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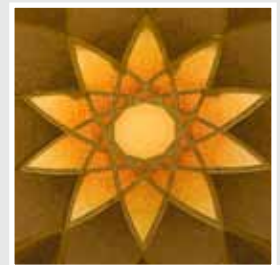## RESEARCH, DIALOGUE, AND SOLUTIONS
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Restoring Dignity: The Raison D'etre of the Youth Movements in the Arab Citizen Revolt?

"To be able to say what dignity is would be to describe the fundamental meaning of being human" Meeks 1984 from Jacobsen, 2007, p. 292

"One way (people) get the hope and motivation to reconstruct their lives is by being treated with dignity."
Miller & Keys, 2001, p. 349

Introduction and Background

Dignity (in Arabic: Al Karama) is a slogan that has been chanted regularly during the Arab Citizen Revolt[1] and a concept that continues to be a central theme as events unfold. In this paper, we explore the concept of dignity, identify a conceptual framework for thinking about dignity, and connect dignity to youth and the current situation. We then use data from the Gallup World Poll of Arab youth to assess the fit of the conceptual framework.

What is dignity? A dictionary definition of the term suggests: "the quality or state of being worthy, honored, or esteemed." Terms such as pride, self-respect, quality of life, well-being, hope, self-esteem, autonomy, and worthiness are all part of the understanding of the term dignity (Chochinov, 2002; Khatib & Armenian, 2010). Dignity is acknowledging the "humanity in people" (Haddock, 1996, p.926).

More esoterically, as far back as the renaissance era, the famous 'Oration on the Dignity of Man' by Pico della Mirandola linked dignity to the ability to have and exercise will and choice. In the 18th century, Kant linked dignity to an obligation that people be treated with respect and suggested that "people should be regarded as ends in themselves and never just means to an end," (Jacobson, 2007, p.293). More recently, dignity has taken center stage as the centerpiece of the Universal Declaration of Human Rights[2]

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1   We use here the term 'Arab Citizen Revolt' rather than 'Arab Spring' because it is the term that is more in line with what citizens in the Arab world call the transformations of spring and summer of 2011. For more on this, please read: Rami G Khouri 'Spring or revolution' released August 17, 2011, distributed by Agence Global.

2   http://www.un.org/en/documents/udhr/

which states: " . . . recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world . . ." And many documents drafted after the Universal Declaration of Human Rights, including the International Covenant on Economic, Social, and Cultural Rights and the International Covenant on Civil and Political Rights, among others, have "maintained the central role of dignity as the epistemological and moral ground for rights" (Jacobson, 2007, p.295).

The concept of dignity is understood to embody equity both at the individual—human beings should be treated equally and with respect—and collective levels, such as ideals of social justice (Jacobson, 2007). Dignity is a complex concept as evidenced by dichotomies that represent it. It is at once internal to a person, and yet externally influenced; as such, it is deeply individual and profoundly collective. Dignity is a private sense, but a public interface. It is, at times, unconditional, yet can be surprisingly contingent on events—the conditions that influenced the Arab Citizen Revolt have been fact for many years, yet this year were deemed no longer tolerable. In the same way, dignity is static and dynamic. It includes materials as well as intangible elements, and is promoted by respect and debased by humiliation (Jacobson, 2007). Dignity can be inherent, bestowed, experienced, and earned.

The concept of dignity is perhaps easiest to understand through its violations. Four such violations have been identified (Haddock, 1996; Miller & Keys, 2001; Horton, 2004): (i) being ignored or not sufficiently acknowledged; (ii) being seen, but only as a member of a group; (iii) having one's personal space transgressed; and (iv) humiliation. Others have added that violations of dignity include unfair treatment and, linked to that, arbitrary rules can only be applied sometimes and only to some persons (Miller & Keys, 2001)

A theoretical framework for dignity has been suggested specifically in research on homeless persons (Miller & Keys, 2001), but can also be applied more generally. The constructs of the conceptual framework are consistent with the vast literature that discusses dignity. This framework is adapted and expanded upon (Figure 1) and serves as the guiding framework for the analysis of data. Although conceptual frameworks may seem academic, they, in fact, are critical to guiding policymakers and practitioners to a better understanding and appreciation of the various influences on a phenomenon; and to the limits and possibilities of intervention. There is no single solution in the complexity of today's world. Organizations and individuals must work together, each focused on one area of a larger puzzle, and understanding their role in completing that puzzle. Conceptual models identify what the pieces are, and show us which pieces are more important than others, so we know where to focus our work.
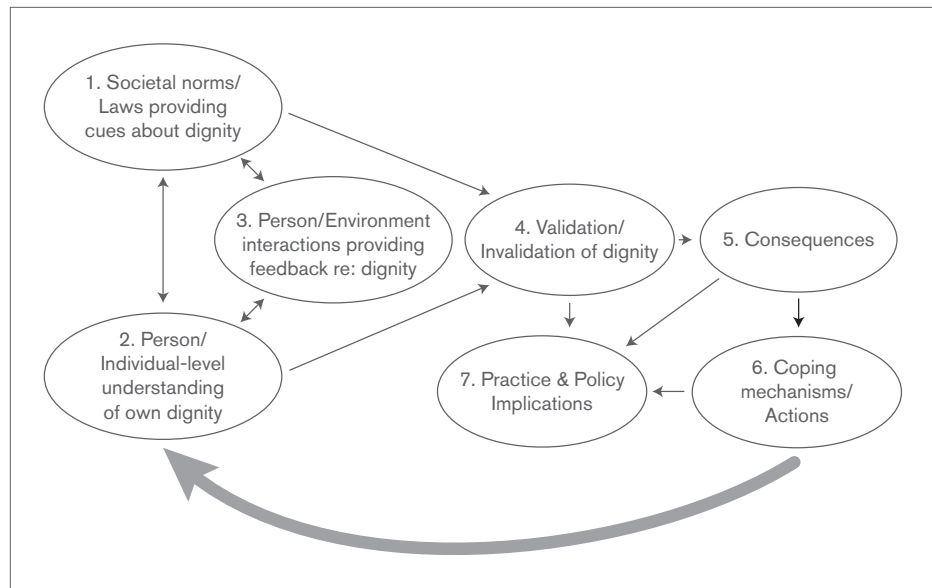
The conceptual framework depicts an individual's dignity as a result of (numbers correspond to the model): (1) societal norms and laws providing cues about individual and collective dignity. A commitment to dignity is assumed to imply a moral obligation to construct a "social order that promotes fairness, equality, and equitable access to the basic resources that ensure 'dignified living'" (Jacobson, 2007, p. 297), and thus "economic and social arrangements cannot be excluded from a consideration of the demands of dignity" (Schachter, 1983, p.851). Providing resources for basic needs and for self-sufficiency, as well as offering equal treatment and opportunity for all are characteristics of a dignity-supporting environment. Limits on choices may make people feel unworthy of self-determination and do not enhance dignity.

Dignity is also the result of (2) a person's understanding of their own dignity. Dignity of self has been described as a sense of self respect, self-esteem, self-concept, self-worth, and a feeling of comfort with oneself. It includes a feeling of being free, a capacity to exercise will and choice, a feeling of autonomy, a "capacity to choose what to do and what to be" (Horton, 2004). It has also been described as having feelings of hope, integrity, pride; a feeling of having a history, of integration with others, of having a future. Dignity is possessing a certain quality of life and well-being, a sense of meaning to one's life, of having cognitive skills, and of being able to handle adversity.

A person's understanding of their own dignity and societal norms interact to provide feedback to individuals (3) (Miller & Keys, 2001). This is sometimes termed 'dignity-

in-relation' and is meant to suggest the social interface between individuals and laws. Negative person-environment interactions are when the environment suggests a lack of roles, occupations, or social relations that make people feel like worthy members of society; when interactions result in people being violated, humiliated, treated unfairly; or when rules applying to some people and not to others. Also linked to the concept of interaction, having rights is important, but not sufficient for dignity. Claiming rights seems to be especially important when individuals are challenged by external factors (Meyer, 1989).

The individual and societal cues are either consistent resulting in validation or inconsistent resulting in invalidation (4). The conceptual framework then suggests that both the validation of cues between the person and the environment as well as their invalidation result in consequences (5). Consequences of validation include feeling good, confident, happy, better about oneself, and being motivated to improve oneself (Miller & Keys, 2001). Consequences of invalidation or violations of dignity may include: feelings of a lack of self-worth, anger, rage, depression, feelings of humiliation, loss of respect , powerlessness, frustration, disgust, hopelessness, feeling 'unclean' (Mann, 1998; Miller & Keys, 2001; Nordenfeld, 2004). These circumstances are recalled vividly and result in these consequences even years after they are experienced (Mann, 1998).

Such feelings lead to coping mechanisms (6) such as migration or escape, or actions such as rebellion and the drive to reconfigure society. As mentioned previously, the conceptual framework can provide a crisper and evidence-based understanding that has policy and practice implications (7) for local organizations and governments as well as global players.

