic motives (including: the choice of a diverse genre and thematic spectrum of media texts with the mandatory inclusion of non-entertainment genres; the pursuit of philosophical/intellectual/aesthetic dispute or dialogue with the creators of media text, criticism of their position, identification, empathy, striving for aesthetic impressions, obtaining new information, confirming their own competence in various spheres of life and media culture, searching for materials for educational, scientific, research purposes etc.). Approximately half of the students surveyed exhibit an average level of motivation, and about 20 % of students are focused exclusively on entertainment media.

Analysis of students' answers to questions revealing their levels of information index of media competence in relation to audiovisual media texts on school and university topics shows that approximately 15 % of students in two groups find themselves on a relatively high level, about a third of the audience – an average level, while the rest of the audience (52 %) – low. None of the students surveyed demonstrate a high level of interpretation (analytical, evaluative) indicator of media competence in relation to audiovisual media texts on the subject of school and university. The average level of analytical skills is exhibited by less than 5 % of respondents.

A similar situation has been revealed related to the levels of the creative indicator of students' media competence in relation to media texts about school and university (not a single case of a high level, 7 % of students at an average and 93 % at a low).

If we carried out a similar experiment among students, for instance of an engineering/IT department, then, probably, such results would produce a less alarming affect. But the fact that the majority of future school teachers have a low level of informational, analytical and creative indicators of media competence accounts for a really dysfunctional situation in this area. Only a consistent media education process can, in our opinion, change this situation for the better.

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Appendix 1

Defining levels of the audience's media competence on the theme "School and University in the Mirror of Audiovisual Media Texts" in the experimental group (23 persons)
(Unit 1, 2, 3, 4: All results represented as percentages)

Gender differentiation

Gender	Percentage
female	82.6
male	17.4

Unit 1.Questions to reveal the motivational indicator

1.1. Motivation to contact audiovisual media texts on school/university theme
1.1.1. Genre motivation
1.1.1.1. What genres appeal to you most as regards films/TV series about school/university? (the respondent is allowed to choose multiple response options)

	Genre	Female	Male	Total
a.	Comedy	52.2	13.0	65.2
b.	Melodrama	34.8	8.7	43.5
c.	Science fiction	34.8	8.7	43.5
d.	Detective story	26.1	8.7	34.8
e.	Drama	26.1	4.3	30.4
f.	Thriller	21.7	4.3	26.1
g.	Horror	26.1	0.0	26.1
h.	Musical	17.4	0.0	17.4
i.	Other	0.0	0.0	0.0
j.	None	0.0	0.0	0.0

1.1.1.2. What genres appeal to you most as regards Internet sites about school/university? (the respondent is allowed to choose multiple response options)

Genre	Female	Male	Total
Information (report, interview)	52.2	13.0	65.2
Analytical (talk show, profile, etc.)	26.1	13.0	39.1
Literary, drama	21.7	4.3	26.1
Other	4.3	0.0	4.3
None	4.3	0.0	0.0

1.2. Storylines motivating to contact a specific media text on school/university theme
1.2.1. Which storylines attract you to films, TV shows, and Internet sites on school/university? (the respondent is allowed to choose multiple response options)

Storylines	Female	Male	Total
pedagogical	34.8	4.3	39.1
historical	30.4	8.7	39.1
adventure	34.8	4.3	39.1
romantic	26.1	8.7	34.8
moral	30.4	4.3	34.8
sci-fi	21.7	4.3	26.1
war epic	21.7	4.3	26.1
psycho	21.8	4.3	26.1
contemporary	8.7	8.7	17.4
religious	13.0	0.0	13.0
political	4.3	4.3	8.7
sports	8.7	0.0	8.7
ecological	8.7	0.0	8.7
space epic	4.3	4.3	8.7
criminal	4.3	0.0	4.3
other	4.3	0.0	4.3
erotic	0.0	0.0	0.0
none	0.0	0.0	0.0

1.3. Psychological, therapeutical, emotional, gnoseological, moral, intellectual, creative and aesthetic motives of contact with audiovisual media texts about school/university

1.3.1. Define the main motives of your contacts with media texts (TVseries/programs, films, Internet sites, etc.) on school and university subjects (the respondent is allowed to choose multiple response options)

Motives	Female	Male	Total
yearn to get new information	52.2	17.4	69.6
desire to relax, escapism from real life problems	30.4	8.7	39.1
research aims	26.1	8.7	34.8
strive for identification (empathy, relation to the media text's character)	30.4	0.0	30.4
aesthetic pleasure	30.4	0.0	30.4
need to learn how to create own media texts following the best practices	21.7	4.3	26.1
compensation of something that lacks in real life	17.4	0.0	17.4
learning a moral lesson	13.0	4.3	17.4
philosophical/intellectual argument/dialogue with the media text's authors	13.0	4.3	17.4
need to confirm one's competence in various spheres of life including media culture	13.0	4.3	17.4
fan's feelings about an actor/anchorman, etc.	13.0	4.3	17.4
entertainment	13.0	0.0	13.0
pursuit of psychological "healing" (therapeutic treatment of discomfort)	13.0	0.0	13.0
pursuit of thrill	13.0	0.0	13.0
killing free time	13.0	0.0	13.0
liking for the music score/soundtrack	8.7	4.3	13.0
pursuit to criticize, challenge the author's position	8.7	0.0	8.7
fan's feelings about the media text's author	4.3	0.0	4.3

no particular motives	0.0	0.0	0.0
other motives	0.0	0.0	0.0

Unit 2. Questions to reveal the information indicator of the audience's media competence in relation to audiovisual media texts on school/university theme

2.1. Basic knowledge of media texts dedicated to school/university

2.1.1. Which of the following statements is true?

Statement	Female	Male	Total
It was forbidden to show drawbacks of school life in American audiovisual media texts of the 1960s-1970s	34.8	0.0	34.8
In the USSR there were no audiovisual media texts about school in the 1940s	21.7	4.3	26.1
"Teachers' Newspaper" has a web version	13.0	13.0	26.1
TVseries "Sparta" is based on the script by a French playright	13.0	0.0	13.0

2.1.2. Complete the sentence: «Russian TVseries "School" was films in..."

Time periods	Female	Male	Total
in the XXI century	43.5	17.4	60.9
in the 1990s	26.1	0.0	26.1
in the 1970s	13.0	0.0	13.0
in the 1980s	0.0	0.0	0.0

2.1.3. Which of the following films is about school?

Film titles	Female	Male	Total
Dead poets' society	26.1	8.7	34.8
Ivan's Childhood	34.8	0.0	34.8
Walking the Streets of Moscow	17.4	8.7	26.1
Schindler's List	4.3	0.0	4.3

2.1.4. Horrors which setting is at school are mostly popular in...

Countries	Female	Male	Total
USA	65.2	13.0	78.3
Germany	4.3	4.3	8.7
Russia	8.7	0.0	8.7
France	4.3	0.0	4.3

2.1.5. Which of the statements is false?

Statement	Female	Male	Total
All audiovisual texts about school and university always reflect the point of view of the state (power)	56.5	4.3	60.9
Audiovisual media texts on school/university theme are created in many countries	26.1	8.7	34.8
There are special TV channels targeted at children's audience	0.0	4.3	4.3

The Internet has a lot of files of documentary media texts related to school and university	0.0	0.0	0.0

2.1.6. Which of the functions does not relate to audiovisual texts on school/university theme?

Functions	Female	Male	Total
vegetative	60.9	13.0	73.9
therapeutical	17.4	4.3	21.7
entertaining	4.3	0.0	4.3
informative	0.0	0.0	0.0

Unit 3. Creative assignments to identify the level of interpretational indicator of the audience's media competence in relation to audiovisual media texts on school/university theme
3.1. Choose one of the three topics and write a 1-2 page essay.

