# YOUTH PARTICIPATION AND CONFLICT RESOLUTION IN

# MOGADISHU-SOMALIA

BY

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# DECLARATION

"I declare that this dissertation titled "Youth Participation and Conflict Resolution in Mogadishu-Somalia" is as a result of an independent investigation and in circumstances where it's under obligation to the work of other people, due acknowledgement has been made."


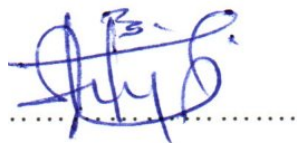Signature................................ Date 30-10-2021


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# APPROVAL

We/I affirm that the study conducted on "Youth participation and conflict resolution in Mogadishu-Somalia" has been under my supervision and is now ready for submission to Kampala International University for examination purposes and award of Master's Degree of conflict resolutions and peace building.

Signature ........................................

Date 30$^{th}$-10-2021

**Dr. Badru Hassan Ssegujja**

Supervisor

## DEDICATION

This work is dedicated to my beloved mother, Mrs. Haredo Osman Mohamed and my two older Sisters Mrs. Arli Bedel and Mrs. Maryan Bedel for their sacrifice, and my brother Abdinasir Bedel Hassan who supported me through my education and my nephew who is also my best friend Mohamed Ahmed Bedel who helped me working on this dissertation. To all of you, I say God bless you.

# ACKNOWLEDGEMENT

# LIST OF ACRONYMS

AU        African Union

AYAN      African Youth Action Network

CSOs       Civil Society organizations

CYE       Centre for Youth Empowerment

ESCWA  Economic and Social Commission for Western Asia

GBV        Gender Based Violence

HNT       Human Needs Theory

MHOLA   Mama's Hope Organization for Legal Assistance

 NGOs      Non-Governmental Organizations

PES        Population Estimation Survey

PHRCE   Peace, Human Rights and Civic Education

PSC        Peace and Security Council

UN         United Nations

UNSCR   United Nations (UN) Security Council Resolution

USAID   United States Agency for International Development

USAID   United States Agency for International Development

YEI        Youth-adult Empowerment Initiative

YPS       Youth, Peace and Security

YVCF     Youth Venture Capital Fund

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# ABSTRACT

The study purpose was set to assess the effect of Youth Participation on conflict Resolution in Mogadishu Somalia. The objectives were to examine the effect of Youth participation in advocacy on conflict Resolution, identify the effect of Youth participation in peace training on conflict Resolution and establish the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The study employed a cross section design, the study done was majorly quantitative were data was collected from 341 respodents using questionnaires and qualitatively with 9 respodents. The findings indicate that Youth participation in advocacy had a significant on conflict resolutions, the Youths groups and organizations were involved in the advocacy plans of the conflict resolving in Mogadishu Somalia. The study shows that youth participation in peace training had a significant effect on conflict Resolution in Mogadishu Somalia, the study results show that Youth participation in training is essential significantly affecting the resolving of conflicts. Finally the study results show that there was a significant effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The study results reveal that Youths are involved in resources building and generate efficiency in the management for the resources in a conflict free environment for the resources. The study on the first objective concludes that if youth activities in advocacy are increased, the conflict resolution will be further enhanced and developed. The study shows that youth participation in peace training had a significant effect on conflict Resolution in Mogadishu Somalia, the study conclude that the Youth participation in peace trainings can be an avenue for inducing the conflict resolution in Mogadishu Somalia. The study reveal there was a significant effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The study conclude that the occurrence of Youth population in resources building is necessary for developing avenues in attainment of the conflict resolution, It's an avenue for enhancing the resolution of conflicts. The study recommends for the development of effective means of advocacy were the youths can be involved in undertaking, advocating and planning for the activities of the communities geared towards conflict resolving. There is need for an undertaking developed to involve Youth groups in training the fellow Youths in teaching others understand the dangers of instability/ conflicts. Thirdly the study recommends that there is need for improved focus on the youth resources allocation especially in supporting their agenda especially those aimed at supporting the creation of the employment in the country.

<h1 style="text-align:center">CHAPTER ONE</h1>

<h1 style="text-align:center">INTRODUCTION</h1>

## 1.0 Introduction

The chapter present the background of the study dimensioned in historical, theoretical, conceptual and contextual perspectives and then statement of problem, purpose of the study, objectives of the study, research questions, hypothesis of the study, scope of the study, significance of the study and operational definitions of terms.

## 1.1 Background of the Study

## 1.1.1 Historical Perspective

The historic adoption of the United Nations (UN) Security Council Resolution (SCR) 2250 on youth participation in conflict resolution occurred with most signatory Member States are still lagging in supporting youth-led initiatives and generating conducive environments for youth inclusion at the local level (Cirhigiri, 2019).Despite most governments' failure to implement this resolution and support youth-led conflict resolution initiatives, young peace builders around the world are charting creative and innovative ways to assert their voices, thus contributing to advancing youth inclusion in Conflict resolution processes globally (UN Security Council Resolution (SCR) 2250, 2016). Drawing on a three-day online consultation organized by Peace Direct and United Network of Young (UNOY) Peace builders in April 2019 with local peace builders from across the world, this report shares key insights and policy recommendations to enhance youth inclusion in conflict resolution processes in light of young people in strengths and aspirations to transform their respective contexts, since the historic adoption of SCR 2250, young people in conflict resolution remain largely excluded from formal peace building processes (UN, 2019). Misguided policies continue to consider youth as a threat to contain rather than allies in the effort to build peace. Governments, donors, and policymakers should listen to the voices of young people working at the forefront of local peace building in various contexts around the world and make efforts to address the trust gap that continues to characterize their engagement with young people in peace building. How can we effectively support and engage the growing number of youths in conflict resolution around the world? How can we ensure greater support and identify a new approach to engage youth conflict resolution?

Africa has the youngest, largest and fastest growing population in the world. Although public perceptions of youth are a mix of opportunities and threats, it is almost always the case that popular narratives see them more as threats by virtue of the risk factors associated with the violent actions of a handful of youth. Such perceptions presume that young people are easily lured into participating in violent actions in the context where widespread unemployment and socioeconomic vulnerabilities are on the rise. The less acknowledged flipside is of course that the continent's young population is at the forefronts of positive innovation and social change that contribute to economic growth and development (Mercy Corps, 2016). The continent, invariably, faces a double-edged situation: whereas the weight of evidence tilts towards the conclusion that young Africans represent an opportunity, as unique and successful in conflict resolution, the popular fixation is still with a small percentage of them that engage in unwholesome activities that contribute to undermining the same peace. The study that formed the basis for this report takes its cue from the landmark decision taken during the first Open Session of the Peace and Security Council (PSC) of the African Union (AU) on 'Youth, Peace and Security' (YPS) held in November 2018, which amongst others called for the appointment of youth ambassadors for peace, finalization of a continental framework on youth, peace and security as well as the conduct of a continental study on the roles and contributions of youth to peace and security in Africa and submit to Council for consideration and appropriate action (UN, 2019). In this report, therefore, considerable efforts have been made to document the rich and diverse experiences of African youth, individually or as collectives, within the groups or networks they have established to give practical expression to their expectations and aspirations. Even if they are inclined not to follow or be constrained by them, particular bias is for youth and youth groups working on different thematic areas relating to conflict prevention, management and resolution. The Youth have been less involved in the conflict resolution agenda for countries and this explains the prevalence of less peaceful mechanisms in African countries.

Somalia is at a crossroads where decades of one of the world's most complex and protracted conflicts have shaped a country of stark contrasts. The South-Central region has experienced years of fighting and Lawlessness while the North East and North West have achieved a fragile semblance of peace and stability. The contrast shows both what is possible in Somalia and how much must be done so that all Somalis can walk on the path of development and peace. This cannot be achieved without building an inclusive society where all people feel empowered and

have the capabilities and opportunities to improve their lives. To this end, new dynamics and hope could come from recognizing and harnessing the full potential of Somalia's youth. Somalia is one of the youngest countries in the world. Seven out of every ten Somalis are younger than 35 (approximately 81.5% of the population according to the Population Estimation Survey 2014, PES). The Centre for Youth Empowerment (CYE) in Somalia, for example, engages its members and the wider constituency of young people in the capital, Mogadishu, on initiatives to prevent violent extremism and promote peace by mobilizing dozens of creative, visual and performing artists to revisit and re-tell the stories of the country (AU, 2020) This is with a view to changing the narrative that everything is about terrorism and tribal violence. CYE also mobilizes medical practitioners to conduct free medical outreach programs, with particular emphasis on eye testing and treatment as well as teaching basic hygiene. Despite the revelation, conflict resolution in Somalia especially engineered by Youth remains low.

## 1.1.2 Theoretical Perspective

The study based on the Human Needs Theory (HNT) which was elaborated by Burton in 1990. Burton synthesized the main theoretical assumptions of conflict resolution, which are known as human needs theory. This theory operates on the premise that a pre- condition for the resolution of conflict is that fundamental human needs be met. This theory adopted eight fundamental needs from the basis of the work by the American sociologist Paul Sites and introduced one further need of his own. Those adopted needs included control, security, justice, stimulation, response, meaning, rationality and esteem/recognition. Burton's additional need was 'role-defense' the need to defend one's role. Burton called these "ontological needs" as he regarded them as a consequence of human nature, which were universal and would be pursued regardless of the consequence.

Experiences to human needs theory came from a variety of disciplines. In the biological and socio-biological disciplines, conflict is perceived to result from competition over scarce resources as a result of common needs. In social psychology, Henry Murray, Erich Frornm (1900-1980), and Abraham Maslow (1908-1970) describe needs (some say 'drives') as important in understanding factors for human motivation, Human need theory is distinguished from ontological needs; values and interests. Burton distinguishes conflict from the related term of

'dispute. A conflict involves an action over these non-negotiable human needs, whereas a 'dispute' is over negotiable values.