What Is the Link of the Above to Youth and the Current Events in the Arab World

The key link between the proposed conceptual framework and the current events in the Arab World is the people's voice—the call for 'al Karama' was consistent across the countries where citizens revolted through street demonstrations, overthrew regimes, or merely petitioned the ruling elites for change, with the two central demands for constitutional reforms and social justice - suggesting what citizens across the Arab world felt they needed to experience more: validation between personal attitudes toward dignity and environmental interactions.

In addition, two specific concepts from the above framework will be highlighted to portray the critical link between youth, current events, and dignity. The first is the *person-environment interaction*, or *dignity-in-relation*. Social inequities were common in the lead up to the recent uprisings. "Inequity refers to differences (between groups,

population segments, etc.) which are unnecessary and avoidable but, in addition, are also considered unfair and unjust."[3] We have had much information on these factors in the lead up to the recent uprisings (Unicef, 2000; Afifi-Soweid & Nehlawi, 2007). With respect to income, the percentage of persons (not just young people) living below the poverty line in the countries within the region where data was available ranged from 7% to 60%. There are vast differences in access to education between countries of the region. Illiteracy for 15- to 24-year-olds ranges from less than 1% to 50% across countries. The ratio of literacy between women and men aged 15 to 24 years—an indicator of gender equality, ranges from 0.34 to 1.08. Youth unemployment in the Middle East and North Africa (MENA) region is the second highest in the world and stands at about 25% (Unicef, 2011). The links between unemployment and education are clear, and most recent scholarship suggests the educational system in the region is not preparing youth for the available jobs.

The comparison on social determinants is not only between countries. Perhaps more relevant to the current situation are the comparisons within countries. The gap between the rich and poor has increased in Arab countries. A recent report by the Abu Dhabi Gallup Center entitled Egypt: The Arithmetic of Revolution[4] states: "Unemployment and poverty alone did not lead to the overthrow of Egypt's government. It was the perceived difference between what *should* be and what *was* . . .To shift from misery to mass movement, people must first discover 'moral anger and a sense of social injustice,' . . . and the suffering is not inevitable . . ." These ideas of an unequal distribution of misery, a sense of social injustice, and, most of all, a perception that we need not suffer are critically linked to the concept of "dignity."

The second key link related to youth: "Adolescence . . . seem(s) to be (a) period of substantial vulnerability to the severe impact of dignity violations," (Mann, 1998). The dramatic events that have swept the region since mid-December 2010 brought media attention to a long-recognized demographic factor in the region: That Arab countries' populations are disproportionately youthful (Assaad & Roudi-Fahmi, 2007). By most estimates, youth (15 to 24 years) in the Arab region constitute approximately 25% of the population (Roudi-Fahmi & Kent, 2007). No Arab youth generation in history has been so large. The MENA region is the youngest region in the world (Roudi-Fahim & Kent, 2007).   This increase in the proportion of youth in the population of the Arab world is often referred to as the "youth bulge," and youth are often only recognized in

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3   http://www.paho.org/english/sha/be991ineq.htm

4   http://www.abudhabigallupcenter.com/146888/brief-egypt-arithmetic-revolution.aspx

this way (recall the violations of dignity: being seen but only as a member of a 'group'). The "youth bulge" in the region has often been used to portray the region in a negative light, and simplistic associations are sometimes made between the youth bulge, high youth unemployment, political disenfranchisement, and political instability (El Tawila, 2002; Hendrixon, 2004; Assad & Roudi-Fahmi, 2007).

In the text that follows, we 'test' the various puzzle pieces of the conceptual framework described above with youth in the Arab World. This analysis will help to identify which of the points of influence are most associated with youth well-being, and will give practitioners and policymakers concrete points of effective intervention. The work is charting new territory by positing that dignity is a key concept to help us understand the actions of youth in the region. As such, it attempts to refine our understanding of youth well-being beyond traditional factors such as employment and education—yet at the same time, based exactly on these factors but explored through a different lens. This framework and analysis also allows us to see the world through the eyes of youth and combines material issues and important intangibles in the exploration of dignity. Globally, though there has been research on dignity as a concept, little attention has been paid to conceptual frameworks and levels of influence; little specific attention to youth; and a dearth of research focused on the consequences of, and action responses resulting from, the lack of validation between personal and societal dignity conceptions. More generally, dignity as a concept seems to be absent from the academic and applied discourse in the MENA region. The work will suggest avenues for policy and practice to promote youth dignity and thus youth well-being and development.

METHODS

Background

The Gallup World Poll continually surveys residents in more than 150 countries, representing more than 98% of the world's adult population, using randomly selected, nationally representative samples. Gallup typically surveys 1,000 individuals in each country, using a standard set of core questions that have been translated into the major languages of the respective country. For this study, supplemental, region-specific questions were asked in addition to core questions. Interviews were conducted either face-to-face or by telephone, with face-to-face interviews lasting approximately one hour and telephone interviews lasting approximately 30 minutes.

With some exceptions, all samples are probability based and nationally representative of the resident population aged 15 and older. The coverage area is the entire country including rural areas, and the sampling frame represents the entire civilian, non-institutionalized, aged 15 and older population of the entire country. Exceptions include areas where the safety of interviewing staff is threatened, scarcely populated islands in some countries, and areas that interviewers can reach only by foot, animal, or small boat.

The data set goes through a rigorous quality assurance process before being publicly released. Gallup's directors of survey research in each region of the world review the data for consistency and stability by interviewer and region. If the regional director suspects a problem, it may be necessary to collect new data. After review by the regional directors, Gallup scientists perform additional validity reviews. The data are centrally aggregated and cleaned, ensuring correct variable codes and labels are applied. The data are then reviewed in detail for logical consistency and trends over time. Once the data are cleaned, weighted, and vetted, the final step is to calculate approximate study design effect and margin of error.

For more information on the methods of the survey, please refer to: https://worldview.gallup.com/content/methodology.aspx

In order to test the conceptual framework, we used data from the year 2011 from the countries of the Arab League and the Somaliland region. The analysis focused on the youth population (age 15 to 24 years) with a total sample of 5,220 youth interviewed in 19 Arab countries excluding Morocco and Djibouti (Table 1).

Variables

Variables available in the Gallup data set were fit into the boxes of the proposed conceptual framework. The Gallup survey was not developed to test the conceptual framework on dignity, nor as a survey inquiring about dignity. Therefore, the selected variables may be more or less related. However, we attempted to find variables with the closest fit.

The following variables were created by recoding and combining existing variables in the survey. Appendix A outlines the variables from the Gallup survey that were used in this analysis.

Societal norms/Laws providing cues about dignity (Box 1) were summed in one variable: This variable combined the following four questions: whether the individual thinks that "most children in this country have the opportunity to learn and grow every day" (WP 130), their satisfaction with "efforts to preserve the environment" (WP 132), their satisfaction with "freedom to choose what you do with your life" (WP134), and if they are "aware of services or organizations that help people find jobs" (WP9131). Larger values indicate better status.

Person/Individual level variable (Box 2) to understanding one's own dignity was summarized in two variables: Employment (self or otherwise) coded as 0 = no, 1 = yes (EMP_2010) and "optimism and will," which combined the two questions: "even when things go wrong, you feel very optimistic" (WP11357) and "you never give up until you reach your goals, no matter what" (WP11358). Larger values indicate better future outlook.

Person–environment interactions (Box 3) were measured using eight variables. Satisfaction with environment combined eight variables (WP 91-99) measuring, for example, satisfaction in the city or area where they live, satisfaction with infrastructure, educational system, air and water quality, opportunities to meet people and make friends, etc., with larger values indicating better satisfaction. Satisfaction (WP30) and outlook (WP31) for standard of living combined two questions with larger values indicating better satisfaction. Two questions about satisfaction with the city or area where they live (WP83, WP86) were combined with higher values indication larger satisfaction. Three questions about satisfaction with economy (WP87-89) were combined with larger values indicating better satisfaction. Satisfaction with household income (WP2319) ranged

between 1 = *living comfortably* to 4 = *finding it very difficult to live on current income*. Questions about respect for children (WP129) and respect for women (WP9050) were combined and recoded as 3 = *both*, 2 = *one but not the other*, 1 = *neither*. One question about treatment with respect (WP 61) in the past day was asked with 1 = *yes* and 2 = *no*. Finally, we combined two questions about working hard (WP128) and learning something new (WP65) with scores between 2 = *both learned and believe hard work pays off to* 4 = *did not learn anything new in the past day and do not think that hard work will get people anywhere*.

Consequences (Box 5) were summarized using four variables. Happiness combined 10 questions (WP 22,60,63,67-71,74,6878), such as satisfaction with personal health, did you feel happiness a lot yesterday, feeling less stressed a lot yesterday, etc., with larger values indicating more happiness. View on life resulted from the combination of two questions: "feeling about life now" (WP16) and "feeling about life in the future" (WP18) with larger values indicating better views on life. Finally, two questions were only asked in Egypt in 2011, the question "Would peaceful means be enough for oppressed groups to improve their situation?" (WP12412) with answers as 1 = *no* and 2 = *yes* and a question about whether "most people in this country are afraid to openly express their political views" (WP12411) with 1 = *yes* and 2 = *no*.