Assignment	Female	Male	Total
failed	4.8	8.7	43.5
an essay about the media text that had a great impact	21.7	4.3	26.1
an essay about an episode from the media text	26.1	0.0	26.1
an essay about the media text that influenced the attitude to oneself and other people	0.0	4.3	4.3

Unit 4. Creative assignments to identify the level of creative indicator of the audience's media competence in relation to audiovisual media texts on school/university theme

Chosen topics for the assignment	Female	Male	Total
failed	60.9	8.7	69. 6
describe a film shot that expresses, in your view, the film's message	8.7	8.7	17.4
suggest your visual idea of metaphorical concept in the form of a poster or collage	4.3	0.0	4.3
convey the author's message, using a poem, metaphorical content of which partially matches (or coincides) with the media text	4.3	0.0	4.3
create a story on behalf of the media text's character (while preserving the peculiarities of his/her character, vocabulary, etc.)	4.3	0.0	4.3
write a monologue or a letter about the audiovisual media text on the school / university on behalf of one of the representatives of a differentiated audience (specify age, social, professional and educational background)	0.0	0.0	0.0

Appendix 2

Defining levels of the audience's media competence on the theme "School and University in the Mirror of Audiovisual Media Texts" in the control group (25 persons)
(Unit 1, 2, 3, 4: All results represented as percentages)

Gender differentiation

Gender	Percentage
female	80.0
male	20.0

Unit 1.Questions to reveal the motivational indicator

1.1. Motivation to contact audiovisual media texts on school/university theme
1.1.1. Genre motivation
1.1.1.1. What genres appeal to you most as regards films/TV series about school/university? (the respondent is allowed to choose multiple response options)

	Genre	*Female*	*Male*	*Total*
a.	Comedy	60.0	20.0	80.0
b.	Melodrama	44.0	4.0	48.0
c.	Science fiction	28.0	12.0	40.0
d.	Detective story	12.0	16.0	28.0
e.	Drama	20.0	4.0	24.0
f.	Thriller	24.0	0.0	24.0
g.	Horror	16.0	8.0	24.0
h.	Musical	12.0	8.0	20.0
i.	Other	0.0	4.0	4.0
j.	None	0.0	0.0	0.0

1.1.1.2. What genres appeal to you most as regards Internet sites about school/university? (the respondent is allowed to choose multiple response options)

Genre	*Female*	*Male*	*Total*
Information (report, interview)	52,0	0,0	52,0
Analytical (talk show, profile, etc.)	28,0	12,0	40,0
Literary, drama	6,0	8,0	24,0
Other	8,0	8,0	16,0
None	0,0 %	0,0	0,0

1.2. Storylines motivating to contact a specific media text on school/university theme
1.2.1. Which storylines attract you to films, TV shows, and Internet sites on school/university? (the respondent is allowed to choose multiple response options)

Storylines	*Female*	*Male*	*Total*
moral	32.0	12.0	44.0
contemporary	28.0	8.0	36.0
historical	28.0	8.0	36.0
adventure	28.0	8.0	36.0

pedagogical	28.0	4.0	32.0
romantic	28.0	4.0	32.0
psychological	20.0	12.0	32.0
space epic	20.0	8.0	28.0
war epic	16.0	8.0	24.0
sci-fi	8.0	12.0	20.0
criminal	8.0	8.0	16.0
sport	12.0	4.0	16.0
ecological	12.0	4.0	16.0
religious	8.0	4.0	12.0
erotic	0.0	4.0	4.0
political	0.0	0.0	0.0
other	0.0	0.0	0.0
none	0.0	0.0	0.0

1.3. Psychological, therapeutical, emotional, gnoseological, moral, intellectual, creative and aesthetic motives of contact with audiovisual media texts about school/university

1.3.1. Define the main motives of your contacts with media texts (TVseries/programs, films, Internet sites, etc.) on school and university subjects (the respondent is allowed to choose multiple response options)

Motives	*Female*	*Male*	*Total*
research aims	36.0	12,0	48.0
yearn to get new information	28.0	12,0	40.0
aesthetic pleasure	40.0	0,0	40.0
pursuit of thrill	20.0	8.0	28.0
desire to relax, escapism from real life problems	24.0	0.0	24.0
compensation of something that lacks in real life	16.0	4.0	20.0
fan's feelings about an actor/anchorman, etc.	8.0	12.0	20.0
liking for the music score/soundtrack	16.0	4.0	20.0
fan's feelings about the media text's author	16.0	4.0	20.0
strive for identification (empathy, relation to the media text's character)	16.0	0.0	16.0
entertainment	12.0	4.0	16.0
philosophical/intellectual argument/dialogue with the media text's authors	12.0	4.0	16.0
pursuit of psychological "healing" (therapeutic treatment of discomfort)	12.0	4.0	16.0
pursuit to criticize, challenge the author's position	16.0	0.0	16.0
learning a moral lesson	12.0	0.0	12.0
need to learn how to create own media texts following the best practices	4.0	0.0	4.0
need to confirm one's competence in various spheres of life including media culture	0.0	4.0	4.0
no particular motives	4.0	0.0	4.0
killing free time	0.0	0.0	0.0
other motives	0.0	0.0	0.0

Unit 2. Questions to reveal the information indicator of the audience's media competence in relation to audiovisual media texts on school/university theme

2.1. Basic knowledge of media texts dedicated to school/university
2.1.1. Which of the following statements is true?

Statement	Female	Male	Total
It was forbidden to show drawbacks of school life in American audiovisual media texts of the 1960s-1970s	40.0	8.0	48.0
In the USSR there were no audiovisual media texts about school in the 1940s	28.0	8.0	36.0
"Teachers' Newspaper" has a web version	8.0	4.0	12.0
TVseries "Sparta" is based on the script by a French playright	4.0	0.0	4.0

2.1.2. Complete the sentence: «Russian TV series "School" was films in..."

Time periods	Female	Male	Total
1970s	72.0	20.0	92.0
1990s	8.0	0.0	8.0
1980s	0.0	0.0	0.0
in the XXI century	0.0	0.0	0.0

