YOUTH EMPOWERMENT AND CONFLICT PREVENTION IN PUNTLAND, SOMALIA

BY

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A DISSERTATION SUBMITTED TO THE COLLEGE OF HIGHER
DEGREES AND RESEARCH IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE MASTER OF
ARTS IN INTERNATIONAL RELATIONS AND
DIPLOMATIC STUDIES OF KAMPALA
INTERNATIONAL UNIVERSITY
KAMPALA, UGANDA

NOVEMBER, 2014

DECLARATION A

This thesis is my original work and has rot been presented for a degree or any other academic award in any university or institution of learning.
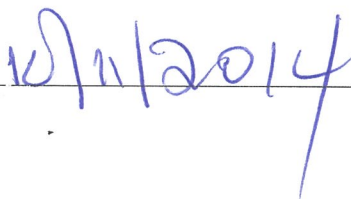
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Nafisa Sadia Abdirahman

Date _____12|11|2014_____

DECLARATION B

I confirm that the work reported in this dissertation was carried out by the candidate under my supervision.

Signature _____

Dr. Ongodia Ekomolot

Date __10/11/2014_____

DEDICATION

I dedicate this work to the youth in Somalia who in spite of all the challenges and despair they go through, they are still optimistic and hope for a better Somalia that is peaceful.

ACKNOWLEDGEMENT

This work would not have been a success if it were not for the efforts of the following:

The Almighty God, who showered me with countless blessings, good life, wisdom and enlightenment to cope with the task of accomplishing this research.

My supervisor Dr. Ongodia Ekomolot for his wisdom, guidance, patience, immense knowledge of this work and Somalia, enthusiasm and thorough review of my work. I cannot imagine having a better advisor and mentor. Thank you very much.

The coordinator for Social Science Dr. Mwaniki Rose Anne for her guidance, encouragement and insightful comments.

My family for the financial and moral support.

ABSTRACT

.The study intended to ascertain whether empowering youth through education, employment and political participation can prevent the youth from conflict engagement in the three major towns of Puntland, Somalia. The sample size was 200.The study employed descriptive design specifically descriptive comparative and descriptive correlation. Using a self-made questionnaire, data was collected to answer four questions on:1To find out the access to education in Puntland,Somalia;2 To determine the employment status of youth in Puntland,Somalia;3 To ascertain the political participation of youth in Puntland,Somalia;4 To establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.

Data analysis using frequencies, percentages, and means revealed that majority of the youth were male 120(60%) between 21-25 years(89%), with bachelor degree 60(30%) and the majority having no work experience 82(41%)

This study found the access to education to be low with an average mean of 2.46 proving that education in Puntland is neither affordable nor accessible.

Overall the employment status of youth in Puntland was low (mean 2.47) characterized by nepotism, poor payment and unemployment. The disconnect between education and employment opportunities was the biggest hurdle youth face in getting jobs, and the key obstacle to their social and economic empowerment.

The political participation of youth in Puntland, Somalia was low (mean=**2.36)** with the old not ready to vacate office, the young people are not involved in decision making with the culture that .discourages people to participate in politics. The study also found out that Youth who were civically engaged were less likely to endorse the use of violence to achieve political means. Conflict prevention was interpreted as high with an average mean (2.51). Hence conflict is preventable if young people are well empowered being ranked as the highest (mean= 3.28).

The study found out there is no significant relationship between youth empowerment and conflict prevention in Puntland, Somalia.(r=0.170).

LIST OF ABBREVIATION AND ACRONYMS

UNICEF   -   United Nations Children Fund

UNFPA   -   United Nations Population Fund

SYL   -   Somali Youth League

IDP   -   Internally Displaced Person

UNHCR   -   United Nations High Commission For Refugees

UNDP   -   United Nations Development Program

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CHAPTER ONE

1.0 Introduction

This study focuses on how empowering youth through education, employment and political participation can prevent the youth from conflict engagement.

The study undertakes a broad review of existing studies and identifies the gaps, challenges and opportunities.

This chapter deals with the problem and its scope. It is composed of ten sub sections each of which describes different aspect of the topic. These subsections include introduction, background of the study, statement of the problem, purpose of the study, Objectives, research questions, hypothesis, scope, significance of the study and operational definition.

1.1 Background to the Study

1.1.2 Historical Perspective

Armed violence and conflict is an everyday reality for millions of people around the globe. More than 700 000 people die as a result of armed violence each year. Civilian casualties as a proportion of the total number of casualties of armed conflict have risen from 5 per cent during the First World War to more than 80 per cent today, and most of those affected are women and children. In the past decade, 2 million children have been killed as a result of armed conflict, and 6 million have been disabled, mainly through mutilation and landmine explosions. A total of 12 million have been left homeless, more than 1 million orphaned or separated from their parents, and more than 10 million psychologically traumatized. For young people, survival takes precedence over education, environmental protection and other development issues.(OECD 2011)

Africa is a volatile region with persistent violence and armed conflict, preventing efforts to improve economic capacity and performance in the region. It is rated as the continent with the highest number of armed conflicts. The conflicts are mostly internal disputes. (DFID 2009)

The majority of warfare takes place in developing countries particularly in Africa, where some of the highest numbers of child soldiers are found. An estimated 300,000 young soldiers, most of who are between the ages of 10 and 24, currently risk their lives in the course of armed conflicts .(DFID 2012). Their recruitment may be either voluntary or forced. Many are compelled to join through conscription, abduction and coercion. Their survival becomes a challenge as they face the dangers of violence and illicit substance use on a daily basis

Somalia has been in conflict since 1991 and twenty-three years later, majority of the youth have never seen a semblance of peace. Many have known nothing but conflict. The first, was the civil war which broke out after warlords toppled dictator Mohamed Siad Barre in 1991 followed by the recent insurgency by Al-Shabaab Islamic militants that has killed tens of thousands and uprooted hundreds of thousands more.

In the past, youth were treated as integral part of society, and therefore expected to play a greater role in its future. Youth contributed in the quest for Somalia's freedom in 1960, through determination and endurance that earned the country's independence. Since 1940s, youth noticeably Somali Youth League (SYL) worked tirelessly, and devoted their time and lives to the concept of Somali unity that transcended clan considerations. Today however, youth are invisible not because of inability to excel, but because of their own current society's lack of acknowledgement of youth's contribution to the county's history and vision.

Puntland, Somalia, was established in 1998 as an autonomous region of Somalia and claims authority over the northeastern regions of Somalia. It remains committed to being an integral part of a future Federal Somalia. A socio-economic assessment done in Puntland, Somalia states that, the region is characterized by poverty, lack of employment, extremely low incomes, loss of livelihoods due to recurrent drought, illegal fishing, a volatile security disruption of the livestock export market and urban drift of returning refugees and IDPs. As of Nov 2008, the UNHCR estimated the presence of 450,000 new IDPs in Somalia.

One of the primary obstacles to security, peace-building, and long-term development in Somalia is widespread violence and criminal activity among youth. Although violence is known to affect entire communities, it is Somali youth who are often targeted and recruited by gangs, militants and criminal elements. A complex interplay of factors contributes to the high risk of youth becoming involved in criminal activity for example, joining militia groups like Al-Shabab and getting involved with Piracy. In Somalia's, militants and criminal elements specifically target youth for recruitment because they recognise the latter group's vulnerability. Not only do many youth suffer from pervasive poverty, but also many of them desperately lack opportunities for education and employment. According to UNDP Human Development Report 2012, Somalia has one of the world's highest youth unemployment rates at 67 percent. Seventy-three percent of Somalia's population is younger than 30 with a large proportion of them idle - neither working or in school.

There has never been any conflict without the participation of the youths; as majority of armed forces are young people and in most cases child and youth soldiers. According to UNICEF's 2010, it says that 2,000 to 3,000 children, as young as nine years of age are being used by multiple armed groups across Somalia, and that some schools are being used as recruitment centers (UNICEF 2010). The involvement of young people in the Somalia's conflict created a generation of high illiteracy, unemployment and lack of hope for a better sustainable future of the country. The Human Rights Watch (HRW) article (2012), titled "No Place for Children": Child Recruitment, Forced Marriage, and Attacks on Schools in Somalia," provided details of unlawful recruitment and other laws-of-war that violated children's rights and implicated all parties to the conflict in Somalia since 2010.

For many decades, youth issues have not been focused on in terms of empowerment. Today after the realization that youth can be a great resource once fully utilized and yet destructive if not fully engaged, nations have taken stronger strategies to empower and engage the youth. There have been multiple assertions that a surging number of youth population combined with unemployment lead to violence and insecurity. A 'youth bulge' is defined as "extraordinarily large youth cohorts relative to the adult population" (Urdal, 2004:1). The risk that the burgeoning youth population in Africa pose to peace and security if they continue to be economically,

politically and socially marginalized are widely recognized. People under 25 make up 43 per cent of the world's population, but the percentage reaches 60 per cent in the least-developed countries (UNFPA, 2011: 8). The sheer numbers alone justify their inclusion and consideration in policymaking and planning.

1.1.3 Theoretical Perspective

.The study is based on two theories: the youth bulge theory and the grievance theory.