Coping mechanism (Box 6) was summarized using one variable that combined answers from three questions about the likelihood of moving away "from city or area where you live" within the next 12 months (WP85), given the opportunity, "would you like to move permanently to another country" (WP1325), and "planning to move permanently to another country in the next 12 months" (WP10252). The third question was recoded to account for the fact that it was only asked to those who answered yes to the "would move to another country." Total scores on the coping mechanism, labeled "moving intention," was computed as the sum of the three questions and scores ranged between 2= *likely to move* and 5= *not likely to move*.

Demographic variables such as country, age, gender, education level, and marital status were summarized and their population estimates were computed (Table 1).

In all the above, responses of "Don't know" were treated as a missing variable.

Hypotheses

If the proposed conceptual framework is a valid mechanism for understanding dignity and its consequences in the Arab World, then the following 10 hypotheses are be suggested:

1. Respondents who score lower on consequences (on each of the four variables) should score lower on coping mechanisms (the one variable).

2. Respondents who score lower on the eight variables (each of them against the three consequences) of the person/environment interaction should score lower on consequences.

3. Respondents who score lower on the eight variables (each of them) of the person/environment interaction should score lower on the one variable of coping mechanisms.

4. The relationship between person/environment interaction variables (all together or those that are significant) and coping mechanisms should be mediated by consequences.

5. Respondents who score lower on societal norms (one variable) should score lower on the eight variables of person/environment interaction, the four variables of consequences and the one variable of coping.

6. The relationships between societal norms and consequences should be mediated by person/environment interaction.

7. The relationship between societal norms and coping mechanisms should be mediated by consequences.

8. Respondents who score lower on individual dignity (two variables) should score lower on the eight variables of person/environment interaction, the two variables of consequences and the one variable of coping mechanisms.

9. The relationships between individual dignity and consequences should be mediated by person/environment interaction.

10. The relationship between individual dignity and coping mechanisms should be mediated by consequences.

All hypotheses were controlled for all control variables.

Data Analysis:

Association between demographic variables and the main variables of the study such as societal norms, future outlook, etc., were assessed using linear regression, one way ANOVA, chi-squared test and Fisher's exact test depending on the nature of the two variables involved in the test. Mediation effects were assessed by looking at substantial changes in the slopes of variables of interest, when possible mediators were included in the linear regression models as opposed to when the mediators were not included. Full mediation was defined as a variable losing significance when mediators were included, and partial mediation was defined as variable having substantial change in slopes, but still significant. In some instances, multivariate logistic variable models were used. For example, when the dependent variable was "treatment with respect" and the independent variable was societal norms, adjusting for controls variables.

All analyses were weighted. Significance was set at the 5% level. Analyses were done using IBM SPSS (version 19).

RESULTS

A total of 5,220 young persons aged 15 to 24 years interviewed in 19 Arab countries (excluding Morocco and Djibouti) in wave 1 of 2011 were included in this analysis. Table 1 describes their characteristics. The mean age of the sample was 19.9 years, 46.3% were female, and 78.3% were single. About fifty-five percent had more than a primary and up-to-a-high-school education, but only 3.4% had a higher level of education than high school.

Table 2 indicates that there were no associations between the societal norms (Box 1) and any of the control variables. With regard to variables under an individual's understanding of their own dignity (Box 2), those who are employed were significantly older than those who are not employed. Significantly more males are employed compared with females. Employment was not associated with marital status, but was significantly lower among youth with 9 to 15 years of education as compared with the other two educational groups. Optimism and will were not associated with age, gender, or with marital status; however, a marginally significant association was observed between optimism and education, whereas education increased so did optimism and will.

Hypothesis 1: Respondents who score lower on consequences (on each of the four variables) should score lower on coping mechanisms (the one variable)—controlling for control variables.

As happiness increases, then the person's intention to stay in the country increases. Moreover, as an individual's view about life gets better, so does the intention to stay in the country. On the other hand, in Egypt, there were no significant differences in intention to leave the country between those who think that most people in the country are afraid to express political views and those who do not, and between those who think that peaceful means are enough for oppressed groups to improve their situation and those who do not think so.

Hypothesis 1 was fully supported in most countries, and partially supported in Egypt (Table 3).

Hypothesis 2: Respondents who score lower on the eight variables of the person/ environment interaction should score lower on happiness—controlling for control variables.

All eight variables measuring person/environment interactions were significantly associated with happiness (Table 4). All associations followed the natural or expected

direction, that is, happiness increased with increased satisfaction with environment, standard of living, city, economy, and household income, better respect for children and women, treatment with respect, and believing in learning opportunities and hard work.

Similar to happiness above, all eight variables measuring person/environment interactions were significantly associated with views of own life (Table 5). All associations followed the expected natural direction.

Hypothesis 2 was fully supported.

Hypothesis 3: Respondents who score lower on the eight variables (each of them) of the person/environment interaction should score lower on the one variable of coping mechanisms—controlling for control variables.

Except for satisfaction with household income and learning opportunities, and believing in hard work, all other 6 variables measuring person/environment interaction were significantly associated with intention to stay in the country. In particular, intention to stay and NOT move increased with increased satisfaction with environment, standard of living, city, economy, respectful treatment of children and women, and treatment with respect in the past day (Table 6). Hypothesis 3 was mostly supported.

Hypothesis 4: The relationship between person/environment interaction variables (all together or those that are significant) and coping mechanism should be mediated by consequences—controlling for control variables.

A mediator is a variable that at least partially explains the relationship between two other variables with which it is associated. In this case, we found that person/environment interactions are linked to coping mechanisms. The conceptual model however, suggests that there is a box of variables between them: consequences. The above hypothesis suggests that the relationship between person/environment interaction and coping will disappear if we include the coping variable. Practically, this means if we can make the consequences possible, there is no longer a relationship between the person/environment interaction and coping.

The results indicated that satisfaction with environment and intention to move is fully mediated by happiness (slope becomes not significant) and not mediated by view on life (slope does not change significantly). When both variables—happiness and view on life—were considered the association was fully mediated. Satisfaction with standard of living, satisfaction with city, and respect for children and women were partially mediated by happiness, but not by view on life (slope did not change significantly). On the other

hand, satisfaction with economy was mediated by both happiness and view on life. Treatment with respect was fully mediated by happiness, but not mediated with view on life (Table 7).

Although satisfaction with household income and learning opportunities and belief in hard work were not associated with intent to stay in the country, mediation analysis shows that there was a substantial change in slope with both happiness and view on life for the first variable and only happiness for the second variable, an indication of the mediating effect of those variables (Table 7).

Hypothesis 4 was mostly supported.

Hypothesis 5: Respondents who score lower on societal norms (one variable) should score lower on the eight variables of person/environment interaction, the two variables of consequences and the one variable of coping mechanisms—controlling for control variables.

The societal norms variable was significantly associated with each of the eight person/environment interaction variables. In particular, satisfaction increased with increase in reported positive societal norms. Similar results were found for the consequences variables, happiness and view on life. The last variable (a coping mechanism variable), intent to stay and not move, was not significant in the adjusted results (Table 8).

Hypothesis 5 was mostly supported.

Hypothesis 6: The relationships between societal norms and consequences should be mediated by person/environment interaction—controlling for control variables.

The association between societal norms and happiness was partially mediated by each of the eight variables of the person/environment interaction. Similar results were found for the association between view of life and societal norms where partial mediation was observed for the eight person/environmental variables with the exception of the variables: respect for children and women, treated with respect, and learning something new and belief in hard work where mediation was not observed as the slope of societal norm did not change substantially (Table 9). Hypothesis 6 was partially supported.

Hypothesis 7: The relationship between societal norms and coping mechanisms should be mediated by consequences—controlling for control variables.

The relationship between societal norms and coping mechanism is fully mediated by both happiness and view on life as we observed a large change in slope of societal norm variable and loss in significance in the adjusted model with each of the two variables and with both of them in the model.

Hypothesis 7 is fully supported.

Hypothesis 8: Respondents who score lower on individual dignity (two variables) should score lower on the eight variables of person /environment interaction, the two variables of consequences and the one variable of coping mechanisms—controlling for control variables.

Except for respect for children and women and learning opportunities and belief in hard work, there were no significant associations between employment and other variables, neither in personal/environmental interaction variable, nor with consequences or coping mechanism variable (Table 11). In particular, after adjusting for the control variable, employed people had 1.434 the odds of being treated with respect as compared with unemployed people. Moreover, those employed scored significantly higher on learning opportunities and belief in hard work; however they scored lower on intent to stay.

There was a significant association between future outlook and all person/environment variables and consequences variables, but not with coping mechanism variable. In addition, all significant differences were in the right natural direction. For example, happiness, view on life, satisfaction with environment, etc., were positively associated with future outlook (Table 12).

Hypothesis 8 was partially supported.

Hypothesis 9: The relationships between individual dignity and consequences should be mediated by person/environment interaction—controlling for control variables.

This analysis was only done for the variable future outlook (optimism) as an indicator for individual dignity as the other variable employment was not associated with consequences (see Hypothesis 7)

The relationship between happiness and future outlook was partially mediated by all variables of personal/environment interaction. On the other hand, the association between view of life and future outlook variable was fully mediated by all variable of personal/environmental interaction.

Hypothesis 9 was mostly supported.