2.1.3. Which of the following films is about school?

Film titles	Female	Male	Total
Ivan's Childhood	52.0	16.0	68.0
Dead poets' society	24.0	0.0	24.0
Walking the Streets of Moscow	4.0	4.0	8.0
Schindler's List	0.0	0.0	0.0

2.1.4. Horrors which setting is at school are mostly popular in...

Countries	Female	Male	Total
USA	76.0	20.0	96.0
Germany	4.0	0.0	4.0
France	0.0	0.0	0.0
Russia	0.0	0.0	0.0

2.1.5. Which of the statements is false?

Statement	Female	Male	Total
All audiovisual texts about school and university always reflect the point of view of the state (power)	56.0	8.0	64.0
Audiovisual media texts on school/university theme are created in many countries	12.0	8.0	20.0
There are special TV channels targeted at children's audience	4.0	4.0	8.0
The Internet has a lot of files of documentary media texts related to school and university	8.0	0.0	8.0

2.1.6. Which of the functions does not relate to audiovisual texts on school/university theme?

Functions	Female	Male	Total
therapeutical	0.0	0.0	0.0
informative	0.0	0.0	0.0
entertaining	12.0	0.0	12.0
vegetative	68.0	20.0	88.0

Unit 3. Creative assignments to identify the level of interpretational indicator of the audience's media competence in relation to audiovisual media texts on school/university theme
3.1. Choose one of the three topics and write a 1-2 page essay

Assignment	Female	Male	Total
an essay about the media text that had a great impact	60.0	12.0	72.0
an essay about the media text that influenced the attitude to oneself and other people	12.0	8.0	20.0
an essay about an episode from the media text	8.0	0.0	8.0

Unit 4. Creative assignments to identify the level of creative indicator of the audience's media competence in relation to audiovisual media texts on school/university theme

Chosen topics for the assignment	Female	Male	Total
describe a film shot that expresses, in your view, the film's message	44.0	12.0	56.0
failed	28.0	8.0	36.0
suggest your visual idea of metaphorical concept in the form of a poster or collage	4.0	0.0	4.0
write a monologue or a letter about the audiovisual media text on the school / university on behalf of one of the representatives of a differentiated audience (specify age, social, professional and educational background	4.0	0.0	4.0
convey the author's message, using a poem, metaphorical content of which partially matches (or coincides) with the media text	0.0	0.0	0.0
create a story on behalf of the media text's character (while preserving the peculiarities of his/her character, vocabulary, etc.)	0.0	0.0	0.0

**Peacekeeping and Social Conflict in Somalia: the Case
of Amisom-African Union Mission in Somalia**[*]

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Abstract

This paper aims to explain the causes of the social conflict in Somalia and highlighted the factors contributing to the instability. The study also analysis the different peacekeeping missions in Somalia focusing on the various phases of peacekeeping operations. Although, special consideration is given to the challenges facing African union's mission in Somalia (AMISOM). The country has been playground for different political actors, each one of them tries to maintain and engage the conflict of the country one way or the other with varying interests. The study explains social-conflict theories to give understandable picture of what actually went wrong in Somalia. furthermore, the impact of external actors on peace and stability are discussed. Achieving stability in Somalia is not an easy task, therefore, requires both domestic and international efforts to easy the situation and bring sustainable peace in the country.

Keywords: Al-Shabaab AMISOM, AU, Peacekeeping, Social-Conflict, UN.

1. Introduction

Somalia is located in the Horn of Africa. The country is regarded as very poor state though Somalia is a rich country in terms of natural resources. Somalis are homogeneous united by culture, language as well as religion these commonalities are rare in most cases (Elmi, 2010). Colonial powers divided the Somaliland into five major parts. Italian Somaliland together with British Somaliland became the independent Somali Republic in 1960 (Abdullahi, 1992). Although, Djibouti which was French Somaliland later got its independence in 1977, other two the Northern Frontier District (NFDs) and finally, the fifth division Ogaden region are still under the role of Kenya and Ethiopia respectively. Therefore, the five parts are represented in the five-pointed star which is on the national flag adopted by the Somali Republic while gaining independence in 1960 (Lewis, 1993).

After the fall of the central government in 1991 Somalia experienced one of the most damaging civil wars in Africa. The collapse of Siyad Barre regime left a political vacuum whereby the clans, sub-clans, warlords, and even Islamist groups took the stage and struggled for power and resources resulting endless conflict. This caused a hostile situation where everyone claimed legitimacy. Opposition forces were not ready to take over and maintain law and order. They failed to establish government institutions or in other word restore state institutions.

2. Discussion
Peacekeeping

Peacekeeping consists of coordinated existence of military and civilian personnel, sometimes with police tasked for various duties like humanitarian help, protecting human rights, policing, observation of the electoral process and monitoring as well as economic and social restoration and reestablishment (Annan, 1997). Whenever peacekeeping is mentioned, what comes to the mind is that the United Nations peacekeeping can be either traditional or multidimensional missions. Peacekeeping therefore attempts to limit or reduce the scale of the conflict. Peacekeeping has always been something tied to the United Nations but there are rising debates about which peacekeeping suits best regarding violent conflict and what strategy should be employed in order to address the political will of it.

The United Nations Security Council (UNSC) is an organ responsible to solve disputes among nations via peaceful methods like negotiation, mediation and conciliation. The fundamental purpose of the United Nations is to safeguard peaceful relations between states. The organization require military force to tackle such problems arising from the international arena. Therefore, the objective however is that UN should deploy forces where necessary.

Social Conflict Theories

Class theory of conflict explains the fact that every society has its classes and the relationship between them when it comes to their mode of production. According to famous Marxist theory all conflicts emerge from class related struggles whether that may the ambition to own the means of production although, the capitalist would do whatever it takes to hold their place as the top class of the society (production means owners). The capitalist controlling the means of production may have an influence of the life of the working class this sometimes causes disputes between the two. What causes the conflict is the decisions made by the capitalists regarding distribution and allocation of resources and sometimes wages. As result, the working class may see themselves as the victims which causes conflict. Nonetheless, what is vital is that the outbreak of a conflict needs conditions to be fulfilled. That may be the ability to know the exploitation and also the organisation to form movements or political parties capable of practicing class struggle (Goldstone, 2014). To Somalia context much is not written from class struggle as triggers of conflict but, some recent studies claim the presence of conflicts related class struggle in some places. For example, Alex de Waal argues state influence on both agriculture and pastoralism and the fact that state controlled almost all of the production modes resulted some kind of capital accumulation (De Waal, 1996). Indeed, most of the production modes were controlled by either the state or particular group of people who had good ties with state in1980s. Most importantly, the country was under the leadership of socialist leader Siyyad Barre who embraced socialism in 1970s.