The theory is related to youth participation and conflict resolution since it indicates a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and groups such as Youth and preventing them from full participation in the normal, normatively prescribed activities of the society, where they live (UN, 2017). Strategy paper on Youth in Africa: A focus on the most vulnerable groups, paper prepared for expert group meeting on Urban youth employment, UN Habitat, Nairobi, 21-25 June. Individuals or groups may be discriminated against owing to their age, gender, color/race and class among others. The result is that affected individuals or groups are unable to fully participate in the economic, social and political spheres of society.

McCarthy (2011) argues that the chances of achieving sustainable peace are diminished by under participation of community, yet they form a sizeable part of the population. The converse is social inclusion which relates to affirmative action to change the habits that lead or have led to social exclusion. On the basis of this theoretical model, this study propose that Youth participation can be socially and politically excluded from the peace initiatives that are key to bringing lasting peace in the city of Mogadishu.

### 1.1.3 Conceptual Perspective

The draft United States Agency for International Development (USAID) youth policy, due out in the autumn of 2012, defines youth as those persons between 10 and 29 years of age (USAID, 2012). There is also variation among international agencies, such as Save the Children's age range of 13 to 25 (Sommers, 2001). In this study youth will include individuals aged between 15 and 35 years old. The study here conceptualizes Youth participation in the forms of the Youth involvement in conflict handling activities of Youth participation in resources building, Youth participation in advocacy and Youth participation in peace training.

Conflict resolution is conceptualized as a mode and process that is involved in the facilitation for the peace ending the conflicts for retributions. Committed group's member for attempting to resolve the group conflicts in the active communication information for the conflicts motives or idealizes for the rest of the groups. The focus for instance on intensions, reason in holding the

beliefs) and engaging in collective negotiation and activities. Conflict resolution is also used interchangeably with dispute resolutions where arbitration and litigation procedures are used. Conflicts can be through the encompassing of the usage of non-violent resistance measures aimed at reconciliations in promoting effective resolutions (Roberts & Timothy, 2009. In accordance to Wallenstein (1945) conflict resolution is a situation where armed conflicts in parties for voluntary agreement are resolved in a peaceful form to resolve the basic incompatibility and ceasing the arms against the other people. The conflicts are based on the definitions for formal and organized groups involved in inter and intra state conflicts. In this study, conflict resolution will be measured based on three dimensions of avoiding, competing and accommodating styles of conflict resolutions. The conflict resolution mechanisms are sought effective because they provide a ground for the existence of the conflict resolution avenues in Mogadishu Somalia.

### 1.1.4 Contextual Perspective

This study was carried out within Mogadishu, the capital city of Somalia which is situated in Banaadir Region. Specifically, the study will be conducted in the districts of Shingaani, Boondheere and Abdiaziz with in Mogadishu. This district provides the most favorable focus for the study because that is where most of the inhabitants reside. Mogadishu is one of the regions which needs of conflict resolution.

Mogadishu is the largest urban center of Somalia and the nation's only capital city. It is located in the coastal Banaadir region on the Indian Ocean (Olouch, 2010). Throughout the Somali conflict various militias have been more attracted to and fought for control of Mogadishu (Lindley, 2009). The war in Somalia has resulted in scores of internally and externally displaced persons within and outsides Somalia as refugees to the rest of the world and mainly the neighboring countries like Kenya and Ethiopia. It has led to famine, social breakdown and lawlessness. Most of the victims are women and children. Besides the country is currently only supervised by a weak government instituted recently (Hammond, 2015).

Support to youth was recognized as a priority in September 2015 at the General Assembly side Prevention Somalia and is consistently being reflected in all major Somalia events. In recent months, the UN in Somalia Has significantly increased its engagement on this issue through dedicated capacity, integrated programming, Advocacy and communications initiatives. The

Somali Launch of the Amman Declaration on youth, peace and security, supported by the UN, mark another milestone in this renewed focus.

The Somali Launch of the Amman Declaration on Youth, Peace and Security was the first national follow up event to the Global Forum on Youth, Peace and Security, hosted by the Hashemite Kingdom of Jordan on 21 and 22 August 2015. The event was an Opportunity to highlight the positive roles and leadership that Somali youth could play and is already playing in preventing and resolving conflict, violence and extremism. In the light of the UN Security Council Resolution 2250 on Youth, Peace and Security, unanimously adopted on 9 December 2015, the event in Mogadishu was also a unique opportunity to discuss and agree specific recommendations for the practical implementation of the Resolution 2250 in Somalia.

## 1.2 Statement of the Problem

Since the 1991 Somali civil war, a lot of extreme damage has been felt in terms of security, education infrastructure, and the central government unable to deliver social services, However, since the collapse of the central government of Somalia, all youth have experienced lack of access to their basic needs which has led problems of violence and across the Somali community. Somalia youth faced many challenges and there are a lot of factors affecting youth, such as unemployment, violence, insecurity, low education quality, corruption, injustice, and political administrative institutions dominated by adults in which youth are underrepresented (Somalia, 2019). A large proportion of the youth population in Somalia comes from rural areas (pastoralists and Agro-pastoralists) and are moving to the urban areas (cities) when the quality of their livelihoods degraded due to famine and droughts which also affected the national economy since their production was vital (Lewis and I. M; etal2017).

Regardless of the fact that youth are a majority of the population and that they are seen as a potential labor force, there is no existing youth policy or operational documents to address the needs of youth in a long-term manner and there are an overlap and weak collaboration between government ministries and organizations towards the development of youth (*Laitin, David etal: 2019).* Therefore, the state of conflict resolution in Mogadishu still remains poor with Youths and other groups needed to be brought on table to participate in conflict resolutions (Retamal and Devadoss, 2018). According to Forsyth, Donelson. Conflict resolution is the methods and processes involved in facilitating the peaceful ending of conflict and retribution. The state of

conflict resolution is an issue that need to be effectively addressed and avenues for effective resolution of conflicts to an end however failure to have conflicts resolution with youth participation could be the cause of high degree of conflict existence (Del Felice and Ruud, 2016). The Youth participation could induce conflict resolution if adopted if not addressed risks the continuity of conflicts hence a study on Youth participation and conflict resolution in Mogadishu Somalia.

## 1.3 Purpose of the study

The study purpose was to assess the effect of Youth Participation on conflict Resolution in Mogadishu Somalia.

## 1.4 Research Objectives

1) To examine the effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.
2) To identify the effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia.
3) To establish the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia

## 1.5 Research Questions

1) What is the effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia?
2) What is the effect of Youth participation in peace trainings on conflict Resolution in Mogadishu Somalia?
3) What is the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia?

## 1.6 Research Hypothesis

H1: There is a statistically significant effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.

H2: There is a statistically significant effect of Youth participation in peace trainings on conflict Resolution in Mogadishu Somalia.

H3: There is a statistically significant effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia.

**1.7 Scope of the study**

**1.7.1 Geographical Scope**

This study was carried out in Mogadishu-Somalia. Mogadishu is situated on the Indian Ocean coast of the Horn of Africa, in the Banaadir administrative region (gobol) in southeastern Somalia. The region itself is coextensive with the city and is much smaller than the historical province of Benadir. The city is administratively divided into 17 districts, but this study was done in the districts of Abdiaziz, Bondhere and Shangani, the choice of the districts is due to their having highly existing conflict resolutions.

**1.7.2 Subject Scope**

The study purpose was to assess the effect of Youth Participation on conflict Resolution. The basis is to establish the effect of Youth participation in advocacy on conflict Resolution, to establish the effect of Youth participation in peace trainings on conflict Resolution and examine the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia

**1.7.3 Time Scope**

The study was conducted based on time period of 10 years, from 2011 to date. The study period is deemed to be sufficient enough to enable in the data collection and presentation of findings to attain the information for both academics and decision making.

**1.8 Significance of the study**

The study was significant through the following avenues: -

Contribution to the body of knowledge: This study contributes to the body of knowledge that will hopefully be helpful to academicians, scholars and can be useful for further research on conflict resolution or elsewhere in the world.

It is assumed that this study will help the government to open political space for civil societies to create an environment where youth from conflict affected areas can meaningfully and fearlessly contribute to the development of their societies.

It is hoped that policy makers will also benefit from the findings of this study since they will get information which will help them to develop youth public policies that aim to increase youth participation and stress the role of youth in creating peaceful societies - in parallel with building universal standards for youth life-quality.

## 1.9 Operational Definitions

Youth will include individuals aged between 15 and 35 years old. Youth participation means Youth involvement in a series or some of the activities or sectors of the economy of a given country/ environment.

Youth participation means the way in which the youths are in involved in a series of activities or involvement in the community undertaking, Youth participation in this study is operationalized as youth participation in advocacy, participation in peace trainings and youth participation in resources building.

Wallensteen (1945) conflict resolution is a situation where armed conflicts in parties for voluntary agreement are resolved in a peaceful form to resolve the basic incompatibility and ceasing the arms against the other people. It's the state of amicably handling a misunderstanding as of due when they occur in a community or society.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

This chapter cover literature related to the objectives of the study from various sources such as text books, journals, news, magazines, library resources and internet resources. The chapter also contextualize the research theory and the conceptual framework of the study

### 2.1 Theoretical Review

The study based on the Human Needs Theory (HNT) which was elaborated by Burton in 1990. Burton synthesized the main theoretical assumptions of conflict resolution, which are known as human needs. This theory operates on the premise that a pre- condition for the resolution of conflict is that fundamental human needs be met. This theory adopted eight fundamental needs from the basis of the work by the American sociologist Paul Sites and introduced one further need of his own. Those adopted needs included control, security, justice, stimulation, response, meaning, rationality and esteem/recognition. Burton's additional need was 'role-defense' the need to defend one's role. Burton called these "ontological needs" as he regarded them as a consequence of human nature, which were universal and would be pursued regardless of the consequence

Burton (1990) has been applying human needs theory more actively to current social and political conflicts. In his work on protracted, social conflicts, he looks at how universal human needs often are neglected, leading groups to use violence to claim their rights and satisfying their needs. In what is really a compatibility of human needs, Burton argues that education and culture make parties manipulate the issues and dehumanizing the other parties. Burton (1990) states that violence is a tragic expression of unmet human needs, implying that all actions undertaken by human beings are attempts to satisfy their needs. If we are able to connect with our needs and those of others, we will therefore be able to look at other ways of meeting such needs, avoiding violence and destruction.