Hypothesis 10: The relationship between individual dignity and coping mechanisms should be mediated by consequences—controlling for control variables.

This hypothesis does not need to be tested as there were no associations between individual dignity variables and coping mechanism after adjusting for control variables only (see earlier results).

Discussion and Implications

This analysis has supported the proposed conceptual framework for dignity. Almost all the hypotheses were upheld. In summary,

- Feeling happy and having positive views on life now and in the future makes one want to stay in the country.

- When the environment provides cues that validate dignity, people are happier and their views on life now, and in the future, are more positive.

- Generally, when the environment provides cues that validate dignity, people are less likely to plan to move to another country. This environment that validates dignity is broad and includes feelings of satisfaction with the city, with the economy, with standard of living, with the environment, with the general respect given to women and children by the government, and by feelings of being treated personally with respect.

- This relationship between environment and plans to move is influenced by the extent of their happiness and their positive views on life combined. This means that if we can keep people happy and if they feel positive about life, they will plan to stay. There is no aspect of the environment that influences plans to stay, other than those that affect happiness and views on life.

- Societal norms that provide cues about dignity (such as a feeling that one is free to choose what to do with one's life, and most children have opportunities to "learn and grow," among others) result in more feelings of satisfaction with the person environment interaction, as well as more happiness and more positive views on life.

- This relationship between societal norms and happiness/views on life is mostly influenced by the person/environment interaction. This means that if the person feels that the interaction is positive, they will be happy and have positive views on life. They will also be less likely to want to move.

- Employment was related to feelings of being treated with respect. It was also related to an intention to stay in the country and not move. A feeling of optimism was related to feelings of positive interaction between the person and the environment and with intentions to stay. The relationship of optimism on happiness, view of the future, and intentions to stay is influenced by the person/environment interaction.

More generally, our results suggest that **a personal sense of dignity in a society whose norms promote dignity leads to dignity-affirming interactions between people and their environment. This results in well-being for the individual and for the state.**

Implications of the Results for Practice and Policy

These results suggest that though basic needs as defined by Maslow in 1943[5] are important and critical, they are not sufficient. Increasingly, research is suggesting that higher order needs (such as esteem needs and self-actualization) are equally important to people's ability to thrive (Miler & Keys, 2001).

A preventive approach focuses on dealing with the root causes of the human condition, and our mediation results confirm this approach. Thus, practice and policy should begin at the front of the model **—focusing on affirming dignity, on creating settings (norms and laws) that support dignity, and on ensuring that interactions between people and their social and physical environments are dignity enhancing** (Boxes 1, 2, and 3 of the model). This would lead to a validation of dignity that would result in happiness and positive views on life, and in an intention to stay in the country. This would preclude the need to find solutions to the negative consequences and to migration. Our discussion, therefore, of implications will focus only on the front end of this model.

Intervention to promote and affirm dignity can be considered at all levels: youth serving organizations, schools, family units, government programs, and international organizations (Khatib & Armenian,2010; Miller & Keys, 2001). Settings should be created to foster awareness and the expression of dignity (Horton, 2004). As succinctly stated by Richard Horton, the editor of *The Lancet*: "To create a society in which dignity is an important social objective requires a theory of justice that privileges dignity as one of its guiding principles" (Horton, 2004, p.1084).

At all levels, engaging youth is critical and promotes a positive interaction between them and their environments. Although youth have often seen as part of a 'youth bulge,' and as problematic, recent literature on young people has shifted—and rightly so—from an emphasis on young people as problems to young people as assets (Catalano,Berglund, Ryan, Lonczak & Hawkins, 2002; Checkoway, Richards-Schuster, Abdullah, Aragon, Facio, Figueroa , et al; 2003). The changing demographics and social status of youth can also be seen as an opportunity to engage the vast untapped potential, and dynamic energy. In fact, most recent frameworks view young people's involvement as vital to their own development and that of their communities (Pittman, 2000; Hughes & Curnan, 2000; Perkins, Borden & Villarruel,2001; Curnan & Hughes, 2002). What is youth engagement or "participation?" Participation is "a process in which individuals take part in decision making in the institutions, programs, and environments that affect them," (Florin & Wandersman 1990, p.43). A variety of types of participation have been identified. Sherry Arnstein initially defined eight in her ladder of citizen participation. Although ladders of participation have also been identified for youth, there remains much debate about whether these ladders actually depict levels of youth involvement, or

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5   http://www.abraham-maslow.com/m_motivation/Hierarchy_of_Needs.asp

the role of adults in relation to such participation (Beers, Invernizzi, & Milne, 2006, p. 29). In response, three broad levels of participation have been identified: (i) consultative participation, (ii) collaborative participation, and (iii) child-led participation. Each of these levels may be appropriate depending on issue and context (Landsdown, 2010). The recent citizen revolts confirm the potential of youth as change agents. Youth across the Arab world have used their voices to become agents of change and preserve their dignity.

What are some of the challenges of youth engagement in our context? Many youth scholars and practitioners have highlighted that voiced commitment to participation is insufficient; it must be accompanied by support systems and structures that promote participation (Butler, Rissel & Khavarpour, 1999; Kapiriri, Norheim & Heggenhougen, 2003; Chilaka, 2005); the stuff of norms, policies, and laws. This is, in fact, supported by the conceptual framework outlined above. Youth cannot 'participate' effectively unless political and cultural structures (social norms) allow them to do so (Kapiriri et al, 2003). Fourteen predisposing conditions for effective community (and in this case youth) participation have also been suggested by Zakus and Lysack (1998). At the top of the list are: "A political climate which accepts and supports active . . . participation and interaction in all levels of program development, implementation, and evaluation," and "a sociocultural and political context which supports individual and collective public awareness, knowledge acquisition and discussion of issues and problems affecting individual and community well-being."

Are these conditions present in the Arab World? Is effective participation—so important for validation of dignity—possible in our context? The inequities described above, the Arab Citizen Revolt, and the resilience and resourcefulness of youth present important opportunities for changing the status quo. However, making the most of these opportunities requires answering difficult questions like: "What does human-dignity-oriented health and social policy look like?" (Jacobson, 2007, p.299), "What kind of society can deliver human dignity?" How will youth move forward to remain healthy and productive members of society? How can we create venues and opportunities for young persons to express themselves and for us to listen?

Answers to these questions are complex and challenge the business-as-usual approach. Progress is dependent on critical consciousness among all actors to enable the creation of social norms that promote dignity and interactions that affirm dignity. Paulo Freire, a Brazilian educator, and author of <u>Pedagogy of the Oppressed</u> suggests a problem-posing approach leading to critical consciousness, where the 'oppressed' recognize the causes of their oppression, "so that through transforming action they can create a new situation, on which makes possible the pursuit of fuller humanity." "In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation." Therefore, dialogue based on respect, leading to action based on critical consciousness (understanding) has the potential to transform the world. This type of dialogue is both dignity-affirming and dignity-promoting and should be encouraged at all levels.

Implications of the Results for Research

From a research perspective, more research—both quantitative and qualitative—is needed on the concept of dignity and youth, its link to the Arab Citizen Revolt, and its implications for health and wellbeing. Qualitative research should engage youth in their definition of dignity, how they see it linked to the Arab Citizen Revolt, and to their health and well-being. These results can be used to develop a quantitative survey that specifically tests the applicability of the model proposed here. The current analysis used variables available in a survey not specifically created for this research. The results can also inform the development of a specific survey. However, "methodological creativity will be required to identify, measure, and understand dignity and its connections with well-being." (Mann, 1998)

In conclusion, the analysis presented here has confirmed the importance of dignity as a central concept in youth well-being and suggested pathways for action and change. In closing, the words of Dominique de Menil ring true: "What should move us to action is human dignity: the inalienable dignity of the oppressed, but also the dignity of each of us. We lose dignity if we tolerate the intolerable."

RECOMMENDATIONS / ACTIONS

The Youth in the Arab World working group concluded with three main recommendations. The working group members emphasized that all recommendations are framed within an approach that considers young people to be an asset to and a positive influence on their communities. The recommendations apply to all youth in the Arab World, not only those in countries currently undergoing transition or citizen revolt. The recommendations suggest activities that might be implemented in the short-, medium-, and long-term.

The overall aim of these recommendations is to acknowledge the multi-dimensional, multi-sectoral nature of young people's lives and correspondingly craft a multi-sectoral integrated approach (private sector, public sector, NGOs, UN family, donors, educators, researchers, etc.).

Recommendation #1: *Academic and other research institutions should develop a serious and ongoing research program that brings together different sectors of society to understand and support young people.*

Some possible actions:

- Create platforms for dialogue and sharing of experiences between organizations that have worked with young people;

- Develop best practice case studies from the region on youth participation and inclusion;

- Engage young people in participatory research to understand their views toward the transformations that have occurred, those continuing to take place, and their place in it (including the election process in countries that have had citizen revolts and elections);

- Evaluate current youth programs in the region to assess their commitment to principles of participatory engagement, using international metrics;

- Conduct research that elucidates the transformative power relationships that are taking place and identifies skills and mechanisms that are needed to allow youth to play a role they were not able to play before – and describe the changing role of youth in the family and in the public sphere.