Primordial theory also puts emphasis on primordial groups like racial groups, clans and sub-clans. Clan is something that slowly forms identity which can also be inborn or via psychological procedures in which politics and societies have small effect. This theory best suits Somali state case where clan is important. Moreover, Somalia is a nation of clans, almost most of the conflicts which occur in Somalia are clan-based conflicts where people are categorized based on their clan lineage. According to the theory the authors exquisitely demonstrated how hegemonic pattern of relations persists most of the postcolonial nation states and there is no exception to Somalia whereby few members of the society control and dominate the power. In fact, particular clans in Somalia dominate political stage of the country which is based clan system. As result elites from other clans establish rebel groups. In short those belonging to marginalized groups "civil" or "military" create insurgencies to get what they want causing conflict erupt in the society (Klay, Kieh, 2002). On the other hand, World Bank stated in a report "almost all conflicts in recent Somali History fall under clan-based conflicts". Clan is something that be used in both good and bad ways. It can be used as a tool for solving problems or it can be used as something which a specific clan group pursue its political goals and resource control.

The Electric Theory of conflict explains that one factor is impossible to explain the difficulty of internal conflicts or in other word civil wars. The theory further explains that conflict is result of several variables that may be historical, political, economic social and so many others. Hence, several coordinated factors can cause conflict. For instant, mis-treatment of humans or human rights abuses, mis-use of political power, poverty, suppression all these factors may trigger conflict.

To find solution for a conflict requires different methods to be implemented to play role. For example, conflicts sometimes require peacekeepers to intervene the situation like it is true in the case of Somalia where peacekeeping forces are currently present. Non-use of force can also be an option for instance negotiation and mediation.

The Impact of the Cold War

There has been a competition between super powers over the control of Somalia since the country took its independence in 1960. The rivalry between the great power like USSR and US resulted many changes which have taken place in the region. Although, the Soviet Union won the heart of Somalis when the two reached agreement and signed a military agreement worth of 30 million US in 1963 (Chirumamilla, 2011: 189).

The impact of the war together with refusal of foreign aid were major factors which caused the Somali central state to fall. Moreover, withdrawal of foreign assistance was area of focus for many scholars as a major factor of state collapse including, Ahmed Samatar, Ken Menkhaus, Walter S. Clarke, Robert Gosende, John Prendergast and Terrence Lyons. For example, Terrence Lyons links the Somali state collapse with the removal of foreign help/assistance and strengthened domestic call for better political goods. He argues that Somali state collapsed when "absence of foreign aid and increased need for good governance and economic enhancement." (Lyons, Samatar, 1995) Walter S. Clarke and Robert Gosende (Clarke, Gosende 2000: 129-158) are in line with Terrence Lyons of the negative impact of withdrawal of foreign aids/assistance but, partially. They argued that "Somalia's downfall may not be solely due to cold war but, there are also other factors contributed the state to fail". Though, Ahmed Samatar regards the collapse combination of three things and he wrote "due to devastating and humiliation from the defeat, declining economy and lack of superpower support, Somali's political situation turned upside-down. All eyes were on the regime and the loss from the war overwhelmingly changed everything causing a situation characterized of suspension and bitterness" (Samatar, 1994). Ken Menkhaus argues that foreign assistance was vital to Somalia economy. He went even further to note "it was obvious that the external assistance was vital for the Somali economy and it is also clear that local state resources were not enough. Even observers in 1950s were concerned that and independent Somali state would not be economically feasible" (Menkhaus, 1997, p. 126) furthermore, Ken Menkhaus and John Pendergast went even further more, seemingly over expressing the significance of the foreign aid. They argued, "Somalia entirely depended on the foreign aid especially in cold war era and when the war ended the country's government collapsed. The central state's authority depended on the foreign aid the country collapsed soon after the aid was frozen in late 1980s" (Menkhaus, Prendergast, 1995).

Somalia-Ethiopia War

Somali Irredentism is in fact based on the history that the Somali Speaking area in the Horn of Africa are divided and occupied among four colonial powers during the partition of Africa. The Colonizers were Britain, Italy, France and Ethiopia. Somali nationalists encouraged by the Bevin Plan, desired the concept of "Greater Somalia", established on the idea of re-uniting all Somali Speaking people living in five separate regions as represented by the Somali Flag's five-pointed white star. Two of the five regions, the British Somaliland and the Italian Somaliland united and became in 1960 the Somali Republic. The other three remaining regions including the current Republic of Djibouti, Ogaden or Somali-region in Ethiopia, and the NFD (Northern Frontier District) in Kenya. Chasing the vision of "Greater Somalia", the newly born State of Somalia was Manipulated, encouraged into the cold war by the major powers namely the US and Soviet Union competing for the influence of the strategic Horn of Africa where Somalia locates (Fishel, 1997). After Military aid from the soviets Somalia went war with the Ethiopia this created hostile environment with the neighbouring countries affecting the peace and the stability of the region. Somalia fought two wars with Ethiopia in 1964 and 1977-8 (Somalia-Ethiopia war) the later, however, was internationalized and devastating not only it was one of the reasons why Somalia is not at peace today but, it also had an impact on peace of Horn of Africa as a region (Nkaisserry, 1997).

Primordial Political Culture

Somalia is a nation of clans in search of a state, in fact clan is something that can be used good or bad in nation building. It can also be used as a tool for solving issues rising inside the society in short it can also be a tool for a peace or conflict resolution method. When we look at the

developed world the things which hold the most important for the traditional societies such as cultural traits and religious beliefs become less important in the modernized world. Modernization theory holds this argument which also the Somali Youth League (SYL) agreed to have this concept while denying the clan attachments by its members. The Somali Youth league focused the importance of the unity encouraged its members that being Somali is above everything else though later clan was used to gain political goals because of the existing political parties. Many attempts were made to tackle the devastating challenge of clannism. Clannism can cause many problems to the Somali Society however; nothing had changed and later Somalis fought wars based on clan (Abdullahi, 2016).

The role of State and Non-state Actors in Somalia

Ethiopia's Military Intervention

When we go back to history the relation between Ethiopia and Somalia is characterized turbulent one. Somalia and Ethiopia are opposite from almost everything the two have different ethnic and religious backgrounds. According to Somali people's view, Ethiopia is one of the former colonial powers that divided Somali land into five parts. In fact, King Menelik of Ethiopia participated the famous conference for partition of Africa. As result, in 1954 Ethiopian was given the Ogaden region of Somalia by the British government. Consequently, Ethiopia and Somalia fought two wars in 1964 and 1977. The cause of the war was Ogaden region which originally belongs to Somalia even the habitants of this region are Somalis but controlled by Ethiopian government. Somalia hosted and supported opposition leaders to fight Ethiopia. On the other hand, Ethiopia regime also supported Somali rebel groups SSDF, SNM and other groups.

In 2006, Ethiopian government intervened Somalia with its own political goals and military support from US. Ethiopian National Defense Force entered the Sovereign Somali land to help the Transitional Federal Government. Even though, the allied armies of ENDF and Somali National Force weakened the Islamic Courts Union, the violence lasted many more years causing considerable damage to the parties involved and even deteriorated the conditions of many Somali people in Southern part of the country (Albin-Lackey, 2008).