In relation to community participation, humans can envision their needs such as control, security, justice. stimulation, response, meaning. rationality and esteem/recognition, and see the need to participate. Experiences to human needs theory came on a variety of disciplines. In the biological

and socio-biological disciplines conflict is perceived to result from competition over scarce resources as a result of common needs. In social psychology Henry Murray, Erich Fromm (1900-1980), and Abraham Maslow (1908-1970) describe needs (some say 'drives') as important in understanding factors for human motivation. In Marshall Rosenberg's approach. Human needs are universal and meeting them is essential to human survival and well-being. Rosenberg groups the needs in sub-groups, and is open to the existence of needs beyond what he has defined. He states that our education and culture often alienate us from connecting with our real needs and through nonviolent communication, he proposes a model for connecting with our own and others' needs, an approach he applies in all levels of society and which he has used in mediation in several countries.

One of' the reasons why this study adopted the HNT is its wide applicability to Youth participation and conflict resolutions. Firstly, it is a tool to be applied in prevention of conflict or post conflict peace building. It can be used in reconciliation efforts and nonviolent communication which are key to Youth participation. Equally still, it can be applied in all levels of society, for intra- and interpersonal conflict, inter-group conflict and in an international setting. Secondly, it focuses on the source of conflict, looking at how best the parties can have their needs met, and those of others. Finding strategies to meet underlying needs, we may be able to reduce the use of expensive peacekeeping, peace enforcement and creating of buffer zones, and instead involve the communities.

## 2.2 Conceptual Review

Mugenda and Mugenda (2003), define a conceptual framework as a concise description of the phenomenon in the study under the variables coupled with the graphical show of the major study variables and their measurements. A conceptual framework is used by the researcher in developing the new concepts and interpretations of the existing ones. Conceptual literature hence provides an assessment of the concepts of theory and explaining the relationship between the variables.

**Figure 1: Conceptual framework showing relationship between Youth participation and conflict resolution.**

Independent Variable                                   Dependent Variable

**Youth Participation**                                    **Conflict resolution**
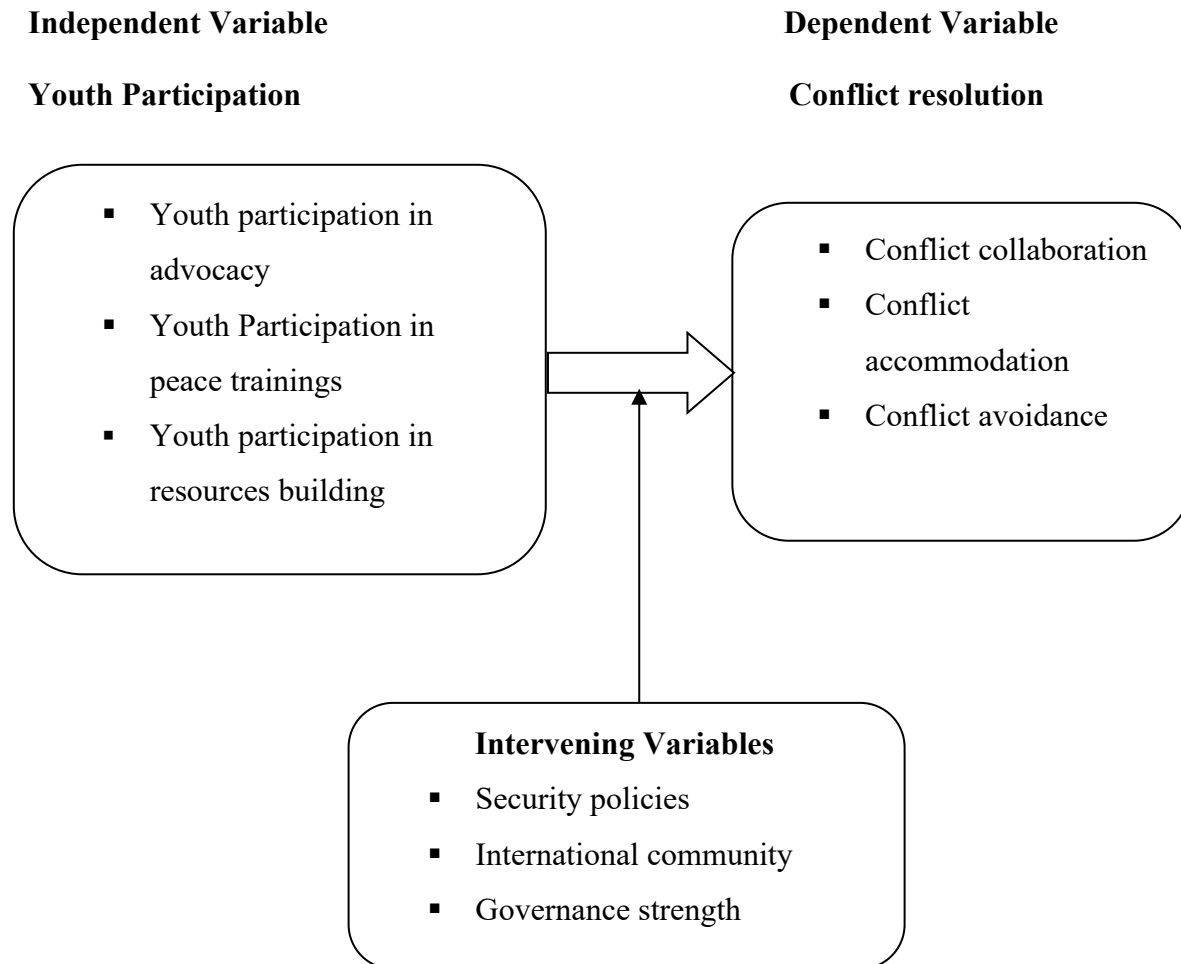


**Source: Researcher derived from literature review, 2021**

The framework shows the effect of Youth Participation on conflict Resolution. The independent variable is Youth participation and dependent variable is conflict resolutions. The independent variable is dimensioned into youth participation in advocacy, participation in peace trainings and youth participation in resources building. The conflict resolution is measured through conflict collaboration, conflict accommodation and conflict avoidance and the prevalence of Youth participation is deemed to influence/ contribute to conflict resolutions. The intervening variables of the study are security policies, international community and governance strength, the

prevalence of positive interventions lead to enhancement of Youth participation and hence improving conflict resolution.

### 2.3.1 Effect of Youth participation advocacy on conflict Resolution

Bennett (2012) contends that youth participation in advocacy is an engine for conflict resolution. Young people can be important drivers and agents of change in the development of their societies. This may be because they demonstrate openness to change feedback and learning; tend to be more future-oriented; more idealistic and innovative; and more willing to take risks. For example, research has highlighted that a large youth cohort need not be a problem if there are sufficient socioeconomic opportunities for young people and they can be engaged in meaningful, democratic national projects that will unleash their positive potential to contribute to their societies and the national economy. However, this "demographic dividend" only occurs when fertility declines substantially, reducing the number of economic "dependents" in society. Furthermore, whether countries realize this 'dividend' further depends on the availability of human and financial capital, the structure of the labour market, and on political stability, and how they approach their youth population after conflict.

Waldman (2016) provided that there is advocacy for mobilization of fellow youth into conflict resolution, young people in building peace and developing their societies is that most young people want to and do play positive roles in peace building. There are many examples where youth organizations have played important roles in peace building, in many cases through youth-led and self-initiated activities. These activities often involve direct participation and alternative ways of organizing, often at young people's own expense and with risks to their lives, in order to claim spaces in the world of peace building that is traditionally controlled by adults.

Ibrahim & Muhtesem (2016), argued that advocacy Youth participation have a significant effect on conflict resolution. The study objectives included determining the state of youth participation can generate conflict resolutions, and mechanisms developed for enhancing the conflict resolutions. The study results provided that advocacy youth participation strive to achieve larger-scale changes promoted indirectly through the influences for political systems. Campaign Youths need an effective efficient group of professionals for members that can keep support in informed mechanisms for motivations. The plan and host demonstrate the event for the keeping of the

causes of the media. The maintaining of the large information network for the support that can be mobilization for events in attaining the media attention and affect the policy adjustments.

Adhikari (2012), argues that youth organizations and mobilizations are aimed at streamlining the efforts into conflict resolutions in a way to prevent the mechanisms from joining armed conflicts and violence. The organizations designed for the programs in forming Youth club. The means to the development of a more successful form of programs on youth mobilizations. The organizations are hence aiding the existence of the Youth clubs for active and sustainable form in fostering the organization and individual capacity connected to then with Village Development Committee (VDC) office for access to available resources. The organizations forming the direct work of a large number of the Youths clubs explained.

Areekul, Rotana-Ubol, and Kimpee (2015) conducted a study on youth advocacy and conflict resolutions in Mogadishu Somalia, the study revealed that there is the shaping of the existing definitions for social capital fit in the environment that aid in fostering the life of long learning including capital, institution s, wisdom, culture, nature, resources and community funds. They point that the enforcement for social capital in society needed for five cycles in social trust participated in aims for solving the problems in benefit distribution and evaluations. The means for promotions in social trust developed community processes that proceed in smooth and included roots of analysis in decision making.

Checkoway and Gutierrez (2016) argued that young people are able to use the advocacy to attain conflict resolutions. The second form of benefit to society in a direct form is seen as a social capital development scheme. The participating hence lead to contributions of the reinforcement in a social development capacity, positive change in the community shared needs for dispersal in the community as an entire organization for promoting the senses in the community formed deem in values for own identities in a more possible form.

Murra (2013) argued that Youth participation through advocacy indices the conflict resolution mechanisms by providing evidence on a number of societal, community and individual "protective" factors that can foster resilience and prevent young people from (re)engaging in violence. At a community level, some studies suggest that "strong communities" and young people's involvement in associations can build their social capital and sense of belonging and

empowerment and as well as act as an important deterrent to engagement in violence. This suggests that investment in well-designed voluntary and civil engagement programs is important.