- Develop a regional project to define and measure dignity from the bottom up – starting with the words that youth have been used to indicate their dissatisfaction – (Fasad, Thilm,Zil, Siyadat Kanoun, etc.) – while using culturally relevant terms, and comparing to other cultures;

- Conduct more in-depth research in countries that have undergone citizen revolt to understand the relationship between youth political activists and the rest of youth (silent majority).

Recommendation #2: *Organizations (governmental, non- governmental, and private) should implement program and policies to promote active citizenship of youth (including acceptance of diversity).*

Some possible actions:

- Implement a variety of strategies empowering youth to engage as active citizens so as to ensure their meaningful and long-term participation;

- Develop a youth inclusion assessment instrument to evaluate the extent of youth inclusion in all projects and sector;

- Institutionalize youth participation in all sectors of society;

- Change attitudes of adults and communities toward youth and their potential role;

- Reform the education system to promote participation.

Recommendation #3: *Organizations working with youth should provide interventions and skills development programs so that youth can take advantage of opportunities, and to ensure that their concerns, skills, assets, and power are used in society.*

Some possible actions:

- Develop or enhance training/skills building programs;

- Explore and invest in the role of private organizations – along concepts of social responsibility and keeping lessons learned in mind;

- Reform the educational system.

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Table 1: Sample Characteristics and Population Estimates		
Variable	**N(%)**	**Weighted analysis**
Country		
Egypt	217 (4.2%)	29.2%
Lebanon	246 (4.7%)	1.3%
Saudi Arabia	305 (5.8%)	7.7%
Jordan	298 (5.7%)	2.7%
Syria	272 (5.2%)	7.7%
Palestine	299 (5.7%)	1.4%
Mauritania	310 (5.9%)	1.1%
Algeria	297 (5.7%)	14.5%
Bahrain	217 (4.2%)	0.2%
Comoros	277 (5.3%)	0.2%
Iraq	209 (4.0%)	8.2%
Kuwait	246 (4.7%)	0.7%
Oman	433 (8.3%)	0.9%
Qatar	243 (4.7%)	0.2%
Sudan	261 (5.0%)	11.8%
Tunisia	269 (5.2%)	3.7%
UAE	230 (4.4%)	0.5%
Yemen	283 (5.4%)	7.5%
Somaliland Region	308 (5.9%)	0.6%
Age (in years)		
mean(se)	19.90 (0.04)	19.75 (0.08)
Gender		
Female	2556 (49.0%)	46.3%
Male	2664 (51.0%)	53.7%
Marital Status		
Single	4219 (81.2%)	78.3%
Married/divorced/widowed/separated/domestic partner	979 (18.8%)	21.7%
Educational Level (in years)		
0-8 (up to primary)	1259 (24.2%)	41.3%
9-15 (more than primary up to high school)	3602 (69.2%)	55.3%
>15 (more than high school)	344 (6.6%)	3.4%

Table 2: Association Between the Main Variables and the Control Variables

Variable	Societal Norms/laws providing cues about dignity		Employment		Optimism/will	
	Mean (se)	p-value	n(%)	p-value	Mean (se)	p-value
Age		0.61		<0.001*		0.21
ß(se)	0.006 (0.012)		1.18† (0.02)		-0.01 (0.01)	
Gender		0.13		<0.001*		0.42
Female	5.78 (0.05)		11.1%		3.56 (0.03)	
Male	5.68 (0.05)		42.1%		3.59 (0.03)	
Marital Status		0.42		0.09		0.54
Single	5.71 (0.04)		26.2%		3.58 (0.02)	
Married/divorced/widowed/ separated/domestic partner	5.78 (0.07)		31.0%		3.55 (0.04)	
Educational Level (in years)		0.13		<0.001*		0.052
0-8 (up to primary)	5.77 (0.06)		30.9%		3.53 (0.03)	
9-15 (more than primary up to high school)	5.71 (0.04)		22.8%		3.61 (0.02)	
>15 (more than high school)	5.50 (0.12)		40.3%		3.67 (0.06)	

†for every one year increase in age, the odds of employments is multiplied by this factor

Table 3: Relationship Between Consequences and Coping Mechanism

Consequence Variable	Unadjusted results	P-value	Adjusted results†	P-value
Happiness ß(SE)	0.044 (0.008)	<0.001*	0.040 (0.008)	<0.001*
View about own life ß(SE)	0.016 (0.006)	0.004*	0.013 (0.006)	0.019*
Most people in the country are afraid to express political views: ‡	mean(SE)	0.371		0.309
Yes	4.680 (0.092)			
No	4.771 (0.044)			
Would peaceful means be enough for oppressed groups to improve their situation‡	mean(SE)	0.418		0.421
No	4.623 (0.155)			
Yes	4.744 (0.045)			

†adjusted for the control variables: education, marital status, age, and gender
*significant at the 5% level
‡ only in Egypt

Table 4: Association Between Happiness and Person/Environment Interaction

Person/environment interaction Variable	Unadjusted results	P-value	Adjusted results†	P-value
Satisfaction with environment ß(SE)	0.284 (0.032)	<0.001*	0.270 (0.033)	<0.001*
Satisfaction/outlook with standard of living ß(SE)	0.662 (0.055)	<0.001*	0.612 (0.056)	<0.001*
Satisfaction with city ß(SE)	0.854 (0.096)	<0.001*	0.827 (0.097)	<0.001*
Satisfaction with economy ß(SE)	0.586 (0.060)	<0.001*	0.554 (0.061)	<0.001*
Satisfaction with household income mean(SE)		<0.001*		<0.001*
Living comfortably	18.060 (0.119)			
Getting by	17.227 (0.114)			
Difficult	16.791 (0.147)			
Very difficult	16.198 (0.200)			
Respect for children and women mean(SE)		<0.001*		<0.001*
Both	17.564 (0.089)			
One	16.735 (0.146)			
None	15.657 (0.215)			
Treated with respect in the past day mean(SE)		<0.001*		<0.001*
Yes	17.363 (0.076)			
No	14.741 (0.193)			
Learning opportunities and belief in hard work ß(SE)	1.204 (0.125)	<0.001*	1.131 (0.126)	<0.001*

†adjusted for the control variables: education, marital status, age, and gender
*significant at the 5% level

Table 5: Association Between Views About Own Life and Person/Environment Interaction				
Person/environment interaction Variable	Unadjusted results	P-value	Adjusted results†	P-value
Satisfaction with environment ß(SE)	0.406 (0.046)	<0.001*	0.374 (0.045)	<0.001*
Satisfaction/outlook with standard of living ß(SE)	1.178 (0.083)	<0.001*	1.117 (0.080)	<0.001*
Satisfaction with city ß(SE)	1.273 (0.135)	<0.001*	1.190 (0.132)	<0.001*
Satisfaction with economy ß(SE)	1.154 (0.091)	<0.001*	1.084 (0.091)	<0.001*
Satisfaction with household income mean(SE)		<0.001*		<0.001*
Living comfortably	13.720 (0.221)			
Getting by	11.770 (0.188)			
Difficult	10.423 (0.187)			
Very difficult	9.479 (0.280)			
Respect for children and women mean(SE)		<0.001*		<0.001*
Both	11.596 (0.141)			
One	10.783 (0.275)			
None	10.536 (0.263)			
Treated with respect in the past day mean(SE)		<0.001*		0.002*
Yes	11.395 (0.122)			
No	10.210 (0.283)			
Learning opportunities and belief in hard work ß(SE)	1.396 (0.185)	<0.001*	1.210 (0.184)	<0.001*

†adjusted for the control variables: education, marital status, age, and gender
*significant at the 5% level

Table 6: Association Between Intention to Move and Person/Environment Interaction Variables				
Person/environment interaction Variable	Unadjusted results	P-value	Adjusted results†	P-value
Satisfaction with environment ß(SE)	0.028 (0.008)	<0.001*	0.023 (0.008)	0.002*
Satisfaction/outlook with standard of living	0.070 (0.015)	<0.001*	0.062 (0.014)	<0.001*
Satisfaction with city	0.175 (0.025)	<0.001*	0.162 (0.025)	<0.001*
Satisfaction with economy	0.043 (0.017)	0.013*	0.036 (0.017)	0.027*
Satisfaction with household income mean(SE)		0.278		0.290
Living comfortably	4.469 (0.042)			
Getting by	4.543 (0.035)			
Difficult	4.544 (0.035)			
Very difficult	4.460 (0.046)			
Respect for children and women		<0.001*		<0.001*
Both	4.623 (0.024)			
One	4.373 (0.046)			
None	4.336 (0.052)			
Treated with respect in the past day		0.008*		0.030*
Yes	4.535 (0.021)			
No	4.382 (0.053)			
Learning opportunities and belief in hard work	0.052 (0.035)	0.140	0.032 (0.035)	0.366

†adjusted for the control variables: education, marital status, age, and gender
*significant at the 5% level

Table 7: Mediating Effect of Consequences Variable on the Relation Between Coping Mechanism and Person/Environment Interaction