The youth bulge theory was first introduced by Gary Fuller (1995) but German economist and sociologist Gunnar Heinsohn propounded the 'youth bulge theory'(2003), arguing that a large youth population is prelude to instability and civil unrest. He asserts that a 'youth bulge' occurs when a country hosts between 30% and 40% of young males from ages 15 to 29 and that developing countries whose populations are 'youth heavy' are therefore especially vulnerable to civil conflict. Proponents of the 'youth bulge theory' highlight that a burgeoning youth population poses a threat to peace, especially if youths are economically and politically marginalized.

The Grievance theory was proposed by Frances Stewart (2008). It argues that relative deprivation or exclusion fuels conflict and that violence is a rational means to address grievances. These grievances might be economic such as poverty, economic recession or inequality; political such as lack of democracy, lack of minority rights or political participation; or socio-cultural such as lack of language rights, destruction of cultural tradition etc.

1.1.4 Conceptual Perspective

In defining youth, there is no consensus on the appropriate age range."Youth" is traditionally defined as a period of transition from childhood to adulthood. In the *AfricanYouth Report 2009*) (UNECA 2009), "youth" are defined as people between 15 and 39 years of age. However, several African countries define their youth population differently. For example, Ghana, ·Tanzania and South Africa define the youth population as those between 15 and 35 years of age; Nigeria and Swaziland define it as those between 12 and 30 years; and Botswana and Mauritius

define it as those between 14 and 25 years. These varying definitions of the youth population make it difficult to effectively discuss issues affecting youth in Africa generally and to compare information across countries.

The United Nations (UN) defines youth as those persons between the age of 15 and 24 whereas the Puntland National Youth policy defines youth as young men and women between the ages of 15-30. In practice, youth is better understood as a transitional stage in life between childhood and adulthood. (World Bank, 2007)

In the context of this study, youth is defined as a person between the ages of 18-30.

Empowerment builds people's assets and capacity to gain understanding and control over personal, social, economic and political forces to act individually as well as collectively to make choices about the way they want to be and do things in their best interest to improve their life situation (UNDP 2010).

Youth empowerment is defined as the expansion of assets and capabilities of young people to participate and negotiate with, influence, control, and hold accountable institutions that affect their lives.(World Bank 2008). For the purpose of the study, assets and capabilities can be broadly grouped into social (including human), economic and political components underlying the three broad dimensions of empowerment, which is conceptualized to occur along three dimensions; social, economic and political. UNDP Nepal Human Development Report 2004 defines social, economic and political empowerment as; Social empowerment is the process by which people, organizations or groups who are socially and culturally powerless become aware of the dynamics at work in their lives, and develop skills and capabilities for exercising control over aspects they value. The blending of individual human capabilities (education, skills, health, information and communication) with social capabilities such as trust and common values enables collective strength. This makes it possible for people to solve problems by themselves and to start claiming their rights from different governmental and other institutions.

Economic empowerment is about expanding economic capabilities to improve access to productive resources physical and financial and ensuring equal access to economic opportunities (employment, markets and technology).

Political empowerment is about the expansion of political capabilities associated with democratic governance. Democratic governance ensures that people's human rights and freedoms are respected, that people have influence in decisions that affect their lives, and that they can hold decision-makers accountable. Political empowerment also encompasses legal empowerment, which is defined as the process of acquiring critical awareness about rights and the law, the ability to assert rights, and the capacity to mobilize for change. Political empowerment addresses political entitlements associated with democracies, encompassing opportunities for political dialogue, dissent and critique, as well as voting rights and participatory selection of legislators and executives. In this study, youth empowerment is defined as education, employment and political participation.

Lund (2002) defines conflict prevention as any structural or inter-sectory means to keep intrastate or interstate tensions and disputes from escalating into significant violence and the use of armed force, to strengthen the capabilities of parties to possible violent conflicts for resolving their disputes peacefully, and to progressively reduce the underlying problems that produce those tensions and disputes.

Conflict prevention are either direct preventive or structural whereby in a direct preventive actions, a crisis is judged to be in a dangerous phase of military escalation, intensification or diffusion. Thus, there is a need to act to prevent increasing dangers. The structural prevention is where the idea is to create such conditions that conflict and disputes hardly arise or do not threaten to escalate into militarized action. In the context of this study, conflict prevention refers to non-violent conflict transformation and encompasses activities designed to defuse tensions and prevent the outbreak, escalation, spread or recurrence of violence.

1.1.5 Contextual Perspective

One of the primary obstacles to security, peace-building, and long-term development in Somalia is widespread violence and criminal activity among youth. Although violence is known to affect the entire community, it is Somali youth who are often targeted and recruited by gangs, militants and criminal elements.

The youth comprise 70% of the population in Puntland and yet they are the most affected. This important population has been excluded from participating in the country's development and peace building due to unemployment, inaccessibility to information, low education level, non-involvement in governance and human rights issues. Youth complain of "idleness" and lack of attractive and safe entertainment activities. It is in this context that alcoholism or substance abuse, engagement in armed militia, and piracy have emerged as a coping strategy for many, as clearly illustrated in the Puntland Five Year Development Plan 2007-2011. These factors have driven many of the youth into piracy and militia activities. A workshop commissioned by the Special Representative of the Secretary General of the UN to Somalia in November 2008 observed that a large number of militia involved in piracy activities are unemployed youth without much formal or informal education. Their job prospects are therefore minimal, or in other words are limited to serve as militia men or security guards for which they are perhaps overqualified.

Despite some successes in peace-building in Somalia, non-state armed actors are prevalent in all regions of Somali. They include criminal gangs, freelance militias, political/radical armed groups, clan militias and private/market/ neighbourhood security groups. (UNDP Somalia 2011.) Given the current lack of in-depth research, little is known about what drives these groups or how they operate. What is clear is that children are being systematically recruited and used for military and related purposes by all major combatant groups. They are mostly recruited from schools or madrasas and from camps for IDPs in Somalia and refugees in neighbouring countries.

The majority of children associated with armed forces or armed groups are 14 to 18 years old, although children as young as 9 are being recruited by anti-government elements. Authorities Puntland, are now increasingly concerned about infiltration by Al-Shabaab forces hiding among

returning displaced persons. In Puntland, youth engaged in criminal activities are reported to be mainly pirates and illicit drug or charcoal traders.

The total number of children and youth being used in Somalia's conflict is not known, but available information indicates that thousands are being trained in basic arms techniques as well as on more sophisticated skills such as assassination, intelligence collection and the use of improvised explosive devices.(UNDP 2010).This violates international human rights and humanitarian law. The recruitment and use of children by armed forces or armed groups is one of six egregious child rights violations falling within the scope of UN Security Council Resolution 1612 (2005). Recruitment of children under age 15 for direct participation in hostilities is a war crime.

The involvement of youth in piracy and joining militia groups like Alshabab is not only an internal security problem in Somalia but it has become an international issue as piracy is affecting the trade route in Indian Ocean. The international community has taken a number of steps to tackle piracy. In 2008, the UN Security Council passed a series of measure targeting Somali piracy. Alshabab has become a menace to other neighbouring countries like Kenya and has been declared as a terrorist organization.

1.2 Statement of the Problem

Poverty and the high rate of unemployment of young people forces many of them to make bad decisions like joining militia groups in Puntland, Somalia in order to earn a basic income. This threatens efforts to promote peace, security, democracy, social, and economic development.

A feeling of marginalization among the Puntland youth is responsible for extreme negative outcomes and despair, as reflected in the increase in the number of youth (particularly among young males) engaging in Piracy, khat-chewing, and radical Islam. These barriers have affected the youths and many have gone to join local militia groups, government troops and/or got involved in other illegal activities due to these frustrations as earning decent livelihoods gets increasingly difficult with no education/skills coupled with limited employment opportunities in the region.(UNDP Human Development Report 2013)

Thus without education, jobs and prospects of a meaningful future, the risk of being caught in a cycle of delinquency, aggression and/or depression and hopelessness is enormous. Many youth have turned to, or forced into antisocial behaviours such as piracy, militia and drug taking because they are in search of basic sustenance, or because they lack sufficient protection to avoid being pressed into such activities. (Piracy in Somalia Threatening Global trade, feeding local wars" Roger Middleton October 2008)

Moreover, a study by Commission on Effective Development Cooperation with Africa notes that the presence of a huge number of unskilled, unschooled and unemployed ex-combatants youth further fuel instability, migration, radicalization and violent conflict that undermine efforts to promote peace, security, democracy, socio-economic development.

The government of Puntland has tried to come up with ways of dealing with the conflict but they are all reactive, not proactive as they focus more on fighting alshabab and piracy using military means. The government has not worked on the root cause of the conflict and in finding out why the majority of the militia is youth. Thus without solving the root cause, the cycle of conflict will continue.

It is believed that if the youth are meaningfully engaged in terms of education, employment and political participation, it prevents them from being recruited into armed conflict and creating insecurity in the region. It is however not known hoe the youth in Puntland are faring.

The purpose of the research is to investigate the extent to which the youth can be empowered in order to reduce conflict prevention.

1.3 General Objective of the Study

To find out how youth can positively contribute to conflict prevention in Puntland, Somalia.

1.3.1 Specific Objectives of the Study

1. To find out the access to education in Puntland, Somalia.
2. To determine the employment status of youth in Puntland, Somalia.
3. To ascertain the political participation of youth in Puntland, Somalia..
4. To establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.

1.4 Research Questions

1. What is the access to education of youth in Puntland, Somalia?.
2. What is the employment status of youth in Puntland, Somalia?
3. Are youth involved in political participation in Puntland, Somalia?
4. Will empowering youth through education, employment and political participation prevent conflict in Puntland, Somalia?