Mercy Corps (2015) provided that at an individual level, protective factors can include traits such as resourcefulness, intellectual curiosity, flexibility around emotional experiences, sense of purpose and agency, as well as a need and ability to help others. In addition, there is growing evidence that skills building approaches, including through early childhood development, can have an effect on how young people manage tensions and conflict or recover from trauma including building emotional intelligence, listening and communication skills, conflict management skills and cognitive restructuring is sufficient in youth in conflict handling avenues for the communities.

Peck (2016) argues that the ability of community groups to build long-standing relationships can be enhanced by social rehabilitation. Shared involvement and dialogue among group members support a sense of unity. Communities need to cultivate their ability to respond to crisis and development needs. Collaborative problem solving can be based on understanding diverse cultural values. New social norms of accountability and integrity would be explored to provide guidelines for acceptable standards of appropriate behavior and communication between different segments of the population. Moral recovery of society can be supported by peace education programmers. Building a local peace structure does not require heavy investment. Excessive dependence on external aid is detrimental to local capacity building. Community groups can build joint action networks to advocate human rights values and facilitate cross-cultural understanding through dialogue and education.

Youth groups in the region are also active in managing and resolving conflicts, again mostly at the community level. In Uganda, the African Youth Action Network (AYAN) is working to promote reconciliation among South Sudanese refugee populations living in Uganda. The work of AYAN is similar to that of the Youth-adult Empowerment Initiative (YEI), which seeks to promote peace and social cohesion by disrupting and overcoming traditional barriers to peaceful coexistence among refugees, as well as between them and their host communities through initiatives such as intercultural dialogues and sports for peace. YEI's interventions have contributed to greater tolerance and understanding amongst refugees vis-à-vis host communities. A youth group, *DitniTek*in Ethiopia, also works to foster peace between refugees and host

communities. *DitniTek* promoted peace between two factions of refugees and their host communities due to violence that erupted in the aftermath of the destruction of properties at Tharpam Kebele Itang Woreda in Gambella region of Ethiopia. Upon approval by the Gambella Regional Authorities, the group-initiated dialogue and confidence building measures to prime stakeholders.

The Arab Youth Forum of the United Nations System was held on 26 and 27 June 2001 in Beirut in preparation for the fourth session of the World Youth Forum of the United Nations System. The meeting created a forum for Arab youth non-governmental organizations in the Economic and Social Commission for Western Asia (ESCWA) region to come together to network and consolidate an ESCWA regional position. The meeting brought together youth representatives from 13 Arab countries in the region and aimed at strengthening the capacities of Arab regional and national youth non-governmental organizations in the ESCWA region. The immediate objective of the forum was to obtain the perspectives and experiences of leading youth organizations in the region in the multisectoral formulation and implementation of national youth policies and projects. It was also intended to create a forum for discussion by Arab youth representatives and develop a joint statement (the Beirut Declaration) for presentation to the fourth session of the World Youth Forum in Dakar (Galtung, 2011).

Cox, Nozell and Buba (2017) contend that youth organization, the Kigali Genocide Memorial Centre in Rwanda, actively mobilizes communities against hate speeches and genocidal ideologies by documenting and telling stories of the devastating consequences of the 1994 genocide. According to a youth member, "Our work has been instrumental in training local youth mediators, conflict preventers and we have been facilitating inter-generational and cross community dialogues. We provide platforms for local dispute resolutions, at the same time using story telling as teaching and healing processes. The Centre for Youth Empowerment (CYE) in Somalia seeks to promote the participation of youth, especially young women, in decision-making with the aim of addressing systemic and cultural constraints in Burao region of Togdheer in Northern Somalia. Following initial concerns that the activities of the group was a threat to patriarchy authority, CYE has successfully advocated and lobbied traditional and religious authorities to allocate seats to youth and women in community decision-making processes (Chakraborty, 2016).

Chiwose (2017) contend that many youth organizations in the countries where fieldwork was conducted expressed disappointment over the absence of any structured trauma-sensitive approach to assist young people affected by war to heal quickly and contribute to society. Former child soldiers, for instance, confess that there were many substantive promises made to them during the phase of disarmament that have virtually faded into oblivion. They claim this has forced many of their peer to either become complacent or join armed youth gangs simply because such peace operations never really paid enough attention to alternative livelihood options and their full rehabilitation. Finally, they warn that for as long a continues to sideline the youth and their concerns, the quest for long term and sustainable peace would be difficult to achieve.

Freddy, (2015) contend that there has been considerable improvement in the inclusion of minority groups; not just on the basis of ethnicity but also those with disabilities such as Albinos in Tanzania, when it comes to building resilience in post-conflict contexts. Indeed, evidence indicates that some of the most peaceful communities in the region are also those that have substantial 'minority' population that are fully accommodated and respected. During interviews with young people in Batwa community that spread between Uganda and Burundi, for instance, several of them reported that they have been receiving favourable interventions from government (Mo Ibrahim, 2019).

Mohammed A (2019) contend that Young East Africans are involved in promoting gender equality through advocacy for increased acknowledgement and appreciation of the roles of women as positive influencers and change actors in conflict resolutions. Their focus is mostly around promoting the legal rights of women, conducting educational programs for girls; sensitization of men on gender rights issues; and economic and political empowerment through strategic mainstreaming of women into elective, political and decision-making processes. Despite the prevalence of gender empowerment policies and programs, some men perceive gender as a predominantly 'women' affair. Partly as an effort to change this perception, a youth group in Rwanda conducts sensitization programs targeting men, including establishing 52 boys4change clubs in secondary schools where sexual and reproductive rights and the prevention of SGBV, are taught and promoted.

In conflict- and violence-affected contexts, young people are commonly perceived as either perpetrators or victims of violence with young men usually assumed to be the primary perpetrators and young women the primary victims, especially of sexual and gender-based violence. Yet the lived realities of young people in these contexts are much more complex than these stereotypes suggest. Some young people may be both direct victims and perpetrators of violence; others may be neither, but instead have to use their skills and resources to survive and support themselves and their families (John, 2010).

Most mainstream approaches to youth and conflict over the last two decades have been preponderantly informed by "youth bulge" theories. These theories have been propagated in popular literature and the media with warnings that a "surging" male youth population – combined with unemployment and urbanization – is leading to increased violence and insecurity.11 The world's youth population has certainly been on the rise – there are currently 1.2 billion youth (aged 15- 24) in the world, the largest number of youths ever to have existed (18 per cent of the world's population) and there will be 72 million more youth by 2025. Many countries in Sub-Saharan Africa, South Asia and the Middle East and North Africa have very high youth populations relative to their total populations (James, 2011).

Throughout the world today, more than 600 million young people live in fragile and conflict-affected contexts.4 They are among the most affected by the multiple and often interlinked forms of violence – from political violence and criminal gangs to organized crime and terrorist attacks that plague their countries and communities, bearing enormous and long-lasting human, social and economic costs.5 Young men aged 15 to 29 account for the majority of casualties of lethal armed violence;6 while young women (as well as young men) are at heightened risk of physical and sexual abuse and exploitation. Lack of access to education, basic social services, economic opportunities, grievance over injustices, and a generalized distrust in the capacity of the state to account for its citizens are fueling a cycle of poverty, hopelessness and frustration. Over the past decade, the involvement of some young people – particularly young men, but also increasingly young women – in violence and extremist groups has led some to paint youth generally as a threat to global security and stability. But research shows that youth who participate actively in violence are a minority, while the majority of youth – despite the injustices, deprivations and abuse they can confront daily, particularly in conflict contexts – are not violent and do not

participate in violence. Moreover, a growing body of evidence suggests that young women and men can and do play active and valuable roles as agents of positive and constructive change (Mac Ginty and Roger, 2011).

Youth-led social and political movements, peace building and conflict-prevention interventions, taking place at the local and national level, help build more peaceful societies and catalyse more democratic, inclusive governance. In December 2015, the importance of engaging young women and men in shaping lasting peace was recognized by the Security Council in a ground breaking resolution on Youth, Peace and Security. Resolution 2250 urges Member States to increase inclusive representation of young people in institutions and mechanisms for the prevention and resolution of conflict and for countering violent extremism and calls for an increase in political, financial, technical and logistical support the participation of youth in peace efforts and to take account of their needs (Duffield, Mark R, 2010).

Furthermore Mwambi (2019) contend that as part of efforts to prevent GBV and promote women's rights, Mama's Hope Organization for Legal Assistance (MHOLA) in Tanzania conducts sensitization and awareness campaigns on the threats and ills of SGBV; advocates adherence to and respect for the rights of women, particularly to own land and properties, as enshrined in the constitution; and provides free legal aid to marginalized groups to cover court representation, mediation and drafting of documents. The group's interventions have also facilitated the establishment of anti-GBV regional networks comprising of different CSOs across East Africa.

Youth's participation in conflict resolution through meetings and debates is one of the few success stories where they discussed some of the most contentious issues proposed in the drafts prepared by different committees in the CA and that is still being debated by different political parties which includes forms of governance, federal restructuring, the judicial system, and citizenship issues (Poudel, 2011). Youth have demanded that a provision of a high-level national youth commission be included in the new constitution during 'One Youth, One Suggestion' for a new constitution in Nepal Campaign organized by the National Youth Alliance for Reconstruction (Republica, 2015).

Youth can play a significant role if the role of youth ensured at various levels of the peace process because youth are not just beneficiaries, they are the partners of decision making in the peace process (Subedi, 2012). However, the stakeholders of conflict resolutions, a feel reluctant to accept it. Many researchers have been done on youth which emphasizes more as perpetrators, initiators of violence, riot rather than a role of youth in a peace building. So, it has been very important to find out the role of youth in peace building in global as well as Nepal's context

Confirming the active, organized, and meaningful participation of youth in issues of peace and security is a demographic and democratic imperative which help to avoid an armed conflict. It is acknowledged that social exclusion is an important factor that triggers a relapse into violent conflict. Involvement of young men, women and Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) is untapped in the participation of conflict resolution (United Networks of Young Peace builders, 2015:2). Majority of youth are angry because of the injustice and no equal opportunities caused by their corrupt governments, trivial media, and fake policies and their anger do not control properly will lead to exclusion and atrocity for which militant groups are always targeting and recruiting angry and disappointed youths (Qasserras, 2016).