Person/environment interaction Variable	Unadjusted results	Adjusted results†	Adjusted results††	Adjusted results†††	Adjusted results††††
Satisfaction with environment ß (SE)	0.028 (0.008)*	0.023 (0.008)*	0.012 (0.008)	0.026 (0.008)*	0.016 (0.009)
Satisfaction/outlook with standard of living	0.070 (0.015)*	0.062 (0.014)*	0.041 (0.016)*	0.064 (0.016)*	0.045 (0.017)*
Satisfaction with city	0.175 (0.025)*	0.162 (0.025)*	0.130 (0.026)*	0.160 (0.027)*	0.129 (0.029)*
Satisfaction with economy	0.043 (0.017)*	0.036 (0.017)*	0.013(0.017)	0.034 (0.016)	0.012 (0.018)
Satisfaction with household income mean(SE)	0.009 (0.020)	0.009 (0.019)	-0.015 (0.020)	0.001 (0.020)	-0.016 (0.021)
Respect for children and women	0.158 (0.027)*	0.145 (0.026)*	0.112 (0.028)*	0.157 (0.028)*	0.128 (0.029)*
Treated with respect in the past day	0.153 (0.057)*	0.128 (0.058)*	0.022 (0.063)	0.135 (0.054)*	0.035 (0.066)
Learning opportunities and belief in hard work	0.052 (0.035)	0.032 (0.035)	-0.019 (0.037)	0.025 (0.037)	-0.024 (0.038)

†adjusted for the control variables: education, marital status, age, and gender
††adjusted for the control variables: education, marital status, age, and gender in addition to happiness
†††adjusted for the control variables: education, marital status, age, and gender in addition to view on life
††††adjusted for the control variables: education, marital status, age, and gender in addition to happiness and view on life
*significant at the 5% level

Table 8: Association Between Social Norms Variable and Consequences, Coping Mechanism and Personal/Environment Interaction Variables

Slope and SE for societal norm variable with each of the following dependent variables	Unadjusted results	P-value	Adjusted results†	P-value
Person/Environment interaction variables				
Satisfaction with environment	0.975 (0.067)	<0.001*	0.976 (0.066)	<0.001*
Satisfaction/outlook with standard of living	0.318 (0.034)	<0.001*	0.328 (0.032)	<0.001*
Satisfaction with city	0.241 (0.020)	<0.001*	0.242 (0.020)	<0.001*
Satisfaction with economy	0.402 (0.028)	<0.001*	0.406 (0.027)	<0.001*
Satisfaction with household income	0.172 (0.025)	<0.001*	0.181 (0.029)	<0.001*
Respect for children and women	0.312 (0.018)	<0.001*	0.309 (0.018)	<0.001*
Treated with respect in the past day (OR)	1.343 (0.080)	<0.001*	1.356 (0.081)	<0.001*
Learning opportunities and belief in hard work	0.061 (0.014)	<0.001*	0.061 (0.014)	<0.001*
Consequences variables				
Happiness	0.522 (0.071)	<0.001*	0.535 (0.069)	<0.001*
View on life	0.896 (0.108)	<0.001*	0.897 (0.104)	<0.001*
Coping mechanism variable				
Intent to stay and not move	0.037 (0.017)	0.026*	0.030 (0.016)	0.058

*significant at the 5% level
†adjusted for the control variables: education, marital status, age, and gender

Table 9: Mediating Effect of the Person/Environment Variables on the Relationship Between Societal Norms and Consequences

Slope and SE for societal norm variable adjusting for	Happiness as dependent variable	P-value	View of life as dependent variable	P-value
Unadjusted	0.522 (0.071)	<0.001*	0.896 (0.108)	<0.001*
Adjusting for control variable (CV)	0.535 (0.069)	<0.001*	0.897 (0.104)	<0.001*
Adjusting for (CV) + Satisfaction with environment	0.339 (0.073)	<0.001*	0.677 (0.113)	<0.001*
Adjusting for (CV) + Satisfaction/outlook with standard of living	0.361 (0.069)	<0.001*	0.547 (0.106)	<0.001*
Adjusting for (CV) + Satisfaction with city	0.354 (0.069)	<0.001*	0.680 (0.112)	<0.001*
Adjusting for (CV) + Satisfaction with economy	0.383 (0.075)	<0.001*	0.589 (0.114)	<0.001*
Adjusting for (CV) + Satisfaction with household income	0.448 (0.069)	<0.001*	0.677 (0.103)	<0.001*
Adjusting for (CV) + Respect for children and women	0.293 (0.072)	<0.001*	0.861 (0.118)	<0.001*
Adjusting for (CV) + Treated with respect in the past day	0.455 (0.063)	<0.001*	0.870 (0.105)	<0.001*
Adjusting for (CV) + Learning opportunities and belief in hard work	0.465 (0.068)	<0.001*	0.838 (0.106)	<0.001*

*significant at the 5% level   CV=Control Variables

Table 10: Mediating Effect of the Consequences Variables on the Relationship Between Societal Norms and Coping Mechanism

Slope and SE for societal norm variable adjusting for	Intent to move or stay as dependent variable	P-value
Unadjusted	0.037 (0.017)	0.026*
Adjusting for control variable (CV)	0.030 (0.016)	0.058
Adjusting for (CV) + happiness	0.007 (0.016)	0.685
Adjusting for (CV) + view on life	0.025 (0.017)	0.145
Adjusting for (CV) + Happiness and view on life	0.005 (0.017)	0.753

*significant at the 5% level   CV=Control Variables

Table 11: Association Between Employment and Person/Environment Interaction, Consequences, and Coping Mechanism Variables

| Variable | Employment | | Diff | p-value | Adjusted° diff | p-value |
	Yes	No				
Person/Environment interaction variables						
Satisfaction with environment: mean(SE)	13.435 (0.123)	13.711 (0.084)	-0.276 (0.152)	0.069	-0.037 (0.172)	0.828
Satisfaction/outlook with standard of living: mean(SE)	2.728 (0.070)	2.832 (0.042)	-0.104 (0.082)	0.204	0.074 (0.090)	0.413
Satisfaction with city: mean(SE)	2.228 (0.043)	2.325 (0.025)	-0.097 (0.050)	0.054	-0.038 (0.057)	0.503
Satisfaction with economy: mean(SE)	2.346 (0.064)	2.432 (0.039)	-0.086 (0.100)	0.258	0.043 (0.084)	0.608
Satisfaction with household income (%)†			OR (SE) 1.024 (0.099)	0.810	OR (SE) 1.148 (0.113)	0.223
Living comfortably	18.1%	20.3%				
Getting by	35.4%	33.4%				
Difficult	27.9%	23.1%				
Very difficult	18.7%	23.2%				
Respect for children and women(%)†			OR (SE) 1.194 (0.114)	0.120	OR (SE) 1.143 (0.128)	0.298
Both	55.3%	60.0%				
One	25.0%	22.1%				
None	19.8%	17.9%				

Table 11: Association Between Employment and Person/Environment Interaction, Consequences, and Coping Mechanism Variables

	Employment					
Variable	Yes	No	Diff	p-value	Adjusted° diff	p-value
Treated with respect in the past day (%)‡			OR(SE) 1.030 (0.165)	0.856	OR(SE) 1.434 (0.182)	0.047*
Yes	84.2%	83.8%				
No	15.8%	16.2%				
Learning opportunities and belief in hard work: mean(SE)	3.333 (0.032)	3.302 (0.017)	0.031 (0.037)	0.396	0.096 (0.040)	0.016*
Consequences variables						
Happiness: mean(SE)	16.533 (0.142)	16.962 (0.079)	-0.428 (0.164)	0.009*	0.038 (0.218)	0.830
View on life : mean(SE)	11.031 (0.203)	11.770 (0.123)	-0.739 (0.243)	0.002*	-0.200 (0.262)	0.444
Coping mechanism variable						
Intent to stay and not move: mean(SE)	4.223 (0.049)	4.476 (0.022)	-0.253 (0.054)	<0.001*	-0.156 (0.058)	0.008*

† Ordinal logistic regression and reporting odds of employment as compared to non employment   ‡logistic regression was used
* significant at the 5% level   °adjusted for Control Variables

Table 12: Association Between Future Outlook and Person/Environment Interaction, Consequences, and Coping Mechanism Variables

Variable	Unadjusted ß(SE)	P-value	Adjusted ß(SE)	P-value
Person/Environment interaction variables				
Satisfaction with environment	0.470 (0.141)	0.001*	0.457 (0.139)	0.001*
Satisfaction/outlook with standard of living	0.274 (0.063)	<0.001*	0.250 (0.061)	<0.001*
Satisfaction with city	0.194 (0.040)	<0.001*	0.188 (0.040)	<0.001*
Satisfaction with economy	0.169 (0.055)	0.002*	0.154 (0.055)	0.005*
Satisfaction with household income † OR(SE)	1.338 (0.085)	0.001*	1.299 (0.086)	0.002
Respect for children and women † OR (SE)	1.361 (0.091)	0.001*	1.378 (0.092)	<0.001*
Treated with respect in the past day ‡ OR (SE)	1.750 (0.116)	<0.001*	1.733 (0.117)	<0.001*
Learning opportunities and belief in hard work	0.090 (0.027)	0.001*	0.085 (0.028)	0.002*
Consequences variables				
Happiness: mean(SE)	0.714 (0.132)	<0.001*	0.674 (0.132)	<0.001*
View on life : mean(SE)	0.428 (0.187)	0.022*	0.366 (0.182)	0.044*
Coping mechanism variable				
Intent to stay and not move: mean(SE)	0.028 (0.034)	0.412	0.034 (0.033)	0.305