1.5 Hypothesis

1.5.1 Null Hypothesis

1. There is no significant relationship between the level of youth empowerment and the level of conflict prevention in Puntland, Somalia.

1.6 Scope of the Study

1.6.1 *Geographical scope:*

The study was conducted in major towns of Bosaso, Garowe and Galkacyo in Puntland, Somalia.

1.6.2 Theoretical scope

The study is based on two theories: the youth bulge theory and the grievance theory.

The youth bulge theory was first introduced by Gary Fuller (1995) but German economist and sociologist Gunnar Heinsohn propounded the 'youth bulge theory'(2003), arguing that a large youth population is prelude to instability and civil unrest. He asserts that a 'youth bulge' occurs when a country hosts between 30% and 40% of young males from ages 15 to 29 and that developing countries whose populations are 'youth heavy' are therefore especially vulnerable to civil conflict. Proponents of the 'youth bulge theory' highlight that a burgeoning youth population poses a threat to peace, especially if youths are economically and politically marginalized.

The Grievance theory was proposed by Frances Stewart (2008). It argues that relative deprivation or exclusion fuels conflict and that violence is a rational means to address grievances. These grievances might be economic such as poverty, economic recession or inequality; political such as lack of democracy, lack of minority rights or political participation; or socio-cultural such as lack of language rights, destruction of cultural tradition etc.

1.6.3 Content scope:

The study looked at the determinants level of youth empowerment such as economic, political and social empowerment and peace and security.

1.7 Significance of the study

The following will benefit from the findings of the study

- The youth as a whole as to how they can be empowered through education, employment and political participation for their development.
- The Government of Puntland as they come up with policies on youth and the promotion of peace and security in Puntland and thus reduce conflict in the region.
- The humanitarian organizations in Puntland in their pro-youth programmes.

- The future researchers will make the most of the findings of this study to get on a related study.

1.8 Conceptual Framework

Youth Empowerment   Conflict prevention

IV   DV

| Improved education

Employment opportunity

Political participation |

| Reduced propensity
towards violence |

Intervening variables

| Greater supply of social Capital

Greater sense of respect and dignity

Increased self-efficacy |
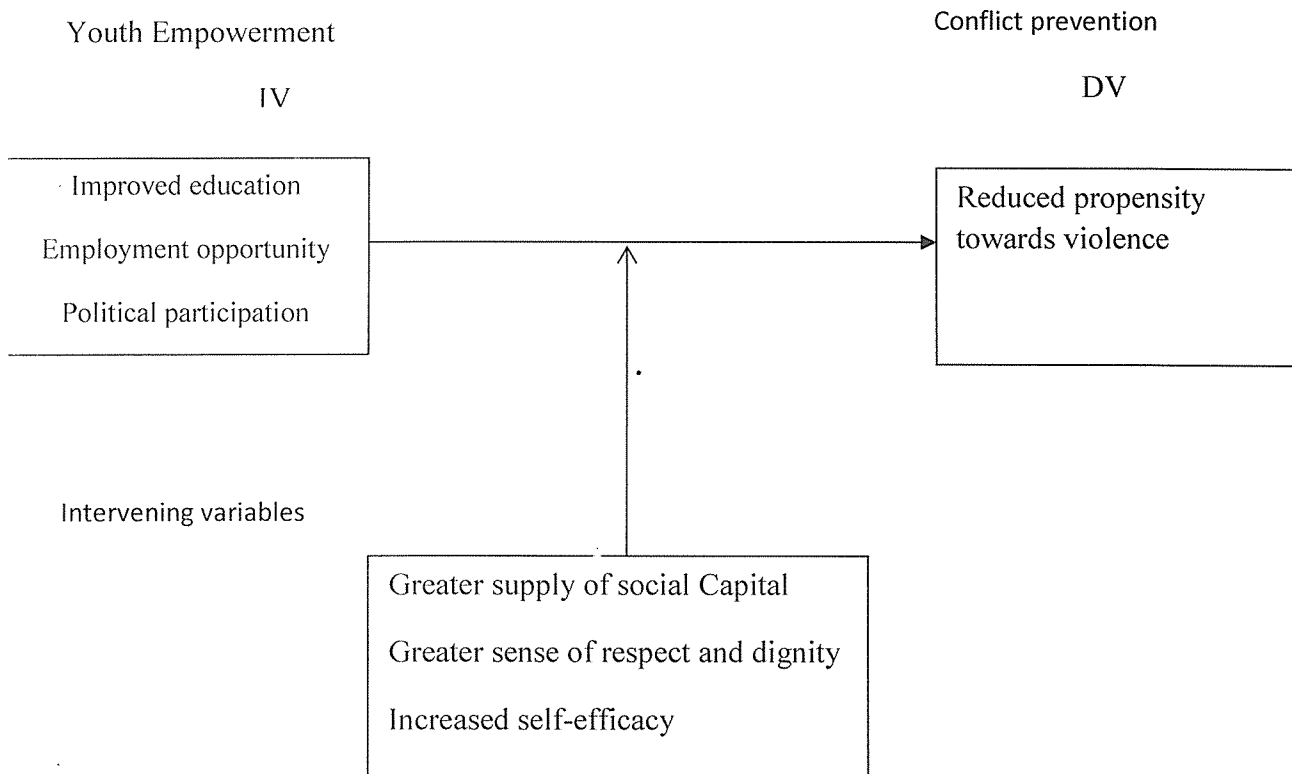
Source: Researcher Developed

1.9 Operational Definition of Key Terms

For the purpose of this study, the following terms are defined as they are used in the study:

Youth: refers to someone between the age of 15 to 30

Youth Bulge: refers to extraordinarily large youth cohorts relative to the adult population

Youth empowerment: the context of this study will mean education, employment creation and political participation.

Social empowerment: is described as the process by which people, organizations or groups who are socially and culturally powerless become aware of the dynamics at work in their lives, and develop skills and capabilities for exercising control over aspects they value.

Economic empowerment: is ensuring people have the appropriate skills, capabilities, resources, access secure and sustainable incomes, and livelihoods.

Political empowerment: is the capacity tc analyze, organize and mobilize.

Conflict prevention: refers to non-violent conflict transformation and encompasses activities designed to defuse tensions and prevent the outbreak, escalation, spread or recurrence of violence.

1.10 Organization of the Thesis

This thesis is structured into five chapters. Chapter talks about the background of the study, justification of why the study was done and its objectives. Chapter two reviewed the literature on the study which dealt with variables of the work, theories and models that underpins the study, empirical study and conclusion. Chapter three discusses the methods of data collection and data analysis and the research instruments employed. Chapter four present, analyzes and interprets the findings by employing social package for social sciences, frequency, percentage and mean which analyzes the close ended questionnaire. Finally, chapter five summarizes, discusses and concluded the findings.

CHAPTER TWO

LITERATURE REVIEW

Concepts, Opinions, Ideas from Authors/ Experts

2.0 Introduction

Discourses on youth receive a lot of attention. However, in the case of Somalia, there is little academic efforts and research is very limited. The researcher looked at studies done by authors in other countries

This chapter deals with studies already conducted that are relevant to the study in question. It consists of sub sections namely: theoretical review, conceptual framework, youth empowerment, conflict prevention, related studies and summary of gaps.

The purpose is to clarify the research problem, and identify research gaps in it.

2.1.0 Youth Empowerment

In recent years, there has been a gradual shift from discussions about children as the victims of violence (Machel, 1996; 2001; 2006) to youth as a threat to security and stability. There have been multiple assertions that a surging youth population or "youth bulge" combined with unemployment, urbanization and other factors leads to violence (Huntingdon, 1996; UN, 2004). In contexts where young people are increasing in number have fewer opportunities for education and income generation and are facing the HIV/AIDS pandemic and increasing insecurity, there is mounting concern that these youth will get involved in violence and therefore threaten local and global peace, stability and development.

Youth empowerment is a concept that is widely used by people but differ in conceptual. So much that there is no general definition of it.

UNDP (2012) defines youth empowerment as the process by which young people who are socially and culturally powerless become aware of the dynamics at work in their lives, and develop skills and capabilities for exercising control over aspects they value.

World bank (2008) defines Youth empowerment the expansion of assets and capabilities of young people to participate and negotiate with, influence, control, and hold accountable institutions that affect their lives.

2.1.1 Education

UNICEF (2010) states that it is evident that most countries young people are not completing secondary education and/or finding suitable employment, are vulnerable to engaging in activities such as consuming drugs and alcohol, unsafe sex, or crime and are therefore unable to meet their full potential." The report argues that the main reason why youth issues continue to be a major concern in developing countries and Somalia as a whole is that most of the effort has focused on addressing the symptoms rather than the underlying cases. It suggests that more emphasis is needed on the participation of young people in addressing the causes rather than just involving them at the problem stage. The idea of investing in youth as a resource for development rather than regarding young people as a problem group in society is encouraged.

Similar views are expressed in World Bank report "Giving Somalia Youth a voice" (World Bank 2008) which presents the results and recommendations that employment opportunities and quality of education emerge as important issues as do fears of marginalization and the lack of a role in decision making.