Many researchers' politicians, media, academia etc. see youth as a perpetrator in conflict but there are many youths who have been the victims of various violence but continuously working for peace as peace builders. According to the United Nations Development Program (UNDP) Bureau for Crisis Prevention and Recovery states that: there is an automatic tendency to problematic youth as a factor in violent conflict while overlooking their many positive contributions to a society, including their potential role in sustaining the social fabric and peace, as well as their survival in impossible environment (United Nations Development Programme Bureau for Crisis Prevention and Recovery, 2005: Obaje and Okeke-Uzodike, cited on Accord Conference Paper, 2013:9). The same people are victims, perpetrators, and peace builders at different moments and different situations in their lives.

It emphasizes to increase the political, financial, technical and logistical support from UN agencies and regional and international organizations for work with young peace builders. It focuses on the vital role the Peace building Commission in addressing the conditions and factors

leading to the rise of radicalization to violence and violent extremism among youth, which can be conducive to terrorism, by including in its advice and recommendations for conflict resolution strategies ways to engage youth meaningfully during and in the aftermath of armed conflict.

Young people always want to be the part of change makers. They endeavor to bring changes in social and structure in the society. In many ways, young people are working for conflict resolution but their contribution is seldom mentioned by the researcher and scientists of peace and conflict studies. As all human beings, youth want the basic human needs of 'security, identity, recognition' and conflict resolution for development (Bannett, Karki, Nepal, 2012:13). They turn or go for violence when they do not get such kind of opportunity in their life.

## 2.3.2 Effect of Youth participation in peace training on conflict Resolution

Education is the most influential source to shape young people's mind. In order to remove the roots of structural violence from the society it is necessary to incorporate peace building in education system from within. To institutionalize and internalize the peace building aspect in education sector some of the organizations in Somalia are working in the field of education. Organizations are working on transforming teaching techniques and making it more conflict sensitive. In addition, they are also working on course materials which adhere to conflict sensitivity and respects diversity and inclusiveness. Materials have been developed and teachers have been trained by both government and non-government institutions. These trainings and materials have incorporated Peace, Human Rights and Civic Education (PHRCE). However, teachers still apply the traditional mode of teaching. Peace building projects working on education sector are trying to bring about pedagogical transformation and correctly incorporate PHRCE (Retamal and Devadoss, 2004).

NCIC (2013) contend that training is the aspect of the source for the shape on the youth people mind. In the order for removing the roots in the structure for violence in the society that is necessary for incorporation of building the education system for the organization setup. In the institutionalization for the internal and the peace building aspects in education sector for the organization in Somalia that are working for the field education. The organization that is working for the purpose of transformation in the teaching and the conflicts for the sensitive nature.

Peterson (2013) conducted a study on capacity building through youth trainings and youth participation in conflict resolutions. The links education to employability and hence aims to lead to young people's participation in peace-building, community structures, and lastly to poverty reduction. Because post-conflict areas are characterized by potential future key drivers of conflict like high levels of unemployment and poverty, and general marginalization of youth, those programs may contribute to peace-building itself and further help youth to integrate within economic and political spheres. The presence of an absence of economic opportunities for adolescent entails disempowerment and frustration, in particular since financial independence is often perceived as a cornerstone of the transition to adulthood.

Pruit (2013), set to investigate the effect of NGOs in conflict resolutions such a perception covers the activity and involvement of young people. For this reason, the youth's political engagement in conflict situations is often invisible. Furthermore, for social hierarchy and culture expected in limiting the discouraging Youth political engagements. The instances for the case in Acholi female Youth in Uganda with rights connected to community relying on fulfilling the productivity roles in mothers and wives (Baines & Gauvin 2014). On the contrary, history has shown that youth engage themselves in strong political statements outside the formal systems; e.g., political protesting in Israel or active involvement in the anti-apartheid movement in South Africa. These examples demonstrate the urgency to recognize such experiences, and provide youth with opportunities for their active engagement. Hence, this study examines youth participation for peace building about the power dimensions of levels and spaces within their realities and social environments. (Arthur S. Banksnetal, 2018).

The materials that are developed and the teaching have to be trained by the government and non-government institutions. The training and material incorporation for the peace, human rights and civil education. The teachers provide an understanding for the teaching mode, the peace building the projects in working and the education sect in trying to attain the transformation for the correct incorporate (Fearon and James D, 2018)

The first session of the African Youth Forum of the United Nations System was organized by the Youth Unit of the Secretariat and the Economic and Social Policy Division of the Economic Commission for Africa (ECA) from 10 to 14 April 2000 in Addis Ababa. The theme of the Forum was "Empowering African youth for action in the twenty-first century in partnership with

the United Nations system". Approximately 80 representatives of youth and youthrelated organizations from the five subregions of Africa attended the meeting, which brought together nongovernmental youth organizations and entities of the United Nations system, other intergovernmental organizations and bilateral development agencies. It adopted an Africa Youth Declaration and an Africa Youth Programme of Action, which were to be presented to the fourth session of the World Youth Forum of the United Nations System in Dakar in August 2001 (John, 2001).

Retamal and Devadoss (2018) contend that in the skills assessment and training, the youth provide an adequate focus for the skills in the organization needs focusing on the needs. The vocation for the orientation of the skills training is done based on the help that youth enhance in the skills development while focusing on the income generation activities. In this focus, the training focus on the fostering of the leadership and positive effect on the youths and increase the engagement for the social activity provisions in the organizations. the program setup is with the aim of helping the youth build the capacity of attaining the involvement of the meaningful avenues for the participation in the decision-making process and conflicts development. The major provisions for the youth in peace building and programming focus on the training and capacity enhancements necessary for developing the youth in the community focus for the people in the youth age necessary for the development avenues.

Therefore, training in the soft skills focus on facilitating the leadership, positive work roles and the youth provide an increased base for engagement in the society activities and development of the social issues. The programs are therefore with an aim of helping the youth in building the capacity in attainment of the youth or people in capacity building and getting the decision-making process and conflicts management. The direction is focusing on the youths for peace building and program implementation in enhancing the capacity of the youths (Hammond and Laura, 2013)

Ryan, Sameer and Nitu (2012) contend that Youth  training and workshops that provide an implementation in the many parts of Kenya providing the majority with the key objective for building the capacity for the youth enabling the use of the peace in conflicts management traits necessary to providing an active function in the creation of the understanding of the process of the devotion process mechanisms  such as devotion, cohesion, integration, conflicts management

and as such of devotion, cohesion in integrating for the peace building for the engagement of the process in understanding the home group and provide initiative peace provisions and conflict for the gathering information that can be used in reviewing the peace building and management of separations and conflicts and the training manuals (NCIC, 2013).

The development for the peace in the line of management of the teams that develop the focus for selective training and material focus for effectiveness and responding to the weaknesses that are established in the assessment for the capacity building initiatives for the organizations and gaining the skills from the adequate representation of the youth from the different youth in the peace building (SPL, 2012).

Berghahn Books (2011) argued that there is growing evidence that skills building approaches for youth including through early childhood development, can have an effect on how young people manage tensions and conflict or recover from trauma including building emotional intelligence, listening and communication skills, conflict management skills and cognitive restructuring. For example, a number of recent HIV and gender-based violence prevention programs have successfully used small group participatory learning and critical reflection techniques to shift the knowledge and behaviors of young men and women.

Abayomi (2011) explains that many organizations working on youth and peace building have focused on capacity building. The capacity of youth has been empowered by focusing on skill-based trainings and soft skills. For skill-based trainings, youth are given technical skill according to their needs. The vocation-oriented skill-based trainings being conducted help youth enhance their skills while engaging in income-generating activities. Soft skill trainings are focused on fostering leadership, positive roles of youth and increasing their engagement in societal activities and social issues. Some programs are aimed to help youth by building capacity while getting them involved in meaningful participation in decision-making processes and conflict mitigation. The majority of youth and peace building programming is focused in trainings and capacity development.

According to SPL (2012), the aims of such forums give youths opportunities to discuss the major youth problems facing them in order to plan activities and adopt adequate advocacy strategy for each month and to increase youth interaction to promote role of youth in peace building

initiatives such as lack of basic needs, participation of decision-making peace processes, involvement in hostilities, unemployment, drug abuse (chewing Qat), early marriage and etc.

The effort in South Africa deployed young people as volunteering Community Peace Workers (CPW) whose work has decreased the crime rates. They were asked to work in their communities, to step in and arbitrate in 10 conflicts. In return, they were offered a one-year bridging course, which would make it easier for them to find jobs. In Rwanda and Sierra Leone young men who were associated with armed conflict in some way have organized themselves to run motorcycle taxi services, demonstrating their commitment to serving their communities and refusing to be politically manipulated while maintaining their peer group network (Raj Poudel, S. P., 2011).

Similarly, in South Asia and Nepal, many youth organizations are playing a very significant role of Youth in conflict resolutions. Numerous national and international organizations, including youth organizations, describe their activities in conflict environment as peacebuilding (Ohana, 2012). There are many youth organizations in the world who are addressing creatively and courageously various forms of violence in different contexts. Few of them who are involved in peacebuilding are Conscious Objectors in Israel, Optor (Resistance) of Serbia, Bosario's Youth Centre of Argentina, Peace Links of Sierra Leone etc. (Felice and Wisler, 200

Numerous organizations working in Nepal have introduced projects which focused on peacebuilding through youth. They have mainly focused on training & capacity building, the formation of youth clubs, youth networks and alliances, reconciliation and reintegration, political and policies awareness, media/ sport/ culture, and education for peace building (Bennett, Karki, and Nepal, 2012).