Kenya, Djibouti, Sudan and Yemen

When talking the influence of the neighbouring countries in the situation of Somalia, Ethiopia and Eritrea dominate the rest of the states. These states have been strongly involved in Somali disputes. On the other hand, Sudan, Djibouti, Kenya and Yemen are not as important as the previous two. For example, there is a good relationship between Somalia and Djibouti unlike Somalia and Ethiopia so there is nothing much to say between Djibouti and Somalia. However, one may argue the role Djibouti played is a significant one for hosting several conferences especially reconciliation conferences. In short Djibouti has tried to play a broker role for providing the platform for Somali peace talks most recent ones being the talks between the TFG and ARSA-A factions in August 2008 as well as state building initiatives. Sudan also played mediatory role in Somalia's crises and remained neutral the whole time.

Kenya is different than Sudan and Djibouti combined because is a country which share a border with Somalia. It was recently when the Kenyan government decided to send its troops in Somalia to be part of AMISOM. It can be said that Kenya hosted large number of Somali refugees in recent years though the country is still for Somali irredentism which makes her similar with the Ethiopian state. One can also say that Kenya took part of the regional and sub-regional efforts especially IGAD when talking the security situation in Somalia.

Yemen is also a county which played a minor role in Somalia's crises. Muthuma claims that there are enough evidences that some of small arms and light weapons (SWAT) which the waring parts in Somalia using come from Yemen but, there is no enough evidence whether the Yemeni state was engaged or not. In contrast, Muthuma emphasizes that some Arab regimes are directly or indirectly supporting some of the insurgent groups in Somalia. This may be because some Arab states see that the animosity between Somalia and Ethiopia rooted the fact that they believe in two opposing believes Somalia is leading the Islamic faith in the region while Ethiopia is also leading the Christianity faith in the Horn of Africa region.

African Union Mission in Somalia (AMISOM)

After Ethiopian military withdrawal that helped the transitional federal government to settle Mogadishu. In December 2006, AMISOM mission to Somalia installed. In fact, the mandate deployed the mission was given by African Union in January 2007. Soon as the mission started the

United Nations especially the security council showed support towards the deployment of the peacekeeping forces (Murithi, 2007). AMISOM started the mission with 8000 soldiers mandated to safeguard transitional government staff and take part actions against the anti-government groups like Al-Shabaab. The operation also provided civil military missions and humanitarian support. Part of the AMISOM's mandate was to support the government of Somalia in terms of military capacity whether that may be training and mentoring the Somali police force for the best way possible. AMISOM continued its mission of supporting the transitional federal government while on the other hand, the Ethiopian troops were withdrawing from Mogadishu. In 2009 Ethiopian forces left Mogadishu and AMSIOM focused to protect special members of the TFG and key areas in Mogadishu including the presidential palace known as villa Somalia, the airport, and K4 junction connecting them. In December 2011, a new military strategy was developed. This expanded AMISOM's military personnel making the number 18, 000. This new military strategy expanding the operation was facilitated by the AU's Peace and Security Council and UNSC in January and February 2012 The new offensive military campaign resulted the removal of Al-Shabaab from the capital city Mogadishu.

The Role of AU, IGAD, and the Arab League

The two most dominant organization in Somalia's situation are the African Union and the IGAD, their involvement in the country's crises is important to mention. OAU has recognized Somali National Government (TNG) later it was the AU which also recognized Somalia state as Transitional Federal Government (TFG). The role of the AU and IGAD combined is vital one compare to the Arab league which is a minor role. The Arab league has been trying to play a mediatory role in the security situation in Somalia. It was the AU who decided to send peacekeeping troops to Somalia in 2007 with the recommendation of the Peace and Security Council (PSC) to replace the Ethiopian army presence in the country. Uganda and Burundi were the first two countries which offered troops though AMISOM was expected to provide 8, 000 troops later that number got increased and Kenya and Ethiopia added troops to send Somalia as part of the AU mission.

It was in July 2012 when the AMISOM accepted the Kenyan troops to be integrated into AMISOM and be part of the peacekeeping operation, though there were suggestions that the neighbouring states cannot send peacekeeping forces to Somali soul meaning Kenya and Ethiopia. It is clear that the AU is always in cooperation with the Regional Economic Community (REC) especially IGAD in the mission of bringing peace keeping operation in Somalia. However, one may argue that IGAD has been partially playing the situation in Somalia because of Ethiopia's influence of the regional block. In short, Ethiopia has huge influence on IGAD's decisions.

Challenges of African Union's Military Interventions

Security Threats

Somalia has been struggling to establish civilian state because of many issues security is one of them. In 1960 the former British Somaliland and Italian Somaliland formed union creating the Somali republic. Since the establishment of the republic the countries security situations has been worsening leading to complete collapse in 1991. After the failure of the Somali state several attempts has been made to rebuild the state good example is the creation of a transitional government. Though, it faced enormous challenges from Islamist insurgency in spite of the Ethiopian help to intervene in December 2006. It is been argued that the Ethiopian Intervention and the defeat of the Islamic Court Unions (ICU) have resulted huge damage on the civilian peace in south central Somalia (Albin-Lackey, 2008). Moreover, the Darod-Hawiye rivalry, competition and the existence of resistance manoeuvres made security situation even more difficult to solve.

The first Transitional Federal Government led by President Abdullahi Yusuf failed to establish a broad-based government. It was ravaged by internal conflicts such as dis-agreements among different government organs most notably the confrontations with the prime minister. Although, the real security threat was coming from Al-Shabaab who did not accept the power sharing deal developed between Sheikh Sharif Sheikh Ahmed's alliance for Re-liberation of Somalia Djibouti division (ARS-D) and TFG Prime Minister Nur Hassan. The talks between Transitional Federal Government and the moderate Islamist group led by Sheikh Sharif was held in Djibouti, Al-Shabaab on the other hand, had already separated from the moderate Islamist group refused the peace deal and waged war against the TFG. In 2011, collective military mission between multinational forces and Somali military started (Heinlein, 2014). The operation was officially

conducted by the Somali military with expected assistance from AU troops to help the TFG gain control more territories. On August the same year Transitional Federal Government forces with their AU troops succeeded to take over Mogadishu from Al-Shabaab. The next destination was Kismaayo which was the major source of income and the last Al-Shabaab stronghold, on 28 September 2012 the national forces helped by AU troops and Ras Kamboni militia began their raid towards Kismayo. The allied forces managed to re-capture much of the city form Al-Shabaab (Chonghaile, 2014).