McLean Hilker and Fraser (2009) provide a detailed analysis of the causes of youth engagement in crime and violence. They conclude that the structural exclusion and lack of opportunities faced by young people effectively block or prolong their transition to adulthood can lead to frustration, disillusionment and engagement in violence. The following are identified as the major structural factors that appear to underlie youth exclusion and lack of opportunity and are argued to increase the likelihood of youth engagement in violence: unemployment and underemployment and lack of livelihood opportunities; insufficient, unequal and inappropriate education and skills; poor governance and weal political participation. Puntland, Somalia shows more of these factors.

Education is a fundamental right (Article 26 of the universal declaration of human rights) which develops values, self-confidence, problem solving abilities and critical thinking. The

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relationship between education and conflict is profound and education has a critical role in building peace (Bird, 2009).

According to Smith (2003), Education by its very nature, contributes to shaping and transforming society and therefore plays a key role in conflict prevention. Lack of educational opportunities and limited later-life employment are core grievances that can lead to civil conflict. Similarly grievances and tension can be caused by unmet expectations in the form of low progression ratios between different education levels, as well as following rapid expansion in secondary and tertiary education producing over capacity of highly educated youth for which there are limited employment opportunities. (Barakat and Urdal, 2009:2). These are systematic education issues that impact on and are impacted by conflict particularly when combined with the lack of educational opportunities leads to unemployment; biased curricular or methodology leading to indoctrination and inequitable distribution of human and financial resources for education. (Withrop and Graff 2010)

2.1.2 Employment

The world is facing serious youth unemployment challenges. Globally, the youth labour force Participation rate decreased from 54.7 percent to 50.8 percent between 1998 and 2008, while the share of youth employment in the total fell from 47.9 percent to 44.7 percent. With the youth population growing faster than employment opportunities, youth are almost three times as likely as adults to be unemployed.(ILO 2010)

More than a billion people are between the ages of 15 and 24; almost a fifth of the world's population 85% of them resides in the developing world, where nearly all of the world's current conflicts take place. Almost half of the world's unemployed are youth (Ebata et. al. 2005: 4. There are approximately 300,000 child soldiers in the world today, most of whom are adolescents (UNICEF 2002a: 5).

Unemployment and underemployment for youth are widespread in countries at all levels of development. This situation demonstrates the inadequacy of current school-to-work transitions. The United Nations estimates that 66 million young people are unemployed today, and that at

least 50 of the countries for which data are available have youth unemployment rates of more than 15 percent (United Nations 2003). Worldwide, youth account for more than 40 percent of the unemployed. In addition to loss of income, youth unemployment can lead to marginalization, exclusion, frustration, low self-esteem, and sometimes to acts that create burdens on society.

The ILO in its report "Global Employment Trends for youth" (2008) observed that "without increased economic growth and employment content of growth, little will ever change in terms of youth employment opportunities."

Under more pessimistic scenarios, the high incidence of youth unemployment and poverty in Africa poses serious problems for social stability and peace. Poor and unemployed youth are more likely to be the foot soldiers
in civil conflicts. The World Bank (2007c) and Human Rights Watch (2005) have estimated that more than 50 percent of the youth who joined rebel groups cited unemployment as the reason. A number of recent events bear testimony to how high rates of youth unemployment and poverty can generate social instability and conflict including the Arab Spring; armed conflicts in Liberia, Sierra Leone and the Democratic Republic of Congo; and the growing popularity of the terrorist group Boko Haram in Nigeria. High rates of youth unemployment and poverty could also lead youth to resort to crime and violence, such as armed robbery, to "earn their living."

The perception of inequality whether real or not, is a well known- grievance and root cause of conflict. As access to quality education is at premium in many countries, denial of access or exclusion because of identity, religion, or geographical location is cited as a common contributory factor to conflict. (UNESCO, 2010; UNESCO, 2011b). UNESCO youth strategy emphasizes knowledge building, formulation of national policies, youth in decision making and also has a programme for African youth. The UN international year of youth was launched in August 2010 under the slogan 'our year, our voice' (United Nations, 2011).

Hilker and Fraser (2009) and the World Bank (2011) underscore the priority of access to employment and note the acquisition of skills or job creation is not always sufficient to prevent grievances from developing into violence.

Research outside of Somalia has identified connections between large youth populations, weak economic opportunities, and increased risks of instability. In Sierra Leone, young peoples economic situation was found to increase their vulnerability to economic incentives to engage in violent conflict (Humphreys and Weinstein, 2008). Furthermore, research has shown higher incidences of violent conflict among youth who have to rely on their families longer (i.e. have a higher dependency ratio) (Barakat and Urdal, 2008).

However, a number of studies have begun to question the prominence of youth joblessness in explaining their role in violent movements (e.g. Sommers, 2005; Berman, et al., 2009; Beber and Blattman, 2010). This illustrates the complexity of the situation, and the need to look at the interactions between economic and other factors influencing young peoples attitudes and behaviors towards political violence.

2.1.3 Political Participation

Over the last decade, levels of youth political engagement have fallen and it seems that participation in the formal political system is not providing an outlet for young people to express their needs, aspirations and grievances (UNDP, 2006). In many countries, youth have been the victims of policy neglect and have been excluded from decision-making on issues that affect them. Oyewole (2006) argues that in many parts of Africa, young people have effectively been infantilized by traditional elites. Instead of harnessing the potential of a new generation of youth, a generation gap has effectively built up between the led'and the leaders', with young people being the led despite making up the majority of the population. Indeed, far from positive participation, the stereotype of youth involvement in African politics is that of political thug, party enforcer and violent youth who can be mobilized during election periods to intimidate political opponents and voters (Abbink 2005). In other words, youth are manipulated and mobilized when needed, but otherwise marginalized by the political elite.

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2.1.4 Conflict Prevention

The term conflict prevention suggests different things to different people and there isno agreed-upon meaning among scholars. *Munuera (1994)* defines it as "the application of non-constraining measures (those that are not coercive and depend on the goodwill of the parties involved), primarily diplomatic in nature.", *Lund (2002)* defines conflict prevention as "any structural or inter-sectory means to keep intrastate or interstate tensions and disputes from escalating into significant violence and the use of armed force, to strengthen the capabilities of parties to possible violent conflicts for resolving their disputes peacefully, and to progressively reduce the underlying problems that produce those tensions and disputes." Whereas Carment&Schnabel (2003) defines it as "a medium and long-term proactive operational or structural strategy undertaken by a variety of actors, intended to identify and create the enabling conditions for a stable and more predictable international security environment."

Carment& Schnabel argue that the definition of conflict prevention should be "broad in meaning and malleable as a policy". Furthermore they claim this broad approach has empirical validity because it is applicable across a variety of cases and phases of conflict.

According to (Machel, 2009), Conflict is a fact of life, and the challenge for effective prevention is holistic involving the entire society, and the first step is to resolve the root causes of conflicts, which involve, among other issues, socio-economic and political factors. On a state level, absence of the rule of law and justice, denial of human rights, lack of political representation for minority groups, unemployment, poverty and poor governance often lead to violence if not resolved in their early stages.

There are three phases in conflict prevention: early identification and resolution of basic causes of conflict; peace making and post conflict reconstruction. Traditionally nations have concentrated on the two latter phases, after the conflict has erupted, rather than on preventive action to avoid escalation of tension that lead to violence. (UNESCO, 1989).

The two dimensions to conflict prevention: structural prevention and operational prevention respectively address the underlying causes of long-term instability, and practical interventions or strategies for immediate prevention.

Srinivasan (2006) suggests that recent efforts to enhance long-term structural and more immediate operational conflict prevention are encouraging, but clearly, given the level of ongoing conflicts in the world, there remains a critical need to increase conflict prevention strategies as a global effort.

Structural prevention includes addressing the underlying root causes of social, political and economic unrest, instability or targeted interventions such as resource management and grassroots peace building. (Srinivasan, 2006)

Operational prevention can prevent conflict from starting, through analysis of root causes and the use of various mediation strategies. (Srinivasan, 2006; ICISS 2011)

This paper reflects dissatisfaction with the mainstream perspectives of youths in post-conflict societies, which revolve around 'victimology'. Focusing only on the vulnerabilities of young people is a limiting perspective that denies them the opportunity to influence their own lives and futures, and overlooks their insights, their rights to participate and their potential to contribute to peace building and conflict prevention. This study will identify ways which youth can be empowered to prevent conflict.

2.2 Theoretical Perspectives

The study is based on two theories: the youth bulge theory and the grievance theory.

The youth bulge theory was first introduced by Gary Fuller (1995) but German economist and sociologist Gunnar Heinsohn propounded the 'youth bulge theory'(2003), arguing that a large youth population is prelude to instability and civil unrest. He asserts that a 'youth bulge' occurs when a country hosts between 30% and 40% of young males from ages 15 to 29 and that developing countries whose populations are 'youth heavy' are therefore especially vulnerable to civil conflict. Proponents of the 'youth bulge theory' highlight that a burgeoning youth population poses a threat to peace, especially if youths are economically and politically marginalized.

The Grievance theory was proposed by Frances Stewart (2008). It argues that relative deprivation or exclusion fuels conflict and that violence is a rational means to address grievances. These grievances might be economic such as poverty, economic recession or inequality; political such as lack of democracy, lack of minority rights or political participation; or socio-cultural such as lack of language rights, destruction of cultural tradition etc. Central to grievance arguments are arguments about inter-ethnic or horizontal inequalities. He further states that horizontal inequalities (defined as inequalities in economic, social or political dimensions or cultural status between culturally defined groups) are an important cause of violent conflict. On the basis of eight case studies in Latin America, Southeast Asia and West Africa (from protests/armed struggle in Chiapas (Mexico) to civil war in Uganda and Sri Lanka), Stewart et al find that there is an increased probability of conflict occurring where socio-economic horizontal inequalities are high, especially when these are consistent with political inequalities(Stewart, 2008).