Youth played a very important role during constitution-making process. The Asia foundation-under its Nepal Peace Support Project-organized from January to March 2010 a series of small town hall meetings in 45 municipalities to bring together young people to engage in constitutional dialogues where they discussed some of the most contentious constitutional issues

proposed in the drafts prepared by different committees in the Constituent Assembly (CA) (Adhikari, 2010).

### 2.3.3 Effect of Youth participation in resources building on conflict Resolution

Youth participation is essential especially in resource mobilization or building; the youth are fundamental since they collect different resources and provide them to different communities for use in the conflict resolution avenues (Messner, j. j, 2013).

Montville (2013) argued that that youth human and financial capital constitutes the structure of the labour market, and on political stability, and how they approach their youth population after conflict. They have specific needs that need to be addressed, including missed years of education, unemployment or loss of traditional livelihood opportunities, social rupture, trauma and especially for those involved as combatants a loss of status and resources. Rather than benefitting from anticipated social and economic changes, many young people (again) face the prospect of being "stuck" and failing to navigate the transition to adulthood. In the past, efforts to reintegrate excombatants have often been inadequate and have failed to recognize the range of needs, priorities and aspirations of young men and women who have been associated with armed groups.

McEvoy (2010) argued that young people are involved in building peace and developing their societies because most young people want to and do play positive roles in peace building. There are many examples where youth organizations have played important roles in peace building, in many cases through youth-led and self-initiated activities. These activities often involve direct participation and alternative ways of organizing, often at young people's own expense and with risks to their lives, in order to claim spaces in the world of peace building that is traditionally controlled by adults.

The UN Guiding Principles on Young People's Participation in conflict resolution use an approach that identifies young people as central to economic development of their country, and promotes their access to economic opportunities as essential for their own development(UN-IANYD 2014,). Similarly, Rabe and Kamanzi (2012) examining participation in rural and rather poor areas in Tanzania found out that economic empowerment is an essential starting point for social and political participation. It underlines the strong connection between the different forms

of participation, and underscores the importance of economic opportunities. Those economic opportunities are often shaped by Village Saving and Loan Associations.

The youth village savings associations have money saved money provides short-term loans with small interest rates to group members who request them. These interstates on the lent funds and on the accumulated savings assist the group and support them further, so a proportion of the saved money is annually paid to each member (Cameron & Ananga 2015). The exact procedures depend on the implemented program, or on the group if it is a self-initiated informal savings group. Wakoko (2003) illustrates in a microfinance study in Uganda that for men and for women informal saving groups are the main source for microfinance. More specifically, it is the most important financial resource for women's empowerment in rural areas since informal saving groups enhance women's power of decision-making outside the realm of traditional gender roles. Several scholars recognize the increasing importance of VSLA or informal saving groups to open up new perspectives of financial assistance, hence decision-making and social development, especially in rural regions.

The disbandment and reduction of forces leaves few choices for former violent adversaries but to accept election outcomes even when they are unfavorable to one of the parties. On the other hand, the failure of significant force reductions before elections offers an opportunity for one of the opposing groups to reject the election results and re-initiate a civil war. The UN Angola Verification Mission assisted in partial demobilization of government and guerrilla forces, but effective monitoring operations were not carried out due to a lack of resources and personnel. The refusal of the leader, Savimbi, to accept the election outcome, led to the resurgence of conflict in Angola.

Youth Funds attain funds for conflict resolutions, these funds operate through state structures, or sometimes in form of public-private partnerships, mainly aiming to generate or support smaller or medium sized enterprises (Ahaibwe&Kasirye 2015). The National Development Plan of Uganda 2010/2011-2014/15 (GoU 2010) in accordance with the last released National Youth Policy (GoU 2001) identified entrepreneurship as a key tactic to tackle youth unemployment. Hence, the Ugandan government introduced recently two major schemes among other youth entrepreneur schemes; i.e. the Youth Livelihood Programme (YLP) and the Youth Venture Capital Fund (YVCF). The YLP targets the poor and unemployed youth in all districts of

Uganda, and was initiated in 2013 for afive-year period by the Ugandan Ministry of Gender, Labour and Social Development. It aims to increase self-employment opportunities and income levels through vocational skill development and income-generating activities, consisting of a skill development and livelihood support component (GoU 2016). The YVCF was introduced in 2011 and aims to provide venture capital with low interest credit to individuals or groups to start projects in the private sector. Consequently, the major framework of these two initiatives consists of job creation, enterprise development and business skill training (Ahaibwe&Kasirye 2015).

Whereas on a micro level aiming to address personal development and may be fostering political, social and economic participation (Peterson 2013; USAID2013). Several studies underline the potentially positive impact of conflict resolution processes. For example, Fithen and Richards (2005) explored how skill training allows Sierra Leone's youth ex-combatants to open up new employment opportunities, and at the same time enhance participation in community rebuilding mitigating unemployment as a potential conflict driver. Furthermore, a conducted study in Sierra Leone showed that life skills and employability training resulted in increased self-awareness, communication skills and empathy, as well as in better conflict management. Hence, it created better perspectives to develop new livelihoods and also to contribute to peaceful communities (Fauth& Daniels 2011). Similarly, Petersen (2013) reviewed programs primarily conducted in South Sudan and Liberia with mainly vulnerable groups, and asserts that TVET can reduce aggressive behavior of youth and violence in local societies. These studies illustrate youth participation in conflict resolution out of an economic perspective, referring to employment and livelihood opportunities, and social participation in a wider sense.

The International Youth foundation (2011) conducted Focus Group Discussions (FGDs) and interviews with a representative amount of young people in several districts in Uganda revealing that youths can be involved in attainment of resources necessary for improved conflict resolutions or management. They assert, study participants communicated an overwhelming sense of being marginalized and manipulated within the political realm, exclusion caused by their status as youth. The youth are lacking acknowledgement of their concerns and perspectives by being excluded informal political systems. Firstly, this points to exclusion caused by age restrictions. Secondly, it refers to an overseeing of youth abilities to constructively shape the

political realm. Restrictions by poor governance and weak political presentation can lead to youth viewing violence as an opportunity to voice them and make a difference.

The young people deals with the roles young people have in existing societal structures and supports dialogue about these, raise resources for enabling the conflict activities and these was eminent during the war in Northern Uganda (UN-IANYD 2014). The literature review of Lopes Cardozo et al. (2015) summarized the main aspects of it. Despite the dangerous and limiting environments of young people in post-conflict areas, the literature discloses a significant gap of attention towards the majority of youth living peacefully and being creative in challenging life. Such a perspective goes beyond the dichotomy of youth as victims or perpetrators and sets the focus on the everyday life and practices, arguing for recognition as well as enhancing this ingenuity of young people in conflict-affected contexts.

Barker (2006) argued that although there is limited research on the situation of youth in post-conflict situations, there is evidence to suggest that youth can and do play a variety of different, shifting roles in these contexts. These can range widely from dissidents or rejectionists of the peace process; political activists; criminals and vigilantes; negotiators and mediators; key security and justice actors; and peacemakers. Thus, engaging young people positively and giving them a stake in their societies during the transition period after violent conflict is important for long-term peace and security.

Butalia (2011) contend that young people can be important drivers and agents of change in the development of their societies. This may be because they demonstrate openness to change feedback and learning; tend to be more future-oriented; more idealistic and innovative; and more willing to take risks. For example, research has highlighted that a large youth cohort need not be a problem if there are sufficient socioeconomic opportunities for young people and they can be engaged in meaningful, democratic national projects that will unleash their positive potential to contribute to their societies and the national economy.

Schwart (2010) argued that youth human and financial capital constitutes the structure of the labour market, and on political stability, and how they approach their youth population after conflict. They have specific needs that need to be addressed, including missed years of education, unemployment or loss of traditional livelihood opportunities, social rupture, trauma and especially for those involved as combatants a loss of status and resources. Rather than

benefitting from anticipated social and economic changes, many young people (again) face the prospect of being "stuck" and failing to navigate the transition to adulthood. In the past, efforts to reintegrate ex-combatants have often been inadequate and have failed to recognize the range of needs, priorities and aspirations of young men and women who have been associated with armed groups.

Yet, while research has demonstrated an association between a high relative youth population and a higher statistical risk of armed conflict, findings are not a straightforward predictor of violence. Instead, they indicate which countries are likely to be at higher risk of violent conflict. For example, many countries with youth bulges have not recently suffered violence and are relatively stable (e.g., Malawi, Zambia, Botswana, Burkina Faso, Benin, and Nicaragua). Demography is not the only risk factor and other variables (e.g., economic stress and associated levels of un- and under-employment; lack of access to quality education; poor governance; high levels of inequality particularly between ethnic groups; resource scarcity) are all associated with the onset of violence (see section b). Furthermore, while most combatants are young men, women make up 10-30 per cent of armed forces and groups (UN, 2010).

## 2.4 Gaps in Literature

The study provides that the different studies conducted on youth participation in conflict resolutions. Some cited works such as of Waldman (2016) provided that there is advocacy for mobilization of fellow youth into conflict resolution. Adhikari (2012) argues that youth organizations and mobilizations are aimed at streamlining the efforts into conflict resolutions in a way to prevent the mechanisms from joining armed conflicts and violence. Peterson (2013) conducted a study on capacity building through youth trainings and youth participation in conflict resolutions. Retamal and Devadoss (2018) contend that in the skills assessment and training, the youth provide an adequate focus for the skills in the organization needs focusing on the needs. Montville (2013) argued that that youth human and financial capital constitutes the structure of the labour market, and on political stability, and how they approach their youth population after conflict. Schwart (2010) argued that youth human and financial capital constitutes the structure of the labour market, and on political stability, and how they approach their youth population after conflict. The studies that are conducted on the topic were relevant on the study though the gaps that exist reveal that geographical gaps exist revealing that the studies

were conducted not in Mogadishu, Somalia. These presents the geographical gaps while the time for the studies available are not so current citing a time and theoretical gaps that have existed and require the researcher to attain and conducted this study in order to attain data that fulfilled the time, geographical and theoretical gaps.