† Ordinal logistic regression   ‡logistic regression was used   * significant at the 5% level

Table 13: Mediating Effect of Person/Environment Interaction Variable on the Relationship Between Individual Dignity and Consequences				
Slope and SE for future outlook variable adjusting for	Happiness as dependent variable	P-value	View of life as dependent variable	P-value
Unadjusted	0.714 (0.132)	<0.001*	0.428 (0.187)	0.022*
Adjusting for control variable (CV)	0.674 (0.132)	<0.001*	0.366 (0.182)	0.044*
Adjusting for (CV) + Satisfaction with environment	0.633 (0.134)	<0.001*	0.220 (0.182)	0.225
Adjusting for (CV) + Satisfaction/outlook with standard of living	0.564 (0.132)	<0.001*	0.046 (0.177)	0.795
Adjusting for (CV) + Satisfaction with city	0.525 (0.133)	<0.001*	0.157 (0.183)	0.392
Adjusting for (CV) + Satisfaction with economy	0.563 (0.142)	<0.001*	0.134 (0.196)	0.492
Adjusting for (CV) + Satisfaction with household income	0.582 (0.130)	<0.001*	0.179 (0.167)	0.285
Adjusting for (CV) + Respect for children and women	0.576 (0.131)	<0.001*	0.269 (0.187)	0.150
Adjusting for (CV) + Treated with respect in the past day	0.506 (0.133)	<0.001*	0.311 (0.186)	0.095
Adjusting for (CV) + Learning opportunities and belief in hard work	0.563 (0.138)	<0.001*	0.281 (0.192)	0.145

*Significant at the 5% level

APPENDIX A – Gallup Survey Items Linked to Conceptual Model

Conceptual framework box	Name in model	Name in Gallup poll survey	Item number in Gallup poll survey	Original Coding	Recoding
1	**Societal Norms/ laws providing cues about dignity**				
		Do most children in **Egypt** have the opportunity to learn and grow every day, or not	WP130 (27)	1- Yes 2- No 3- (DK) 4- (Refused)	2=Yes or Satisfied 1=no or dissatisfied Missing: DK and refused
		In **Egypt**, are you satisfied or dissatisfied with Efforts to preserve the environment	WP132 (A.)	1- Satisfied 2- Dissatisfied 3- (DK) 4- (Refused)	
		In **Egypt**, are you satisfied or dissatisfied with Your freedom to choose what you do with your life	WP134 (C.)	1- Satisfied 2- Dissatisfied 3- (DK) 4- (Refused)	
		Are you aware of any services or organizations that help people find jobs?	WP9131 (8c.)	1- Yes 2- No 3- (DK) 4- (Refused)	
2	**Person/Individual level understanding of own dignity**				
	Employment	Thinking about your WORK SITUATION over the past 7 days, have you been employed by an employer – even minimally like for an hour or more – from whom you receive money or goods? (This could be for one or more employers.) OR Again thinking about the last 7 days, were you self-employed, even minimally like for an hour or more? This means working for yourself, freelancing, or doing contract work, OR working for your own or your family's business.	EMP_2010 and recode that as employed/Not Employed	1- Employed 2- Not employed	1=not working 2=working
	Optimism	Tell me whether you agree or disagree with the following statements. - Even when things go wrong, you feel very optimistic - You never give up until you reach your goals, no matter what	WP11357 (A.) WP11358 (B.)	1- Agree 2- Disagree 3- (DK) 4- (Refused)	1=disagree 2=Agree Missing: DK and refused

Conceptual framework box	Name in model	Name in Gallup poll survey	Item number in Gallup poll survey	Original Coding	Recoding
3	**Person/environment interactions providing feedback re dignity**				
	Satisfaction with the environment	In the city or area where you live are you satisfied or dissatisfied with - The public transportation system - The roads and highways - The educational system or the schools - The quality of air - The quality of water - The availability of quality health care - The availability of good affordable housing - The beauty or physical setting - The opportunities to meet people and make friends - The availability of good job opportunities	WP91 (A.) WP92 (B.) WP93 (C.) WP94 (D.) WP95 (E.) WP97 (F.) WP98 (G.) WP99 (H.)	1-Satisfied 2-Dissatisfied 3-(DK) 4-(Refused)	1=Dissatisfied 2=Satisfied Missing: DK and refused
	Satisfaction and outlook for standard of living (SOSL)	-Are you satisfied or dissatisfied with your standard of living all the things you can buy and do? -Right now, do you feel your standard of living is getting better or getting worse?	WP30 WP31	WP30: 1- Satisfied 2- Dissatisfied 3- (DK) 4- (Refused) WP31: 1- Getting better 2- The same 3- Getting worse 4- DK 5- Refused	If WP30=1 & WP31=1|2 → SOSL=4 If WP30=2 & WP31=2|3 → SOSL=1 If WP30=1 & WP31= → SOSL=2 If WP30=2 & WP31=1 → SOSL=3 Missing: DK and refused
	Satisfaction with the city (SC)	Are you satisfied or dissatisfied with the city or area where you live? -Would you recommend the city or area where you live to a friend or associate as a place to live where you live?	WP83 WP86	1- Satisfied 2- Dissatisfied 3- (DK) 4- (Refused) WP86: 1- Yes, would recommend 2- No would not recommend 3- DK 4- Refused	SC=3 If WP83=2 & WP86=2 → SC=1 Any other combination → SC=2 Missing: DK and refused

Conceptual framework box	Name in model	Name in Gallup poll survey	Item number in Gallup poll survey	Original Coding	Recoding			
	Satisfaction with the economy (SE)	-Do you believe the current economic conditions in the city or area where you live are good or not? -Right now, do you think that economic conditions in the city or area where you live as a whole, are getting better or getting worse? - Thinking about the job situation in the city or area where you live today would you say that it is now a good time or a bad time to find a job?	WP87 WP88 WP89	WP87: 1- Yes, good 2- No, not good 3- DK 4- Refused WP88: 1- Getting better 2- The same 3- Getting worse 4- DK 5- Refused WP89: 1- Good time 2- Bad time 3- DK 4- Refused	WP87 WP88 WP89 SE 1 1 1 4 1 2 1 4 1 3 1 3 1 1 2 3 1 2 2 3 1 3 2 2 2 1 1 3 2 2 1 2 2 3 1 2 2 1 2 2 2 2 2 1 2 3 2 1			
	Satisfaction with household	Which one of these phrases comes closest to your own feelings about your household's income these days?	WP2319	1- Living comfortably on present income 2- Getting by on present income 3- Finding it difficult on present income 4- Finding it very difficult on present income 5- (DK) 6- (Refused)	Kept as it is Missing: DK and refused			
	Respect for children and women (RCW)	- Do you believe that children are treated with respect and dignity? - Do you believe that women are treated with respect and dignity?	WP129 WP9050	1- Yes 2- No 3- DK 4- Refused	If both =1 → RCW=3 If both=2 → RCW=1 If otherwise → RCW=2 Missing: DK and refused			
	Treatment with respect	Were you treated with respect all day yesterday?	WP61	1- Yes 2- No 3- DK 4- Refused	1=Yes 2=no Missing: DK and refused			
	Working hard and learning something new (WHLN)	- Did you learn or do something interesting yesterday? - Can people in this country get ahead by working hard or not?	WP65 WP128	1- Yes 2- No 3- DK 4- Refused	1-No 2-Yes Missing: DK and refused then we added the two variables			

Conceptual framework box	Name in model	Name in Gallup poll survey	Item number in Gallup poll survey	Original Coding	Recoding
4	**Validation/Invalidation of dignity**				
5	**Consequences**				
	Happiness	- Are you satisfied or dissatisfied with your personal health? - Did you feel well-rested yesterday? - Did you smile or laugh a lot yesterday? - Did you experience the following feelings during a lot of the day yesterday? Enjoyment Physical Pain Worry Sadness Stress Anger Happiness	WP22 WP60 (A.) WP63 (C.) WP67-WP71 (A.-E.) WP74 (F.) WP6878 (G.)	WP22: 1- Satisfied 2- Dissatisfied 3- (DK) 4- (Refused) WP60 and on: 1- Yes 2- No 3- DK 4- Refused	WP22, WP60, WP63, WP67 and WP6878: 1=Dissatisfied/No 2=Satisfied/Yes The rest of the variables retained the same coding All DK and refused were recoded as missing
	View on life	- On which step of the ladder would you say you personally feel you stand at this time, assuming that the higher the step the better you feel about your life, and the lower the step the worse you feel about it? Which step comes closest to the way you feel? - Just your best guess, on which step do you think you will stand in the future, say about five years from now?	WP16 WP18	A scale of 0 to 10	Combination of both scores Missing: DK and refused
	Opinion whether most people in this country are afraid to openly express their political views	In your opinion, are most people in this country afraid to openly express their political views, or not	WP12411	1- Yes 2- No 3- DK 4- Refused	Keep as it is Missing: DK and refused
	Would peaceful means be enough for oppressed groups to improve their situation?	Can oppressed groups improve their situation through peaceful means alone, or can oppressed groups NOT improve their situation through peaceful means alone?	WP12412	1- Yes, peaceful means ALONE will work 2- No, peaceful means ALONE will not work 3- DK 4- Refused	Keep as it is Missing: DK and refused