There is further statistical evidence to support Stewart's argument. For example, Gudrun Østby (2007 and 2008) looked at a variety of inequality measures and concluded that all were positively associated with higher risks of conflict outbreak. She found that countries are particularly at risk of conflict where there are regional inequalities and political exclusion of minority groups. Institutional arrangements were also critical, as horizontal inequalities may not translate into violent conflict if there is a strong state capable of repressing dissent and the risk of conflict may actually increase with more liberal electoral systems.

Most of the literature on youth bulges and political violence takes the grievance perspective arguing that large youth cohorts facing unemployment, lack of political participation and urban crowding may become aggrieved, increasing the likelihood that they engage in violence. However, the question of whether or why youth in particular may be more likely to engage in violence as a result of grievances is not explicitly addressed. Rather, the implicit argument seems to be that either young people suffer more marginalization and relative deprivation than other or that once aggrieved, they are more likely to resort to violence.

2.3 Empirical Studies

Empirical studies refer to the specific studies done in the field. Here, the researcher looks at previous studies done by other researchers related to youth empowerment and conflict prevention. The researcher intends to find out whether the previous studies support the theory in this research, what methodologies were used and identify gaps with the aim of closing the literature gaps identified.

Using a time-series cross-national statistical model, Urdal (2006)32 concluded that youth bulges increase the risk of outbreak of low-intensity political violence, namely internal armed conflict, terrorism and rioting. The statistical relationship remains strong, even when controlling for other contextual factors, for example level of development, democracy and conflict history (Urdal 2007).

However, there are countries like Malawi and Zambia with youth bulges that have not suffered violent conflicts. This study will show that the youth bulge presents a demographic window of opportunity if coupled with economic opportunity.

A large econometric study of post-1960 civil wars by Collier (2006)found that conflict is concentrated in countries with little education. He calculates that a country that has ten percentage points more of its youth in schools for example, 55% rather than 45%, decreases its risk of conflict from 14% to 10%. In another econometric study, Barakat and Urdal (2008)concluded that countries with (male) youth bulges and low secondary education are more at risk of conflict. This link between lack of education and conflict is supported by recent case studies, for example Oyefusi (2008) found that young adults with low educational attainment are more willing to join rebel groups in the oil-rich Niger Delta, despite having lower levels of grievances than better-educated youth.

Thyne (2006) also looks at the ways by which education affects the probability of civil war onset and found evidence for both the grievance' and stability' arguments. In other words, educational investment signals that the government cares about the population and is attempting to improve

their lives, thereby lowering grievances. He also found that education generates economic, political and social stability by teaching people skills of working together peacefully and resolving disputes. Thyne (2006: p750) concludes that educational investment indeed lowers the probability of civil war, especially when it is distributed equitably.

Access to education is of course important, but so too is the nature of the education and training provided. Expansions in secondary and tertiary education and the type of the education and training provided must to be linked to employment opportunities.

The above study fails to prove if education alone can prevent conflict as there need to be a link between education and work as education alone without work cannot benefit an individual.

Mercy Corps on examining the links between youth economic opportunity, civic engagement, and conflict in Somalia(2013) where access to education was very low in Somalia while trained youth often report feeling that discrimination or other barriers prevent them from accessing existing economic opportunities. As a result, youth may become frustrated in their inability to leverage employment opportunities, putting them at higher risk of seeing violence as justified. It also found out that youth in school were more likely to support the use of violence stressing that while education can sometimes support peace, in many contexts, schools teach youth belligerent views, which can harden stereotypes and inflame tensions. Therefore, without a concerted effort to teach tolerance and respect, it is unclear whether expanding access to education opportunities will improve stability.

In their male age composition hypothesis based on evolutionary psychology, Mesquida and Wiener (1999) show that one of the most reliable factors in explaining conflict is the relative number of young men (< age 30) compared to men over 30. They analyze data from more than 45 countries and 12 tribal societies and find - even controlling for income distribution and per capita GNP - that the ratio of 15-29 year old men for every 100 men aged 30 and over is associated with higher rates of conflict.

Although there is a lack of large-scale statistical analysis linking levels of un/under-employment to the risk of violence (mostly due to poor data quality), there are many case studies that suggest that youth unemployment can cause instability and conflict. Social Development Direct Youth exclusion, violence, conflict and fragile states.

For example, Sommers (2007b) describes how many of the thousands of urban youth who rioted in Liberia in 2004 were frustrated, unemployed ex-combatants (the youth unemployment rate in Liberia is 88%). Sommers argues that a fundamental problem is that mainstream youth employment approaches in West Africa focus on rural areas and the formal sector, but are unlikely to succeed as youth are increasingly concentrating in the opposite direction – in cities and in the informal sector. In another example, De Jong (cited in Peters et al., 2003) suggests that the regional uprising in Casamance (Senegal) could be traced back to youth disaffection and unemployment, caused by structural adjustment and the downsizing of the Senegalese state.

In a context of widespread youth exclusion from paid employment, a minority of young people take the opportunity to make a livelihood by becoming involved in criminal activities, such as the local drugs trade, armed groups and other illegal trade. (Rodgers, 2005: 3).

Instead of concentrating on blaming the youth as a threat to conflict, this study will focus on ways through which the youth can be empowered through education, employment creation and political participation holistically to prevent them from participating in criminal activities and thus prevent conflict.

2.4 Conclusion of the study gap

While young people around the world are mostly seen as victims and perpetrators of violent conflict, their power and potential to act as positive agents of change and key actors in peace and development are still poorly recognized and rarely harnessed. This is mainly because academic research on their power and potential as positive agents of change has been very limited, thinly scattered and yet to be coherently assembled. Working with youth to prevent conflict has a unique advantage as young people are more open to change, are future-oriented, idealistic and innovative and are courageous and knowledgeable about their peers' realities. Effective community mobilization and young people's involvement in associations can build their social capital and sense of belonging and empowerment, which act as an important deterrent to engagement in violence. This study therefore aims to find out if empowering the youth will reduce conflict in Puntland Somalia.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter embraces the methodology used by the researcher to gather, compile, analyze and present data findings relevant to the research. It is composed of ten sections namely; research design, target 'population, sample size and procedure, data collection methods, data analysis/presentation, validity and reliability, ethical consideration and limitation of the study.

The study employed descriptive design specifically descriptive comparative and descriptive correlation. Descriptive in the sense that describes the characteristics of the respondents in terms of age, gender, marital status, education qualifications and occupation.

Comparative as it compares the level of youth empowerment and the level of conflict prevention in Puntland, Somalia according to relevant profile characteristics.

Correlation as it establishes whether there is significant relationship between the level of youth empowerment and the level of conflict prevention in Puntland, Somalia.

3.2 Target Population

The target population of this study is 400 youth from the towns of Bosaso, Garowe, and Galkacyo in Puntland Somalia.(Source: Puntland Ministry of Labour, Youth and Sports Report 2012).

3.3 Sample Size

In analysis of the nature of the target population of 400 youth in Puntland Somalia, a sample size of 200 was selected. This was arrived using the Sloven's formula which states as follows:

$$n = \frac{N}{1+N (e^2)}$$

Where: n= sample size

N= target population

e= level of significance/marginal error (0.05)

$$n= \frac{N}{1+N\ (e^2)}$$

$$= \frac{400}{1+400\ (0.0025)}$$

$$= \frac{400}{1+1}$$

$$= \frac{400}{2}$$

n = 200

Table 1 below shows the respondents of the study with the following categories:

Table 1: Distribution of the study sample size

Towns	Total population	Sample size
Garowe	150	75
Bosaso	180	90
Galkacyo	70	35
	400	200

Source:Primary data(2014)

3.4 Sampling Procedure

This study employed simple random, purposive sampling techniques to select the key respondents and sytematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

3.5 Methods

3.5.1 Primary Data

The researcher collected data using questionnaire. It was used to achieve the objectives.

3.6 Research Instruments

The study utilized researcher's devised questionnaire for collecting data. The face sheet gathered data on the demographic characteristics of the respondents. The questionnaire wasClose ended question and was distributed to the youth to answer the questions. The response mode of the questionnaire on youth empowerment and conflict prevention are indicated as: strongly agree (4); agree (3); disagree (2); strongly disagree (1).

3.7 Validity and Reliability of the Instruments

Content validity was employed by subjecting the researcher formulated questionnaires on youth empowerment and conflict prevention to judgment by the content experts (who estimated the validity on the basis of their experience). The researcher consulted with supervisor to obtain expert on the area.

The test-retest technique was used to determine the reliability (accurateness) of the researcher devised instruments. The researcher took the questionnaire to respondents who were not be included in the actual study. After two weeks the same questionnaires were administered twice to the same subjects. This way it helped the investigator to know if her questionnaire was reliable. Items with validity and reliability coefficients of at least 0.70 are accepted as valid and reliable in research.

3.8 Data Gathering Procedures
Before the administration of the questionnaires

1.   An introduction letter was obtained from the College of Higher Degree and Research for the researcher to ask for approval to conduct the study from the youth respondents.

2.   When approved, the researcher selected through systematic random sampling from this list to arrive at the minimum sample size.