# CHAPTER THREE

# METHODOLOGY

## 3.1. Introduction

This chapter covered the research design, target population, sample size, sampling procedure, data collection methods, research instruments, validity and reliability, data collection procedure, data analysis, ethical consideration, and limitation of the study.

## 3.1. Research Design

This study used cross-sectional research design to assess the respondents' views towards Assessment of the view of the assessment of youth participation on conflict resolution in Mogadishu Somalia. Cross-sectional research design looks at a variable at a particular point in time and focuses on the relationship between variables at a specific point in time. Both qualitative and quantitative approaches was used in this study in order to get a clear and in-depth insight into the subject matter. The design intends to elicit information for the study appropriate for the study.

## 3.2 Study Population

Target population can be defined as a complete set of individuals, cases/objects with some common observable characteristics of a particular nature distinct from other population Mugenda and Mugenda (2003) a population is a well-defined or set of people, services, elements, events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous. This is a survey of all the districts of Abdiaziz, Bondhere and Shangani, the districts have an adult population of 110,000 people who sought for provision of information in the Youths, youth NGOs, community leaders/ cultural leaders who was used for the attainment of the information for the study. The population was chosen because the respondents have been in existence for quite a long period of time so attaining the data from an appropriate representation of the entire population.

## 3.3 Sample Size

The study used Sloven's formula to determine the sample size of the actual respondents. Sloven's formula states: $n = \frac{N}{1+N(\alpha)^2}$

Where; $n$ = sample size; $N$ = target population; and $\alpha$ = 0.05 level of significance

$$n = \frac{110,000}{1 + 110,000(0.05)^2}$$

$$n = \frac{110,000}{1 + 110,000(0.0025)}$$

$$n = 399$$

**n = 399 respondents**

**Table 3.1: Research Population and Sample Size**

| Type of population | Target Population | Sample Size | Sampling techniques |
|---|---|---|---|
| Youths | 110,000 | 399 | Random sampling |
| Community leaders | 6 | 3 | Purposive sampling |
| District Youth Leaders | 15 | 9 | Purposive sampling |
| **Total** | **110021** | **411** | |

**Source: Youth Population and leaders and Youth groups in Mogadishu (2020)**

**3.4 Sampling Technique**

The study employed two sampling techniques: Simple Random Sampling and Purposive Sampling. Simple random sampling technique was used to collect quantitative data from the Youths. The staffs were selected randomly through rotary and after were selected. The reason for adopting this method is to ensure that all the members of the study population have equal opportunity to be sampled. Simple random sampling enabled attainment of data from operational staff in a timely manner.

Purposive sampling technique was used to elicit qualitative data from key informants that community leaders, Youth groups and district Youth leaders. In this case, the researcher used his personal judgment to select the key informants, based on his conviction that the selected key informants are very knowledgeable of the issue under investigation. The key informants shall be

twelve in number. Purposive sampling facilitated the attainment of key informants who have appropriate and reliable information to supplement the quantitative data.

## 3.5 Data Sources

**Primary data**

The Primary data was collected using questionnaires and interview guide. Primary data will be used. Primary data refers to data observed or collected directly from first-hand experience. The researcher collected primary data from both questionnaire and interview guide. The researcher used primary data because it is more accurate because it is directly collected from the population.

## 3.6 Data Collection Instruments

Data was collected using questionnaires, interview guide and documentary review. The researcher collected data using the following instruments;

### 3.6.1 Questionnaires

Closed ended questions were used with detailed guiding instructions as regards the manner in which respondents was required to them independently with minimal supervision (Amin, 2005). This is because most respondents are able to read and write and in instances where the respondents were illiterate, a research assistant trained by the researcher used to translate questionnaires into the local language and fill them according to the responses provided by the respondents. The researcher gave questionnaires to respondents to gather quantitative data from Youths. The researcher used questionnaires to collect primary data because they help to get responses from a lot of people in a relatively short space of time and provide sufficient data for analysis and the bigger the sample size, the more accurate the analysis.

### 3.6.2 Interviews Guide

This was one-on-one interviews conducted with selected key informants like Youth groups leaders, Youth Organizations and community leaders. This is because these stakeholders are extensively knowledgeable in the issue areas of the current study. This method will be preferred as it gives an opportunity to probe the respondents. Some of the questions that were asked in the questionnaire also asked in the interview guide in order to get thorough understanding of the study. This enabled the researcher to triangulate the data collected. This guide facilitated the collection of qualitative data.

### 3.7 Validity and reliability of the instrument

### 3.7.1 Validity

Validity refers to the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Mugenda, 2009). In calculating validity, the researcher ensured that questions are relevant in order to ensure that data collected give meaningful and reliable results represented by variables in the study. The researcher consulted the supervisor for expert knowledge on questionnaire construction. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind of the objectives of the study. The researcher consulted from her colleagues and 3 academic experts were rated the items in the instrument as relevant, needs improvement and irrelevant for purpose of improving the instrument of data collection. The researcher used the following formula to establish validity of the research instruments as seen below.

Content Validity Index (CVI) $= CVI = \dfrac{\textbf{Number of questions declared valid}}{\textbf{Total no.of questions in the questionnaire}}$

**Table 3.2: Determination of the validity of the instrument**

|  | **Relevant items** | **Not relevant** | **Total** |
|---|---|---|---|
| Rater 1 | 22 | 6 | 28 |
| Rater 2 | 23 | 5 | 28 |
| Rater 3 | 21 | 7 | 28 |
| **Total** | **66** | **18** | **84** |

$CVI \frac{66}{84} = 0.785$

The above demonstrate that the CVI is 0.785 and this is greater than the minimum value of valid instrument which is 0.7 implying that the instrument is valid.

### 3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Muganda & Mugenda, 2003). Reliability of the instrument was established through a test-retest technique. To ensure reliability of the instrument, it was piloted to 10 staff of the banks and two weeks after the instrument was administered again, questionnaire responses from the pilot test was entered in SPSS (version 20) after which, the Cronbach's alpha was generated. Cronbach's alpha ranges between 0 - 1. Scores between 0 - 0.6 indicate that the

instrument has a low reliability while scores of 0.7 and above indicate that the instrument has a high level of internal consistency and reliability (Neuman, 2010). So, after attainment of 0.7 above the researcher went ahead to collect the data from the field.

**Table 3.3: Cronbach's Alpha**

| Construct Variable | Cronbach's Alpha | Number of items |
|---|---|---|
| Youth participation in advocacy | 0.77 | 6 |
| Youth Participation in trainings | 0.81 | 6 |
| Youth participation in Resource building | 0.81 | 6 |
| Conflict resolution | 0.70 | 10 |
| **Mean** | **0.77** | |

The mean of the reliability is established at 0.77 therefore the internal consistency (Reliability) of the instrument was confirmed

**3.8 Procedure for collection of data**

The researcher requested for an introduction letter from college of humanities and social sciences of Kampala International University which addressed to the authorities for permission to conduct the study. The researcher and him/her research assistants will administer the questionnaire and a contact person was taken for follow-up. The researcher then explains the purpose of study to the respondents and requests them to sign the informed consent form. The researcher recruited and train research assistants to collect accurate data timorously. The respondents were requested to answer in full and not to leave any part of the questionnaires unanswered. The researcher and assistants collected the questionnaires within two weeks from the date of distribution. All returned questionnaires were checked if they are all answered.

**3.9 Data analysis**

**3.9.1 Quantitative data analysis**

The quantitative data involved information from the questionnaires only.  Data from the field was too raw for proper interpretation.  It therefore was vital to put it into order and structure it, so

as to drive meaning and information from it.  The raw data obtained from questionnaires was cleaned, sorted and coded.  The coded data was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive and inferential statistics. The Pearson product correlation Co-efficient analysis was used to test the relationship among the variables and regression coefficient models to determine the extent to which the dependent variables impact on the independent variable. The results were presented in tables, analyzed and interpreted and then conclusion and recommendations were provided

### 3.9.2 Qualitative data analysis

Qualitative data was collected from interview discussions with community leaders, youth groups and Youth leaders.  Qualitative data analysis involves such processes as coding (open, axial, and selective), categorizing and making sense of the essential meanings of the phenomenon. This stage of analysis basically involves total immersion for as long as it is needed in order to ensure both a pure and a thorough description of the phenomenon. Content analysis was used to edit the data and re-organize it into meaningful shorter sentences. The data analyzed and organized based on patterns, repetitions and commonalities into themes based on the study variables. The data then was used to reinforce information got from questionnaires to draw conclusion and recommendations.

### 3.10 Ethical Consideration

The researcher got an introductory letter from Kampala International University. The letter was presented to the related field in order to obtain permission to conduct the research in the project. The researcher ensured that all data collected was treated with a lot of confidentiality besides acknowledging all information from other writers.

The researcher maintained the confidentiality of the respondents. That is to say, keep their personal issues private and non-disclosure of response from particular respondents to maintain integrity and also protect them from potential victimization

The researcher-maintained honesty and avoiding exceptional and deceptive behavior such as creating false impression in the minds of participants through withholding information, establishing false intimacy or telling lies as this can potentially harm research participants.

Report what is actually found and not manufacture and publish dream up data and also giving due recognition to any one whose work may have been used in this research and not try to pass it as the researcher's original work.

The researcher explained to the respondents the purpose of the study to allow them in making informed decisions for the case of the study hence avoiding them from participating without information.

# CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

### 4.0 Introduction

This chapter highlights data presentation, analysis, and interpretation of findings in regards to the study variables. The study was to assess the effect of Youth Participation on conflict Resolution in Mogadishu Somalia. The first part looks at the response rate from the field, this was followed by analysis on the demographic features of respondents, descriptive statistics on the study variables followed, and the last part involved analysis on the specific objectives and getting answers to the study hypotheses to examine the effect of Youth participation in advocacy on conflict Resolution, identify the effect of Youth participation in peace training on conflict Resolution and to establish the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia

### 4.1 Response rate

The researcher administered 399 questionnaires for structured interviews and 12 key informant interviews were supposed to be conducted. However, 341 questionnaires were returned and the researcher also managed to conduct 9 key informant interviews who were from Youth groups , community leaders and Government  Youth leaders The response rate is presented in table 4.1 below;

**Table 4.2: Response rate**

| Category | Questionnaires and Interviews distributed | Collected Questionnaires and interviews | Response rate (%) |
|---|---|---|---|
| Questionnaire | 399 | 341 | 85.5% |
| Interviews | 12 | 9 | 75% |
| **Total** | **411** | **350** | **80.25%** |

**Source: Primary data, 2021**

The results presented in table 4.1 show that the overall response rate from the study was 80.25% and this response rate is considered appropriate according to Nulty (2008) .