Conceptual framework box	Name in model	Name in Gallup poll survey	Item number in Gallup poll survey	Original Coding	Recoding
6	**Coping Mechanisms/ Actions**	- In the next 12 months, are you likely or unlikely to move away from the city or area where you live - Ideally, if you had the opportunity, would you like to move PERMANENTLY to another country, or would you prefer to continue living in this country? - you <u>planning</u> to move permanently to another country in the next 12 months, or not	WP85 WP1325	WP85 1- Likely to move 2- Unlikely to move 3- (DK) 4- (Refused) WP1325 1- Like to move to another country 2- Like to continue living in this country 3- DK 4- Refused WP10252 1- Yes, will move in next 12 months 2- No 3- (DK) 4- (Refused)	WP85 1- Likely to move 2- Unlikely to move Missing: DK and refused WP1325 0- Like to move to another country 3- Like to continue living in this country Missing: DK and refused WP10252 1= Yes, will move in next 12 months 2=NO 1.5 =DK/Refused 0=missing Sum up of these new variables with WP85 (score ranges from 2 to 5)

Gallup World Poll Data Collection – Methodology Table

Country	Data Collection Dates	Number of Interviews	Mode of Interviewing	Languages	Sample	Exclusions/Notes
Algeria	Mar 9 –Mar 30, 2011	297	Face-to-Face	Arabic	Youth (15-24)	The sparsely populated deep South and governorates that represent security risks within Algiers were excluded. The excluded areas represent approximately 25% of the population.
Bahrain	Mar 3 –May 31, 2011	217	Face-to-Face	Arabic	Youth (15-24)	Includes Bahrainis and Arab expatriates; non-Arabs were excluded. It's estimated that approximately one-fourth of the adult population is excluded.
Comoros	Feb 26 – Mar 14, 2011	277	Face-to-Face	French, Comorian	Youth (15-24)	
Egypt	Mar 25 – Apr 2, 2011	217	Face-to-Face	Arabic	Youth (15-24)	
Iraq	Feb 21 – Mar 3, 2011	209	Face-to-Face	Arabic, Kurdish	Youth (15-24)	
Jordan	Mar 30 – Apr 14, 2011	298	Face-to-Face	Arabic	Youth (15-24)	
Kuwait	Mar 5 – Mar 28, 2011	246	Face-to-Face	Arabic	Youth (15-24)	Includes Kuwaitis and Arab expatriates; non-Arabs were excluded. It's estimated that approximately one-fifth of the adult population is excluded.
Lebanon	Mar 1 – Apr 25, 2011	246	Face-to-Face	Arabic	Youth (15-24)	
Mauritania	Feb 11 – Feb 24, 2011	310	Face-to-Face	French, Arabic, Pulaar, Wolof	Youth (15-24)	
Oman	May 18 – Jun 11, 2011	433	Landline Telephone	Arabic	Youth (15-24)	Data skewed higher education
Palestinian Territories	Feb 18 –Feb 28, 2011	299	Face-to-Face	Arabic	Youth (15-24)	The sample includes East Jerusalem.
Qatar	Feb 10 – Apr 19, 2011	243	Cellular Telephone	Arabic	Youth (15-24)	Includes Qataris and Arab expatriates; non-Arabs were excluded. It's estimated that more than half of the adult population is excluded.
Saudi Arabia	Mar 1 – Mar 27, 2011	305	Face-to-Face	Arabic	Youth (15-24)	Includes Saudis and Arab expatriates; non-Arabs were excluded. It's estimated that approximately one-fifth of the adult population is excluded. Gender-matched sampling was used during the final stage of selection.
Somaliland Region	Mar 12 – Mar 21, 2011	308	Face-to-Face	Somali	Youth (15-24)	
Sudan	Mar 11 – Mar 20, 2011	261	Face-to-Face	Arabic, English	Youth (15-24)	The sample does not include South Sudan. The Darfur region was excluded because of insecurity and fighting. The excluded areas represent approximately 15% of the population. The sample has a larger-than-expected proportion of respondents that have reported completed secondary education when compared with the data used for post-stratification weighting.[a]
Syria	Mar 4 – Apr 3, 2011	272	Face-to-Face	Arabic	Youth (15-24)	
Tunisia	Mar 27 – Apr 8, 2011	269	Face-to-Face	Arabic	Youth (15-24)	
United Arab Emirates	Mar 4 – Apr 23, 2011	230	Face-to-Face	Arabic	Youth (15-24)	Includes Emiratis and Arab expatriates; non-Arabs were excluded. It's estimated that more than half of the adult population is excluded.
Yemen	Feb 15 – Mar 3, 2011	283	Face-to-Face	Arabic	Youth (15-24)	Gender-matched sampling was used during the final stage of selection.

a Reasons for these differences could include household sampling, respondent sampling in the household, errors in self-reports of actual attainment, or dated population information.

YOUTH IN THE ARAB WORLD CONVENERS

The Youth in the Arab World working group will focus on high-level perceptions of dignity and what dignity means to young Muslims across the globe. The group will also discuss the extent to which dignity affects individual and community overall wellbeing and quality of life. This group will formulate possible solutions for creating a sense of dignity through positive interactions between individuals and the environment. They will also focus on the importance of youth engagement as a positive force of change in establishing more dignified communities.

The group will frame recommendations for policymakers, suggesting possible strategies and action plans to help community members create a personal and collective sense of dignity. This group will also explain ways to support and encourage dignity affirmation and promotion programs for youth-serving organizations. For scholars and researchers, the group will propose topics for further analysis on the concept of dignity and youth.

Mr. Rami Khouri

Mr. Rami Khouri is an internationally syndicated political columnist, author, and public speaker. Khouri's Palestinian-Jordanian background contributes significant value to his area of focus, the Arab-Israeli conflict. Khoury previously served as Executive Editor at *The Daily Star* in Beirut and as Editor-in-Chief at *The Jordan Times*. He was General Manager at Al Kutba Publishers in Amman, Jordan, where he also served as a consultant to the Jordanian tourism ministry on biblical archaeological sites. Khouri was the first director of the Issam Fares Institute for Public Policy and International Affairs at the American University of Beirut.

Khouri lectures at institutions including the American University of Beirut, the University of Chicago, and Northeastern University. He is a fellow and visiting scholar at Harvard University and a member of the Brookings Institution Task Force on U.S. Relations with the Islamic World. Khouri serves on the board of the Center for Contemporary Arab Studies at Georgetown University. Khouri received a master's degree in Mass Communications from Syracuse University. He was the 2004 winner of the Eliav-Sartawi Award for Middle East Journalism in the Arab Press category.

Dr. Rima Afifi

Dr. Rima Afifi is a professor in the Department of Health Promotion and Community Health and is Associate Dean of the Faculty of Health Sciences at the American University of Beirut. Her research falls into three broad categories: youth mental health, protective factors among youth, and tobacco control. She applies methods of community-based participatory research to provide marginalized communities with a voice and an opportunity for self-determination.

Dr. Afifi earned a doctorate in health services research with a minor in behavioral science and health education from St. Louis University. Her writings appear in a variety of journals including the *Community Mental Health Journal,* the *Journal of Urban Health,* and *The Lancet.*

Dr. Ziyad Mahfoud

Dr. Ziyad Mahfoud's expertise lies in research related to tobacco use, HIV, and mental health. His complex designs and advanced analytic capabilities have made him an essential player in several grants funded by international agencies. Dr. Mahfoud is currently associate professor in the Department of Public Health at Cornell University's Weill Cornell Medical College in Doha, Qatar. He previously worked on designing and analyzing epidemiological and interventional studies for the University of Kentucky and the American University of Beirut.

Dr. Mahfoud received a doctorate in statistics from the University of Florida. He has participated in several substantial epidemiological studies and interventional studies related to tobacco use and mental health. He has served as an advisor and consultant for several international organizations including the World Health Organization, UNAIDS (the Joint United Nations Programme on HIV/AIDS), the Institute of Medicine, and UNICEF. His research has been published in several international journals.

Ahmed Younis

Ahmed Younis is a Senior Analyst with the Gallup Center for Muslim Studies. In this role, Younis analyzes complex survey data and incorporates historical, political, and cultural knowledge to provide context to research findings.

Through Gallup, Younis is Director of Strategic Partnerships, Public Relations & Communications of Silatech, a youth employment initiative of Her Highness Sheikha Mozah bint Nasser Al Missned with the broad support of other leaders and partners from across the Middle East region and throughout the world.

Younis has been invited to speak by governments and universities throughout the world, and he is a frequent guest for television, radio, and print media globally.

Younis served as National Director of the Muslim Public Affairs Council (MPAC) from 2004 to 2007. A graduate of Washington & Lee University School of Law, Younis has studied and lived in Egypt and Saudi Arabia and is fluent in Arabic.