3.   The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).

4.   Selected research assistants who would assist in the data collection; brief and oriented them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. Sufficient questionnaires were distributed and the respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized on retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

After receiving the questionnaire, the researcher encoded the data into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.9 Data Analysis

The study used quantitative data analysis; the researcher used frequencies and percentages to evaluate the profile of respondents. Similarly, mean and standard deviations was applied for the levels of youth empowerment and conflict prevention. Correlation analysis using Pearson's linear correlation coefficient (r) was used to analyze the relationships between youth empowerment and conflict prevention.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of Youth Empowerment (Education, employment opportunity and political participation)

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Strongly Disagree	Very Low
1.00-1.75	Disagree	Low

B. For the level of conflict prevention

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree Very High	
2.51-3.25	Agree	High
1.76-2.50	Strongly Disagree	very low
1.00-1.75	Disagree	Low

3.10 Ethical Considerations

The researcher was ethical in collecting of data and in the process of dissemination of findings. Respect was shown to those participating in the research and operated with sincerity and integrity. To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The names of the participants was not be coded.
2. Asked for authorization through a written request
3. Requested the respondents to sign in the *Informed Consent Form* (Appendix 3)
4. Acknowledged the authors quoted in this study through citations and referencing.
5. Presented the findings in a generalized manner.

3.11 Limitations of the Study

Research instrument used: The research instruments on youth empowerment and conflict prevention are not standardized. *Therefore* a validity and reliability test will be done to produce a credible measurement of the research variables.

Attrition/Mortality: Not all questionnaires maybe returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as sickness and refusal to participate. In expectation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were persuaded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

Testing: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Profile of Respondents

The face sheet of the questionnaire was to determine the demographic characteristics of youth in terms of Age, Gender, Qualification and Experience.. Frequency and percentage distributions were used to summarize the profile of youth in Puntland as indicated in table 1 below.

Both male and female respondents were interviewed during the data collection by the researcher as shown in the results in the table below;

4.1.1Demographic Characteristics of the Respondents According to Age (n=200)

Table 2

Major Category	Sub category	Frequency	Percentage(%)
Age	15-20	49	24.5
	21-25	89	44.5
	26-30	62	31.0
	Total	200	100

Source: Primary data (2014)

From Table 2 above, among the respondents, majority were aged 21-25(89%) followed by 26-30(62%) and lastly 15-20(49%)

4.1.2. Demographic Characteristics of the Respondents According to Gender

Table 3

Major Category	Sub category	Frequency	Percentage (%)
Gender	Male	120	60
	Female	80	40
	Total	200	100

Source: Primary data (2014)

In the gender of the respondents, male were the highest with 120(60%) whereas female were 80(40%). Reason has been that majority of youth in the three major towns are men.

4.1.3 Demographic Characteristics of the Respondents According to Marital Status
Table 4

Major Category	Sub category	Frequency	Percentage (%)
Marital Status	Single	94	47.0
	Married	84	42.0
	Divorced	15	7.5
	Widow/widower	7	3.5
	Total	200	100

Source: Primary data (2014)

In table 4, 94(47%) of the youth were single, 84(42%) married, 15(7.5%) divorced and 7(3.5%) were widow/widowers.

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4.1.4 Demographic characteristics of the respondents According to Education
Table 5

Major Category	Sub category	Frequency	Percentage (%)
Education Qualification	No education	58	29.0
	High school	53	26.5
	Bachelors	60	30.0
	Masters	29	14.5
	Other qualification	0	0
	Total	**200**	**100**

Source:Primary data (2014)

In terms of education qualification, 60(30%) of the youth have bachelor degree, followed closely by 58(29%) with no education, 53(26.5) with high school certificate and the least 29(14.5%) with masters degree.

4.1.5 Demographic Characteristics of the Respondents According to work experience
Table 6

Major Category	Sub category	Frequency	Percentage (%)
Work experience	No experience	82	41.0
	1- 2yrs	53	26.5
	3-4yrs	44	22.0
	5-6yrs	15	7.5
	7 years and above	6	3.0
	Total	**200**	**100**

Source:Primary data (2014)

As for work experience in Table 6, youth with no experience were the highest with 82(41%), followed by 1-2 years 53(26.5%), 3-4 years 44(22%), 5-6 years 15(7.5%) and finally 7 years and above with 6(3%). This shows that most of the youth though as seen from education qualification majority have bachelors, there is high rate of unemployment.

4.1.6 access to education in Puntland, Somalia

The first objective was to find out the access to education in Puntland. This was measured using close ended questions containing 29 questions. All questions were rated using four point scale, where 1= strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree. For interpretation of responses, the following numerical values and response mode were followed;

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Strongly Disagree	Very Low
1.00-1.75	Disagree	Low

Table 7

Access to education in Puntland, Somalia(n=200)

Indicator	Mean	Rank	Interpretation
Education system leaves a more literate, enlightened and self-developing individual.	2.60	1	High
The quality of education equip students to Integrate in the job market	2.59	2	High
Quality facilities	2.58	3	Low
Education in Puntland is affordable	2.49	4	Low
Education caters caters for all needs	2.47	4	Low
Education system guarantees instant employment	2.47	4	Low
Accessible to all citizen	2.41	7	Low
My education and skills is enough for me to get a job	2.40	8	Low
The young people are guided on skills for different career choices	2.12	9	Low
Average mean	2.46		Low

Source: Primary Data:2014

As shown in Table 7 above, access to education in Puntland is still low with an average mean of 2.46. The respondents were of the view that education left a more literate and enlightened self-developing individual(mean=2.60),quality of education equips students to integrate in the job market(mean=2.59).However they were not satisfied with quality facilities(mean 2.58) affordability of education(mean 2.49) and education catering for all needs(mean 2.47). Skills were rated as low whereby they are not guided on career choice (mean 2.12) and skills is not enough for them to get a job.

This finding tally with (UNICEF 2012) report on education in Puntland, Somalia. While there has been gradual improvement in the operational primary and secondary schools, opportunities for formal education are still unavailable to a majority of youth especially in rural and nomadic areas. There is little practical and professional career guidance.

The second objective

The second objective aimed to determine the employment status of youth in Puntland, Somalia.

All questions were rated using four point scale, where 1= strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree. For interpretation of responses, the following numerical values and response mode were followed;

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Strongly Disagree	Very Low
1.00-1.75	Disagree	Low

Table 8

4.1.7 Employment status of youth in Puntland, Somalia.(n=200)

Indicator	Mean	Rank	Interpretation
Nepotism and traditional norms conflict with employment opportunities	2.82	1	High
Employment opportunities is biased and one sided	2.75	2	High
Gender imbalance is rampant in the Job setting	2.50	3	Low
Institutions and industries pay young people fair wages	2.34	4	Low
Young people are employed in different government institutions	2.33	5	Low
The system allows young people to develop and enhance their skills	2.28	6	Low
Young people in Puntland are are job creators	2.23	7	Low
Average Mean	**2.47**		Low

Source: Primary Data (2014)

Table 8 above shows the employment status of youth in Puntland is still low with the average mean of 2.47.

Nepotism and traditional norms conflict with employment opportunities was ranked the highest(mean=2.81).Employment was seen as biased (mean=2.74).Most of the respondents(mean-2.50) refused their was gender imbalance in the work place. They however refuted the institution paid fairly(mean=2.34) and being employed in different government institutions(mean=2.33).The systems do not develop and enhance skills(mean=2.28).The youth disagreed that young people in Puntland are job creators(mean=2.23)

Rising youth unemployment and poverty as critical obstacles to the economic empowerment of Somali youth result from a combination of demand and supply side factors. On the supply side, a major obstacle to the employability of young people is inadequate education, which leaves a growing number of entrants to the labour market poorly equipped with relevant skills. On the demand side, inappropriate school curricula and lack of employable skills mean that job seekers do not meet the needs of employers, especially in the tertiary sector. Young people often accept lower wages and lower-quality jobs that do not really match their learned skills. Added to that, few jobs are available, because economic stagnation has depressed overall demand for labour. (Somalia Human Development Report:2012).

Objective three was to ascertain the political participation of youth in Puntland, Somalia.

All questions were rated using four point scale, where 1= strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree. For interpretation of responses, the following numerical values and response mode were followed;

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Strongly Disagree	Very Low
1.00-1.75	Disagree	Low

Table 9

4.1.8 Political participation of youth in Puntland, Somalia (n=200)

Indicator	Mean	Rank	Interpretation
You know what is going on in the country	2.90	1	High
The old are not ready to vacate political post for the young	2.88	2	High
The system is not fair or friendly to young people	2.69	3	High
Young people make enlightened and informed policies that integrates society	2.35	4	Low
The system lays emphasis on the development of young people	2.26	5	Low
Positions given to young people are	2.32	6	Low
Continued from table 9			
Political groups facilitates with young people to implement	2.28	7	Low

manifestoes			
The system lays emphasis on the development of young people	2.26	8	Low
Young people have a Ministry in the political affair and its policies	2.17	9	Low
You are satisfied with the way the authority deals with political issues	2.15	10	Low
You are included in decision making process	2.15	10	Low
The culture encourages young people to participate in Politics	2.12	12	Low
You are encouraged to participate in decision making	2.12	12	Low
Average Mean	**2.36**		Low

Source: Primary Data (2014)

From Table 9, we can see that political participation of youth in Puntland (average mean 2.36) is low. The youth seemed to know what was happening in the country(mean=2.90) but they are not

included in decision making ranking the last.(Mean 2.12).Political participation in Puntland was rated as low with culture and system not being fair to the youth's participation .