Lack of Exit Strategy

It is not even clear that that there is guide to the exit which leads me my point that any given operation or mission has to have its timeline indicating the withdrawal and closure of the entire operation in a certain period of time. It is impossible for a mission to be assumed indefinitely in this modern time therefore, a mission should come up with timeline or strategy indicating the termination of its mandate and most importantly the handover of its responsibility to the domestic partner, to the government of Somalia. It is obvious that the local actors are not happy AMISOM's presence for longer period of time. Some already believed that this is similar to military occupation because of the lack of exit strategy. The exit strategy still remains unsolved equation when talking the peace-keeping operation in Somalia. In one way it was predicted that the operation will turn to be UN operation but, nothing had changed ever since. AMISOM is still persuing peacekeeping operation which has no timeline. Though, the situation is changing, the current Somali government is trying to build the national army which everntually will replace the AMISOM mission. The fact is that Somalia still lacks the capacity to take control of the contry and maintain law and order. There are rising debadets whether federal system will work since the country is divided into small state parts where each state claims autonomy. This will make everything difficult for the central state to reach it is desired goals.

3. Conclusion

The collapse and the failure of Somalia as a state can be simply explained as failure of postcolonial state and its elites which was built on fragile and shaky foundations. Unlike the most of the other African states, Somalia is a homogeneous nation-state and one of the early democracies in Africa. Because of the colonial legacies Somali people happen to be citizen of four different countries in the Horn of Africa: The Somali Republic, Djibouti, Kenya and Ethiopia. This however, caused tensions between Somali state and its neighbouring countries. The vision of greater Somalia encouraged Somalia to go to war with Ethiopia and bring back the Somali Speaking regions starting with Ogadenia which caused the disastrous 1977-8 war with Ethiopia. Unfortunately, the loss from the war with Ethiopia humiliated the Somali state and led huge strategic defeat.

The Somali state crises begun when president Abdirashid A. Sharmaake was assassinated on October 1969. Hence, this can be remembered as the first starting point towards failure of Somali state. The army intervened to rescue the state that is when Said Barre took power in bloodless coup on October 21 1969, many supported the military and welcomed the regime. The military regime promised changes and followed new path as former Somali state failed to fulfil its promises. However, Barre regime lacked the capacity to cope with the elite power sharing which was the reason previous state failed. Again, a group of prominent members of military tried a coup in 1971 but this one failed resulting the killing of coup plotters. The outcome of the persecution of the coup plotters marked the return of the clannish feelings. It was 23 January 1975 when 10 leading Islamic scholars and many more others were persecuted marking another turning point towards the collapse of the Somali state. After the fall of the central state in the country many attempts were made to make peace and bring warring parts on the negotiation table. After the Ethiopian intervention AMISOM came in 2007 in a support of the struggling Somali state. It was the African Union who gave hand to Somalia and supported peace keeping mission in the country with the help of the United Nations. AMISOM's peace-keeping mission encountered many challenges and faced numerous threats from Al-Shabaab a militia group that is against the Somali state. In general, the research discloses that AMISOM operation lacks appropriate human and logistic resources as well as the strategy to stabilize the country and get rid of the militia groups like Al-Shabaab.

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Afghan Women's Viewpoint about Bringing Peace and Security in Afghanistan with Emphasis on Regional Convergence[*]

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Abstract

This article examines the issue of Afghan peace from the perspective of Afghan women with regard to regional convergence. The research method of this article is descriptive using library resources. It is the belief of Afghan women to adopt strategic regional strategies to secure peace in Afghanistan. Regional convergence and cooperation, which is one of the strategies for enabling peace in Afghanistan, believes Afghan women can secure peace in Afghanistan and the region. They believe that the peace of Afghanistan is the peace of the region, because the focus of regional and global actors on Afghanistan and its geostrategic position has given rise to any disturbances first in Afghanistan and later in the region. Years of insecurity and disorder in Afghanistan are the most appropriate ground for the supporters of terrorism. Eventually, regional actors exploited structural insecurity and instability in Afghanistan and pursued their hegemonic demands in the region by financing terrorism and developing insecurity in Afghanistan. In this context, Afghan women argue that the best solution to tackling insecurity and suppressing terrorism is regional convergence and cooperation.

Keywords: peace, security, Afghan women, regional convergence.

1. Introduction

In the present globalized era and due to the consumption of land resources in many developed countries of the world, they have become scarce. As these countries have consumed their resources, other emerging powers have managed and are progressing. The progress of these countries and the lack of resources of the superpowers have given rise to a sense of competition with the emerging powers and their suppression by the superpowers. Lack of energy and hegemonic credibility are a series of factors that trigger regional games and take over strategic points in the region (Mohammadi, 2018: 3).

The United States and some other countries in the world and in the region seeking to compete with emerging Asian powers from China to safeguard their hegemonic credibility and alliance with strategic Asian nations to meet this target of terrorism and some Other disorders are taken for granted. As many of its countries, including Afghanistan, for some reason have not developed and their natural resources remain intact, the availability of resources in Afghanistan and at the same time its strategic location is important to regional and global actors. So the

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presence of global actors in the region and in Afghanistan has affected the situation and security of Afghanistan (Mohammadi, 2018: 3).

As a result, competition for hegemonic credibility, competition for the alliance of countries with abundant natural resources, competition for domination of strategic and pioneering positions in the world have made a number of global players in the region noticeable. This is why the years of war and insecurity in Afghanistan are the same, and this war and insecurity in Afghanistan is the best opportunity for global actors, including the United States. The US military presence in Afghanistan under the pretext of securing peace and war on terror is one of the factors for which the US wants to maintain its hegemonic credentials and not lose resources to Afghanistan and the region. On the other hand, the presence of US troops in Afghanistan means keeping the emerging Asian powers under control. So all of these issues somehow play a role in creating and developing insecurity in Afghanistan (Mohammadi, 2018: 4).

So terrorism in Afghanistan is dependent on the foreign policy of some regional and global countries that have failed to support terrorism in Afghanistan for their strategic plans (Shafei, 2009: 8; Sattari, 2002: 19). Because of Afghanistan's strategic position, Afghan peace can be termed regional peace (Javadi, 2008: 18), so regional convergence and cooperation can play a key role in securing Afghanistan's peace and regional peace. The Taliban and ISIL terrorist groups, which exist in most parts of Afghanistan, are also threatening the borders, specially the countries of Central Asia and other countries in the region. The greater degree of regional coordination and integration, make the risk of terrorist groups developing less in the region. In fact, regional cooperation in Afghanistan, which is an international issue, will also eliminate terrorism in Afghanistan.

The insecurity of Afghanistan is one of the factors that has severely damaged various classes, including the female class. From women's citizenship rights to their mental health, they are all affected by insecurity in Afghanistan. The Afghan government has been trying to fulfill its long-standing dream of peace for many years, but it is not easy. So the continued insecurity in Afghanistan has caused the most legal and psychological damage to women. Widows, childbearing, loss of a brother and other by insecurity in Afghanistan are among the injuries that have targeted the female class. So this article examines the peace and security of Afghanistan from the women's viewpoint. It is the belief of Afghan women that Afghanistan's peace will be secured if there is no support for terrorism by regional integration.

Now, on the basis of the aforementioned topics, we would like to explore Afghanistan's peace with regional integration from afghan women's viewpoint.