Objective four was to establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.

Table 10

Indicator	Mean	Rank	Interpretation
Conflict is preventable if young people are well empowered with Development Skills	3.28	1	High
Young people resort to conflict out of dissatisfaction on the system and its policies	2.95	2	High
Campaign, sensitization and integration of young people can bring order	2.92	3	High
Interpersonal communication connects well with young people	2.65	4	High
Cultural Norms and values guide young	2.42	5	low
Continued from table 10			
making process			

The system counsels young people in adjusting to challenging times	2.15	6	Low
Young people are involved in peace keeping Mission	2.13	7	Low
You see violence as a solution to your problem	2.09	8	Low
The system relates well with young people in integrating society	2.08	9	Low
Average mean	2.51		High

Source: Primary Data(2014)

Conflict prevention was interpreted as high with an average mean (2.51) with conflict is preventable if young people are well empowered being ranked as the highest (mean= 3.28).The respondents agreed that young people resort to conflict out of dissatisfaction on the system and its policies(mean=2.95).

The respondents also agreed that Campaign, sensitization and integration of young people can bring order(mean=2.95) and Interpersonal communication connects well with young people(mean=2.65). The youth however did not see violence as a solution to problem(2.09) while system relating well with young people in integrating society was ranked the last(mean=2.08)

4.1.9 Significant relationship between youth empowerment and conflict prevention
(Level of significance =0.05)

Table 11

Variables correlated	r-value	Significant value	Interpretation	Decision
Youth Empowerment and conflict prevention	0.170	0.018 .	No Significant relationship	Accept

Source: Primary data (2014)

Results from the table above shows there is no significant relationship between youth empowerment and conflict prevention in Puntland, Somalia. (r=0.170).

Significant difference between gender and conflict prevention

The researcher wanted to find out if there was a significant relationship between male and female and their view on conflict prevention.

Table 12

Gender	Mean	t-value	Sig.value	interpretation	Decision
Male	2.54	1.353	0.178	No significant difference	Accept
Female	2.48				

Source: Primary Data(2014)

Table 12 shows that the mean of male is 2.54 while the mean of female is 2.48. The t-value is 1.353 while the sig value is 0.178 and is greater than the significant level (0.05).The researcher accepts the null hypothesis that there is no significant relationship between gender and conflict prevention.

CHAPTER FIVE

Summary of findings conclusion and Recommendation

5.0 Introduction

This chapter reports the overall findings, conclusions and recommendations of the study and suggestion for further research..

5.1 Summary of Key Findings

This study was guided by four objectives which comprised:

1. To find out the access to education in Puntland, Somalia.
2. To determine the employment status of youth in Puntland, Somalia.
3. To ascertain the political participation of youth in Puntland, Somalia..
4. To establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.

Profile of the respondents in Puntland, Somalia

Frequency and percentage distributions were used to summarize the profile of youth in Puntland as indicated in table 1.

The results indicated that majority of the respondents aged 21-25(89%) whereas the least were aged 15-20(49%).

In the gender of the respondents, male were the highest with 120(60%) whereas female were 80(40%).

In terms of education qualification, 60(30%) of the youth have bachelor degree, followed closely by 58(29%) with no education, 53(26.5) with high school certificate and the least 29(14.5%) with masters degree.

As for work experience in table 5, youth with no experience were the highest with 82(41%), followed by 1-2 years 53(26.5%), 3-4 years 44(22%), 5-6 years 15(7.5%) and finally 7 years and

above with 6(3%). This shows that most of the youth though as seen from education qualification majority have bachelors, there is high rate of unemployment.

Access to education in Puntland, Somalia.

Objective one of the study was to find out the access to education in Puntland, Somalia. Mean and standard deviation were used to summarize. This study found the access to education to be low with an average mean of 2.46 proving that education in Puntland is neither affordable nor accessible. Although the profile of the respondents according to education qualification showed youth with Bachelors were the majority with 60(30%), youth with no education and high school when summed up made the majority with 58(26.5) and 53(26.5%) respectively. This connotes that despite progress in literacy rates, school dropout, particularly between primary and secondary levels, often reflects poor quality education and lack of availability and affordability.

On linking access to education and conflict prevention, the study established that while out-of-school youth who receive skills training show a lower propensity to engage in violence, they were also found to be more likely to believe that violence is justified in some cases. One of the risks of many skills training programs is that they raise expectations that are not easily met given the lack of economic opportunities.

This study is line with a related study done by Mercy Corps on examining the links between youth economic opportunity, civic engagement, and conflict in Somalia (2013) where access to education was very low in Somalia while trained youth often report feeling that discrimination or other barriers prevent them from accessing existing economic opportunities. As a result, youth may become frustrated in their inability to leverage employment opportunities, putting them at higher risk of seeing violence as justified. It also found out that youth in school were more likely to support the use of violence stressing that while education can sometimes support peace, in many contexts, schools teach youth belligerent views, which can harden stereotypes and inflame tensions. Therefore, without a concerted effort to teach tolerance and respect, it is unclear whether expanding access to education opportunities will improve stability.

Thyne (2006: p750) concludes that educational investment indeed lowers the probability of civil war, especially when it is distributed equitably.

Even though this study agrees that importance of education cannot be underestimated, studies done by the other researchers fails to prove if education alone can prevent conflict as there need to be a link between education and work as education alone without work cannot benefit an individual.

The employment status of youth in Puntland, Somalia.

The second objective of the study was to establish the employment status of youth in Puntland, Somalia. Mean and standard deviation were used to summarize. Overall the employment status of youth in Puntland was low (mean 2.47) characterized by nepotism, poor payment and unemployment. The disconnect betweer education and employment opportunities was the biggest hurdle youth face in getting jobs, and the key obstacle to their social and economic empowerment.

Although there is a lack of large-scale statistical analysis linking levels of un/under-employment to the risk of violence in Somalia mostly due to poor data quality, there are many case studies that suggest that youth unemployment can cause instability and conflict.

For example, Sommers (2007b) describes how many of the thousands of urban youth who rioted in Liberia in 2004 were frustrated, unemployed ex-combatants (the youth unemployment rate in Liberia is 88%). Sommers argues that a fundamental problem is that mainstream youth employment approaches in West Africa focus on rural areas and the formal sector, but are unlikely to succeed as youth are increasingly concentrating in the opposite direction – in cities and in the informal sector.

To ascertain the political participation of youth in Puntland,Somalia.

The third objective of the study was to ascertain the political participation of youth in Puntland, Somalia.

Overall the political participation of youth in Puntland,Somalia was low (mean=2.36) with the old not ready to vacate office , the young people are not involved in decision making with the culture discourages people to participate in politics.

Though the majority of youth in Puntland do not support violence, majority of them (mean 2.95) they will resort to conflict out of dissatisfaction on the system and its policies when compared against conflict prevention. This indicates that a sizeable portion of the population is at risk for engaging with violent movements. The study also found out that Youth who were civically engaged were less likely to endorse the use of violence to achieve political means,

To establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.

The final objective aimed to establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.

Conflict prevention was interpreted as high with an average mean (2.51) with conflict is preventable if young people are well empowered being ranked as the highest (mean= 3.28).

The study accepted the null hypothesis that there is no significant relationship between youth empowerment and conflict prevention in Puntland, Somalia.(r=0.170).

In a similar research in Kenya, Mercy Corps did find a relationship that positively linked employment to lower the likelihood of participation in political violence.

5.2 Conclusion

The researcher generated from the findings from the following conclusions:

There is low access to education, employment status and political participation in Puntland, which will derail conflict prevention as youth empowerment in the three areas, will prevent conflict.

There is no significant relationship between youth empowerment and conflict prevention in Puntland, Somalia concluding to accept the null hypothesis.

A large youth cohort in Puntland, Somalia presents both opportunities and threats. Much depends on how quickly youth empowerment actions for peace and development are put in place. Bold actions will be costly, but delay in taking them could be devastating. In particular, if the task of providing education and jobs for youth continues to be neglected, the fallout could be disastrous for Somalia and the world.

Youth unemployment in Somalia is possibly the worst in the world. Fed by multiple shocks, it is the source of multiple ills greater marginalization, poverty and wasted potential. Success in tackling this challenge will depend on a diversified and growing economy that expands employment opportunities, and on appropriate policy interventions, especially macroeconomic and labour market policies designed to draw benefits from the huge numbers of youth entering the workforce.

5.3 Recommendation

Based on the findings of the study, the following are suggested in line with the objectives:

1. **To find out the access to education in Puntland, Somalia.**

The policy on education should be strictly implemented and incorporate technical and vocational training institutions and nomadic education for the pastoralists.

2. **To determine the employment status of youth in Puntland, Somalia.**

The government of Puntland should Institute and support multiservice training and enterprise development centres at the national and district levels for promoting the employability of youth and youth entrepreneurship by engaging the private sector, and support microcredit and financing through the development of youth-led associations/cooperatives for youth enterprises.

3. **To ascertain the political participation of youth in Puntland, Somalia.**

The government of Puntland should establish, strengthen and support youth council at national, district and local levels, ensuring their participation and representation in all structures of leadership, governance and management.

4. **To establish whether empowering youth in education, employment and political participation will reduce conflict in Puntland, Somalia.**

The study has shown that empowering youth through education, employment opportunities and involvement in political participation will reduce conflict in Puntland. Therefore, the interventions mentioned above must address both demand and supply considerations, and should encompass both policies and programmes specifically targeted to youth.

Failure to address this group will cause further discontent which, because of the factors of history, will create further cycles of conflict and violence at all levels, from individual perpetration of crime against the disadvantaged and disenfranchised to recruitment in international criminality and terrorism

5.4 Suggestion for further research

1. Post conflict peace building: the role of the youth and media in Puntland, Somalia
2. A feminine touch: Engendering peace building in Puntland, Somalia
3. The role of the youth in the transformation of the political landscape in Puntland, Somalia.

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TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MISS.NAFISASADIAABDIRAHMAN.

REG. NO. MIR/33649/131/DF, TO CONDUCT RESEARCH IN YOUR CITY

The above mentioned candidate is a bonafide student of Kampala International University pursuing Masters of Arts in International Relations.

She is currently conducting a field research for her dissertation entitled, **youth empowerment and conflict prevention in Puntland, Somalia.**

The purpose of this letter then is to request you to avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

_____

APPENDIX II
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Masters of Arts in International Relations and Diplomatic studies candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **Youth empowerment and conflict prevention in Puntland, Somalia.** Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only, treated with utmost confidentiality and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Miss. Nafisa Sadia Abdirahman

APPENDIX III

CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg. # _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

____ Physical Safety of Human Subjects

____ Psychological Safety

____ Emotional Security

____ Privacy

____ Written Request for Author of Standardized Instrument

____ Coding of Questionnaires/Anonymity/Confidentiality

____ Permission to Conduct the Study

____ Informed Consent

____ Citations/Authors Recognized

Results of Ethical Review

____ Approved

____ Conditional (to provide the Ethics Committee with corrections)

____ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____ Members _____

APPENDIX IV

INFORMED CONSENT

I am giving my consent to be part of the research study of Nafisa Sadia Abdirahman that will focus on **Youth empowerment and conflict prevention in Puntland, Somalia.**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date_____

Part 1: FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

SECTION A: PROFILE OF RESPONDENT

Kindly tick (√) on the blank space before each category

1. **Age of the Respondent**

_____20-39

_____40-59

_____60 and above

2. **Please state your gender:**

(i) Male ⬜ (ii) Female ⬜

3. **What is your marital status**

Single ( ) married ( ) divorced ( ) widower ( )

4. Education Qualification (Please Specify):

(1) Certificate _____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

(5) Ph.D. _____

Other qualifications other than education discipline _____

5. Work experience(Please Tick):

_____Less than one year

_____1- 2yrs

_____3-4yrs

_____4 5-6yrs

_____ 7 years and above

Part2: QUESTIONNAIRE TO DETERMINE THE LEVEL OF Youth Empowerment

()

Direction 1: Please write your rating on the space before each option, which corresponds to your best choice in terms of **youth empowerment**. Kindly use the scoring system below:

Respond mode	Rating	Description	Legend
Strongly agree	4	Very high	SA
Agree	3	High	A
Disagree	2	Low	D
Strongly Disagree	1	Very Low	SD

Education

1. ___Education in Puntland is affordable
2. ___The education system guarantees instant employment
3. ___My education and skills is enough for me to get a job
4. ___Education is accessible to all citizens
5. ___Education system leaves a more literate, enlightened and self-developing individual
6. ___The young people are guided on skills for different career choices

7. ___The education caters for all developmental needs of the individual

8. ___The quality of education equips students to fully integrate in the job market

9. ___Quality facilities in education

Employment

10. ___Young people are Employed in different Government Institutions

11. ___Young people in Puntland are job creators

12. ___Employment opportunities is biased and one sided

13. ___Gender in balance is rampant in the Job setting

14. ___Nepotism and traditional norms conflict with employment opportunities

15. ___Institutions and industries pay young people fair wages

16. ___The system allows young people to develop and enhance their skills

Political Participation

17. ___You are encouraged to participate in decision making

18. ___You are included in decision making process

19. ___You are informed about your rights

20. ___You know what is going on in the country

21. ___The system lays emphasis on the development of young people

22. ___Political groups facilitates with young people to implement manifestoes

23. ___Young people have a Ministry in the political affair and its policies

24. ___You are satisfied with the way the authority deals with political issues

25. ___Positions given to young people are without censorship

26. ___Young people make enlightened and informed policies that integrates society

27. ___The system is not fair or friendly to young people

28. ___The old are not ready to vacate political post for the young

29. ___The culture encourages young people to participate in Politics

Part 3: QUESTIONNAIRE TO DETERMINE CONFLICT PREVENTION

Direction: Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

Respond mode	Rating	Description
Strongly agree	4	Very high
Agree	3	High
Disagree	2	Very Low
Strongly Disagree	1	Low

CONFLICT PREVENTION

1. ____Conflict is preventable if young people are well empowered with Development Skills
2. ____Young people resort to conflict out of dissatisfaction on the system and its policies
3. ____Campaign, sensitization and integration of young people can bring order
4. ____You see violence as a solution to your problem
5. ____Interpersonal communication connects well with young people
6. ____The system counsels young people in adjusting to challenging times
7. ____The system relates well with young people in integrating society
8. ____Cultural Norms and values guide young people's decision making process
9. ____Young people are involved in peace keeping Mission

RESEARCHER'S CURRICULUM VITAE

1. Personal Details:

Name	Nafisa S. Abdirahman
Gender	Female
Contacts	Tel: +254715204410 Email: nafisa.abdul@gmail.com

2. Academic Qualification:

Year	Institute	Course	Award
2014	Kampala International University	MA in International Relations and Diplomatic studies	Masters
2012	Kampala International University	Bachelor of Arts in Mass Communication	Degree
2008	Kenya Institute of Mass Communications	Communication(majoring in television production)	Diploma
2005	Royal Computer College	Computer Course (General Software Packages); in MS Words, Excel, PowerPoint, MS Access	Certificate in Computer training

Year	Institute	Course	Award
2004	St.Matthews Secondary School	High School	KSCE
2000	Lugulu Girls Primary School	Primary School	KCPE

3. Workshops and Trainings Attended:

- Certificate of Conflict Analysis: United States Institute of Peace
- Training of Trainers on Social Protection by Africa civil Society Platform
- Leadership in media and culture Training-Twaweza Communications
- Workshop on Advocacy and Peace building
- Training in Project Monitoring and Evaluation
- Training in Human Right Workshop
- DO NO HARM
- Gender mainstreaming

4. Employment History:

3.1. Consultant- Communication and M&E officer-Somali Family Services May-August 2012, January-April 2014

Responsibilities

- Design and train staff on use of different monitoring and evaluation tools
- Writing Press releases and updating Somali Family Service's website to increase its visibility
- Community mobilization and engagement
- Facilitating democracy and governance workshop
- Documentation of the projects' best practices and lesson learned.

- Support resource mobilization through the development of new program strategies and interventions.

3.2. Consultant-Communication officer- International Labour Organization (Nairobi) – May-August 2011

Responsibilities:

- Provide inputs and implement the Decent Work Programme dissemination strategy among key social partners and stakeholders in Somaliland, Puntland and Southern and Central Somalia.
- Draft a monitoring and evaluation feedback form for beneficiaries using mobile phone survey data. Support the collection / gathering of beneficiary contact information in Somalia, and the processing and reporting based on the data collected.
- Collect photo/video documentation from field staff on project activities and maintain an organised photo/video library. Edit pictures/videos as needed for various functions.
- Draft articles within defined structure and noting which audience is being appealed to for action (pictures, beneficiary quotes, clear calls for further action) on ILO Somalia
- Put in place mechanisms for capturing and communicating project approaches, achievements, best practices and knowledge generated for lesson learning..

3.3. Project Co-ordinator-Norwegian Church Aid May 2010 Jan 2011

Responsibilities:

- Manage the alternative livelihood to piracy project.
- In charge of the anti piracy campaign using media, traditional and religious leaders.
- Assist and provide adequate support to the project team in implementation of the counter-piracy project as per the approved project design.
- Mainstream gender from the planning to implementation phase
- Undertake field visits to collect data on progress and impact of the project activities as well as ensuring compliance with work plans by officers.
- Assist in the development of project proposals for submission to donors
- Organize and facilitate project review meetings under this project.

- Prepare timely consolidated monthly, quarterly, annual and end of project reports under this project as per NCA policies and procedures.

3.4. Program Coordinator -Somali Family Services)-Aug 2008 April 2010

Responsibilities:

- Reporting to the Executive Director the Program Coordinator is charged with the following responsibilities:
- Establish, manage and track projects' reports, budgets, and grant contracts.
- Oversee the planning, implementation and management of program and projects' activities,
- Coordinate monitoring and evaluation of the program and projects' activities.
- Documentation of the program and projects' best practices and lesson learned.
- Support resource mobilization through the development of new program strategies and interventions.
- Represent, coordinate and liaise with donors and relevant stakeholders.
- Manage the Somali Family Services office in Garowe and the project staff, including project assistant and other local staff.
- Organizing project related workshops and meetings in terms of logistics and any other necessary preparations.

3.5. Intern as Assistant Producer-Kenya Television Network Sept 2007- Dec2007

3.6. Intern as Assistant producer-Department of Film Service. (Nairobi, Kenya)-Aug 2006 -Dec 2006

Referees

Available on Request