2. Discussion
Conceptual Framework
Insecurity in Afghanistan

Insecurity in Afghanistan has been institutionalized since the formation of the Taliban terrorist group and has taken on a more complex form since the suppression of the Taliban regime on September 11, 2001. Since the global policies of some countries have prevented the removal of terrorism from Afghanistan, after 2014 until now, terrorist groups are better funded and supported. Alongside the Taliban terrorist group, ISIL has also formed secret subgroups involved in disrupting Afghan security.

Afghanistan's civil wars began in the wake of al-Qaeda's attack on New York and Washington on September 9, led by Osama bin Laden. Afterwards, US President George W. Bush warned the Taliban to hand over the al-Qaeda terrorist group to Afghanistan. Following the Taliban's refusal to accept the US request, an order was issued on October 5 to officially declare a long-term operation of freedom. The United Kingdom began its independent military operations in the year 5. The main purpose of this war was to fight and eliminate al-Qaeda, the Taliban and its supporters (CBA News. Associated Press).

Almost a month later, the Taliban regime collapsed and came to power with the conquest of President Hamid Karzai and was elected president in Afghanistan. The war left tens of thousands of civilian casualties. More than three ISAF soldiers and civilian contractors, four Afghan National Security Forces, and more than 6,000 civilians were killed. After five years of continuous war, on December 2, NATO and the United States officially ended their combat operations in Afghanistan and left all security responsibilities to the Afghan government. Thus, a new era of warfare in Afghanistan

has begun so far. The existence of terrorist groups in Afghanistan not only threatens its security, but the development of these groups is a regional and global threat (The Guardian, 2014).

Convergence

Convergence is the process by which loyalty from one center (government) to another center or centers is shifted. In general, convergence theorists believe that countries will develop convergent behavior when they anticipate shared opportunities and facilities, as well as depend on the ability to internalize the convergence process (Duerti, Faltzgraf, 2011: 214).

Theoretical Framework (Regional security complex)

Patterns of relations between countries in the Central and South Asian region are important issues that illustrate the security structure of the region and the way governments in these countries view environmental security issues. The high level of competition and tension in relations between the countries of the region is a sign of the deep security concerns of neighbors over each other and the dominance of the competitive atmosphere between them. Therefore, studying the patterns of relations between these countries and the context of such a pattern is of great importance in analyzing the structure of this region (Sazmand, Mehdi, 2016: 7).

At the same time, the existence and multiplicity of regional and global actors in the region require better relations with neighbors. Given the current political and hegemonic tensions in the region and Afghanistan's historical differences with some of its neighbors, the theory of regional security complexes fits well with the subject of this article.

The emphasis on the regional level as one of the key levels of analysis in security issues has long been the focus of security studies researchers. The regions, which have become increasingly important in international relations since the end of the decolonization and their independence from European multipolar structure as one of the main subsystems, have become increasingly important to them since the end of the Cold War. An important level of security analysis has been added to international relations, and, as Acharya puts it, an increasing demand for Third World regional security arrangements is emerging as a feature of the post-Cold War security agenda (Sazmand, Mehdi, 2016: 8).

With the publication of Buzan's book (People, Governments, and Panic), the security agenda in security theory entered a new phase. According to Buzan, the events of the end of the Cold War in the international system have brought both new dimensions of security and security authority to governments and to transnational and transnational actors. He believes that macro-level and micro-level analysis cannot account for changes in security dimensions and reference.

Barry Buzan and Al Weaver, in their joint book, "Regions and Powers," published in Year 2, claim that the security of any country does not depend solely on itself and cannot be relied solely on the national level in the analysis of security. On the other hand, the global level is also very general and lacks an understanding of security for countries. They therefore present the regional level as the level of appropriate analysis. Buzan and Weaver argue that in order to prevent the over-definition of security, the hierarchy of levels of analysis within the international system must be considered, each of which is viable, important, and contains features that make it self-sufficient security. That is to say, their security issues should be specific to the role of foreign actors (Sazmand, 2016: 9).

Within the framework of regional security set theory, most of the processes of securitization and non-security appear in clusters of regional sets. On the other hand, regional security features are enduring. These features are essentially self-sustaining, not because they are independent, but because they have a security dynamic that exists even without the influence of other actors.

Accordingly, the regional level is emphasized as the level of principal analysis in the theory of regional security complex. Buzan therefore defines a regional security complex as a set of units in which major security and non-security processes, or both, are so intertwined that security problems cannot be analyzed or resolved separately.

The basic structure of a security complex has four variables: the border, which separates the regional security complex from its neighbors; the anarchic structure, meaning that the regional security complex must consist of two or more autonomous units; Power is distributed among units; social construction involves patterns of friendship and hostility among units. Despite the four main variables that make up a security complex, Buzan also refers to an external factor as "intrusion" or "cover", which, although not inherent in a regional security complex, can internalize a complex and even make changes to it (Sazmand, Mehdi, 2016: 9).

Based on this theory, Afghanistan's insecurity depends on how some of its neighbors and trans-regional actors operate, and regional integration must be promoted to secure Afghanistan. And the principle of friendship – hostility, too. That is, regional animosities must become friendships.

Regional convergence as a factor in peacebuilding

In the wake of increasing cross-border transactions, communications, and connections of different kinds between different states, the boundaries of their authorities will be changed and the feature of their societies will become more and more likewise. The more this kind of feeling spreads across the member-nations in individual and social levels, the more and the better their way will be paved towards creating a bloc, a cluster, or a subordinate system, distinguishing them from the rest of the system. Undoubtedly the efforts made by governments to redraw boundaries of their authority and to expand it at the regional level will have a huge impact on political map of each region and will consequently lead to economic, and social consequences. And in the final analysis it is this interaction and intercourse between these clusters of nations by which the future of each individual state and the future of the region as a whole will be shaped. Any regional arrangement consists of a number of players and actors, big and small, who are acting individually or in form of groups and blocs according to a set of common norms, interests and concerns. For this common interests and concerns to form and establish and to be defined, there must be a minimum sense of community between those nations which are about to be parts of this integration (Higgott, 2006: 31).

Karl Deutsch defines this sense of community as an essential element in the concept of integration. According to him integration is defined as a matter of mutual sympathies and loyalty; of 'we-feeling', trust, and mutual consideration; of partial identification in terms of semi images and interests; of mutually successful predictions of behavior, and of cooperative action in accordance with it (Deutsch, 1957: 36). In other words, one can argue that the following phases must happen in order we can achieve the basis upon which the regional integration can be built:

1. Developing a common understanding about each other, and about the region, and developing a genuine and natural empathy towards each other in a way that each nation feels and perceives other nation's pain and misery or joy and prosperity as its own.

2. Making sure that all members do stay loyal to each other and will never betray each other no matter what is the circumstances.

3. Reassuring the fact that in spite of the different nationalities, ethnic roots, and religions they belong to, still they can enjoy a deep and meaningful sense of oneness which gives them a sense of common identity above all others.

4. Trying to expand bilateral and multilateral sense of trust, faith and confidence towards each other which makes it easy to cooperate with each other.

5. Attempting to increase their similarities in terms of their expectations and the way they see and perceive the threats and challenges, and then respectively their proposed policies and plans to solve them (Khani, 2018: 12).

It is not difficult to imagine how different countries which adhere above points and pass the above stages successfully can facilitate their move towards regional integration. However, it seems that there must be a minimum level of above factors available for starting the process of regional integrations, and then as the result of the ongoing process, if successful, these five issues will reach to a maximum level. The nations engaged in integration process usually start this process by trying it in just a few fields and then gradually these limited areas can and will lead to a wider range of other fields from security to political relations, from agriculture to culture, from environment and energy to transport and trade etc. As the time passes by, and as the new concerns emerge, the new areas of cooperation and competition begin to come into sight. Hence, that durability, consistency and stability of any integration attempt which demonstrates itself in a regional bloc and organization does depend to great extent on how the lines of cooperation and competition between players will be defined and drawn. It is very important that the members of these new communities learn and accept that cooperation and competition do work at the same time in a healthy manner. Since in regional integration these lines are defined on the most natural commonality between the member states, therefore the risk of collapse and disintegration becomes less and less (Gause, 2014: 21).

Relying on the practical basis of regional integration and cooperation, Afghanistan is one of the countries with a geopolitical position in the region and its security is of paramount importance

in the regional and global relations of Asian countries. Afghanistan is a country that connects Central Asia and South Asia, so the better Afghanistan's communication space with the countries of the region is, more geopolitical and cyber for situation of the region. Actually by Afghanistan security the regional communications will be more balanced. As terrorism is increasing on a daily basis due to some disturbances in the Afghan government and disruption to Afghan foreign policy, regional integration and counterterrorism cooperation are ideal ways to eliminate terrorism in Afghanistan and providing security to the region (Amini, 2009: 46).

Afghan women's viewpoint about peace of Afghanistan

What is clear, shows that the goodness of life in a safe and comfortable space. Experimental records and previous studies conclude that human life takes on a real meaning with peace and security, and in the existence of security, human minds are healed and biological well-being is provided. Many developing countries, which have a lot of natural resources but have not been able to achieve development, may not have had good security, so it was not possible to plan development projects and implement them in such communities. One of the most resource-rich countries is Afghanistan, which has failed to experience social and economic growth due to the existence of war and hypocrisy in its history.

In today's age when globalization has brought many developments around the world, Afghanistan, with a history of war, internal and external divisions has failed to take advantage of globalization in recent decades. In the absence of peace and security and the continued existence of socioeconomic disruption in Afghanistan, the most vulnerable category has been the female class. The existence of distortions in Islamic principles and misconceptions about women's rights have led Afghan women to be held captive by extremist delusions for many years.

From the denial of women's citizenship to the stoning of women, they are all rooted in the misrepresented beliefs of Islamic extremists who do not understand Islam properly and, incidentally, these Islamic extremists constitute terrorist groups in Afghanistan that also contribute to Afghanistan's internal insecurity. Despite this, although a series of changes have been made in Afghanistan's social status and status of women, Afghan women still find peace and security a way to access their human rights in order to be fully free from the yoke of ignorance and short-sightedness. The function of women, as they are responsible for building human minds and nurturing effective human resources, views peace as a social requirement for fulfilling their human and sexual mission.

Every person in Afghanistan is hungry for peace, so do women of Afghanistan. Despite of experiencing a difficult situation in Afghanistan, Afghan women who have actually suffered the most during Taliban regime, are still hoping for security and peace in the country, even if it is to sign a peace agreement with Taliban. But with one condition, not to allow turning back the clock and reverse our 18 years gains in democracy and women's rights. Considering the fact that, women of Afghanistan have been harmed the most during Taliban regime, they must be given opportunity to take significant part during Peace Negotiation Process. Their voices need to be heard and their demands need to be acknowledged. Believing in Afghan women is the key to securing peace in Afghanistan through genuine unity and the unity of the existing ethnic groups and parties in Afghanistan, undeniably, women have crucial role in this regard as well as in the civilization of a nation.

Afghan women believe that Afghanistan government should make its foreign relations more peaceful than its neighbors and the region in peacekeeping, and that some countries, such as Pakistan and Iran, which have political and economic problems with Afghanistan, should consider the Afghan government. They have defensive and restrictive policies.

At the same time, the development of security processes within Afghanistan is the requirements that Afghan women emphasize. Afghan women see the evolution of government and good governance as a factor in ensuring peace and security in Afghanistan, under which both the Afghan domestic community and the external and international relations of Afghanistan are controlled.

Afghan women believe that if peace is restored in Afghanistan, they will be able to present an efficient and transformative generation to Afghan society using nurturing and motivational skills. Alleyways and back streets threaten security in Afghan cities and Afghan children cannot access schools and universities with full freedom, but their education still emphasize the role of women in

their lives. Given, amidst all the hardships, Afghan women still have hope, providing peace and security in Afghanistan for better days.

Afghan women consider their only legal deprivation during the turmoil caused by the war in Afghanistan as the only way to bring peace to Afghanistan is regional integration and cooperation with neighboring countries to eliminate terrorist groups. They have come to realize that regional games and the multiplicity of trans-regional actors in the region and their abuses of the situation in Afghanistan have had a direct impact on Afghan security. So the most important way to bring peace to Afghanistan is to help neighboring countries with the principle of regional integration (Mohammadi, 2018: 24).

3. Conclusion

According to historical evidence and experience, peaceful relations between countries can be achieved through dynamic and friendly foreign policy on the part of countries in the region. As Afghanistan, with its strategic position in the region (Mojtahedzadeh, 2008: 13), is affected by the foreign policies of some regional and trans-regional countries, regional integration is the only factor that can cut off the roots of terrorism and its support lines in Afghanistan. Because Afghanistan's geopolitics and its political impotence have attracted the attention of many regional and global actors, regional convergence remains a factor that prevents some regional and trans-regional actors from exploiting common regional opportunities.

Due to the widespread insecurity in Afghanistan, the female cohort has suffered severe injuries. Afghan women have been denied many of their rights in the absence of peace and security. From the civil rights of women to the very nature of their personality and authority, everyone has been under pressure. The insecurity of Afghanistan has also damaged the mental state of women. The severity of insecurity in Afghanistan has taken their mourning children, husbands, brothers and other family members away. So Afghan women's view of Afghanistan's peace and regional peace, which is bitterly insecure, is the most appropriate measure to improve regional relations and regional integration. Indeed, regional integration can achieve the dream of peace in Afghanistan and in the region.

Afghan women continue to believe that the recruitment of Afghan women into national and international affairs can improve and enhance the dynamics of Afghanistan's foreign relations with many regional and trans-regional countries. Project communication with international organizations and sending women to increase their support could open a new way for foreign aid to Afghanistan. In this respect, the ability of women in the international coordination and reconciliation sectors is acknowledged. Therefore, Afghanistan's international affairs and peacebuilding work with regional integration and regional integration through the use of women-friendly communication and communication skills.

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