### 4.2 Findings on background characteristics of respondents

The study sought to establish the age group, gender, level of education, and marital status of respondents who participated in the study. The findings are presented in subsequent sub-sections below;

### 4.2.1 Gender distribution in the study

The first background information to be investigated was the gender of the respondents who participated in the study. The study targeted respondents of both gender status since both were believed to have significant information for the study. The findings are shown in table 4.2 below;

**Table 4.2 Gender of respondents**

| Gender | | Frequency | Percent |
|--------|------|-----------|---------|
| | Male | 227 | 66.6 |
| | Female | 114 | 33.4 |
| | **Total** | **341** | **100.0** |

**Source: Primary data, 2021**

Results in table 4.2 reveal that majority of the respondents are male in the age of 66.6% followed by 33.4% respondents were females. The study results indicate that many respondents were married, information attained is sufficient for the enhancement of decision making in the organizations, It's sufficient to argue that both gender participated in the study.

### 4.2.2 Age distribution in the study

The second demographic characteristic to look at was the age of the respondents in the survey. The age was important because it would show the extent to which the respondents were knowledgeable on the study. The findings are presented in table 4.3.

**Table 4.3: Age of the respondents**

| Age | | Frequency | Percent |
|---|---|---|---|
| | 18-27 | 51 | 15.0 |
| | 28-37 | 121 | 35.5 |
| | 38-47 | 79 | 23.2 |
| | 48 above | 90 | 26.4 |
| | **Total** | **341** | **100.0** |

**Source: Primary data, 2021**

The study results indicate that majority respondents from the study were in the age of 28-37 Years who were 35.5% followed by those of above 48 years who were 26.4%, those of 38-47 years were 23.2% and finally those of 18-27 years were 15%.The findings may imply that a considerable proportion of respondents with adequate knowledge on Youth participation in conflict resolution. The age group which dominated in the survey is also believed to be aware with issues related to Youth participation and conflict resolution and this could be the reason for the significant results.

**4.2.3 Distribution of education level of respondents in the study**

The researcher made an attempt to establish the education level of respondents in the survey. The education level of a particular respondent was so integral in identifying the respondents with appropriate for the study. The findings are presented in table 4.4.

**Table 4.4: Education of respondents**

| Education | | Frequency | Percent |
|---|---|---|---|
| | Secondary | 72 | 21.1 |
| | Post-secondary certificate | 94 | 27.6 |
| | Diploma | 53 | 15.5 |
| | Bachelor's degree | 82 | 24.0 |
| | Post graduate | 40 | 11.7 |
| | **Total** | **341** | **100.0** |

**Source: Primary data, 2021**

The study results indicate that majority respondents were holding a post-secondary certificate, this were 27.6%, followed by bachelor's degree were 24% respondents, then secondary level had 21.1%, the diploma holders were 15.5% and finally post graduate respondents were 11.7% of the study. The study results indicate that majority respondents were educated and had a reliable and adequate understanding of the study; results attained indicate that information was attained from informed respondents, hence necessary for decision making.

### 4.2.4 Marital status

Here the researcher was intended to gather information on the marital status of the respondents concerning the way of living. The results attained from this study are presented and analyzed as provided below.

**Table 4.5: Marital status of respondents**

| Responses | | Frequency | Percent |
|---|---|---|---|
| | Married | 248 | 72.7 |
| | Single | 70 | 20.5 |
| | Divorced | 7 | 2.1 |
| | Widowed | 16 | 4.7 |
| | **Total** | **341** | **100.0** |

**Source: Primary data, 2021**

The results show that majority respondents for the study indicate that 72.7% respondents were married, single respondents were 20.5%, the divorced respondents were 2.1% and widowed respondents were 4.7%. The results show that information was attained from reasonable and understanding respondents; information needed will be taken for decision making.

**4.3 Effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.**

The first research objective was to examine the effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia. The data collected from the field are presented in the findings below.

**4.3.1 Youth participation in advocacy on in Mogadishu Somalia.**

**Table 4.6: Descriptive statistics on Youth participation in advocacy in Mogadishu Somalia.**

| Descriptive statistics in Youth participation in advocacy | Mean | Std. D | Interpretation |
|---|---|---|---|
| Youths are advocating for the peace building efforts | 2.891 | 1.322 | Fairly good |
| Youth mobilize fellow Youths in advocating for peace | 2.917 | 1.303 | Fairly good |
| Youth do community mobilization on the conflict resolutions | 3.167 | 1.382 | Fairly good |
| Youth participate in undertaking advocacy for policy in conflicts | 3.178 | 1.393 | Fairly good |
| Youths are agents of government in developing advocacy plans for peace | 3.252 | 1.485 | Fairly good |
| Youth advocate for the need to ensuring reconciliation | 2.413 | 1.355 | Fairly good |
| **Youth participation in advocacy** | **2.970** | **1.198** | **Fairly good** |
| | | | |

**Source: Primary data, 2021**

Results in Table 4.6 show descriptive statistics on Youth participation in advocacy on in Mogadishu Somalia. The study results reveal that Youth participation in advocacy had 2.970 mean, standard deviation was 1.198 interpreted as fairly good indicating that the respondents indicate that the Youth participation in advocacy is moderately good.

It was initially established that Youths are advocating for the peace building efforts with the mean of 2.891, Standard deviation of 1.322 interpreted as fairly good meaning that the Youth are in peace building avenues for the organisation.

Youth mobilize fellow Youths in advocating for peace with the mean of 2.917, standard deviation of 1.303 interpreted as fairly good meaning that the Youth advocate for the peace efforts meaning that the state of advocacy is an avenue for the Youth advocacy.

Another item was that Youth do community mobilization on the conflict resolutions with mean of 3.167, standard deviation of 1.382 interpreted as fairly good meaning that there is community mobilization for the handling of conflicts.

Furthermore, Youth participate in undertaking advocacy for policy in conflicts had the mean of 3.178, standard deviation of 1.393 interpreted as fairly good meaning that the state of Youth participation in advocacy is moderate.

Youths are agents of government in developing advocacy plans for peace had the mean of 3.252, standard deviation of 1.485 interpreted as fairly good meaning that the Youth are involved in planning activities against conflicts.

Youth advocate for the need to ensuring reconciliation had the mean of 2.413, standard deviation of 1.355 interpreted as fairly good meaning that the state of the Youth advocacy in reconciliation is poorly oriented and established.

**4.3.2 Descriptive statistics on conflict resolution in Mogadishu Somalia.**

**Table 4.7: Results on conflict resolution in Mogadishu Somalia.**

| Descriptive statistics on conflict resolution | Mean | Std. D | Interpretation |
|---|---|---|---|
| There is collaboration in the handling of conflicts that occur | 2.844 | 1.458 | Fairly good |
| There is collaborated community conflict resolutions in Mogadishu | 3.061 | 1.390 | Fairly good |
| There exist collaborations in conflict resolutions between conflict parties | 3.082 | 1.531 | Fairly good |
| The parties in conflicts are always willing for reconciliations | 3.181 | 1.377 | Fairly good |
| There exist conflict accommodations amongst the parties in conflict | 3.176 | 1.512 | Fairly good |
| Parties in conflict accommodation are always living peaceful in the communities | 2.953 | 1.425 | Fairly good |
| The conflicts are avoided in the means where due negotiations occur | 3.158 | 1.388 | Fairly good |
| There are conflict avoidances through reconciliation amongst the people | 3.023 | 1.376 | Fairly good |
| The conflicts are highly avoided amongst the people in communities | 3.334 | 1.424 | Good |
| Community engagements are amongst those involved in conflict avoidance | 3.085 | 1.433 | Fairly good |
| **Conflict Resolution** | **3.090** | **1.257** | **Fairly good** |
|  |  |  |  |

**Source: Primary data, 2021**

The results on descriptive statistics on conflict resolution in Mogadishu Somalia reveal that the mean was 3.090, standard deviation was 1.257 interpreted as fairly good meaning that the state of the conflict resolution is fairly good.

There is collaboration in the handling of conflicts that occur with the mean of 2.844, standard deviation of 1.458 interpreted as fairly good meaning that conflicts handling occur in the status among the people in Mogadishu, it's fairly good meaning that the collaborations are moderate.

There are collaborated community conflict resolutions in Mogadishu had the mean of 3.061, standard deviation of 1.390 interpreted as fairly good meaning that the collaboration for the conflict resolutions is prevalence.

It was also established that there exist collaborations in conflict resolutions between conflicts parties in Mogadishu, the mean responses were 3.061, standard deviation of 1.390 interpreted as fairly good, meaning that the collaboration is conflicts occur.

The study findings indicate that the parties in conflicts are always willing for reconciliations had mean of 3.181, standard deviation of 1.377 interpreted as fairly good meaning that the state of conflicts occurrences are moderate.

It was further established that there exist conflict accommodations amongst the parties in conflict with the mean of 3.176, standard deviation of 1.512 interpreted as fairly good meaning that there are accommodations in conflicts.

Parties in conflict accommodation are always living peaceful in the communities had the mean of 2.953, standard deviation of 1.425 interpreted as fairly good meaning that there are several parties in moderate management of the conflicts.

The conflicts are avoided in the means where due negotiations occur had the mean of 3.158, standard deviation of 1.388 interpreted as fairly good meaning that the conflicts are avoided through negotiations amongst the conflicting parties.

It was also found that there are conflict avoidances through reconciliation amongst the people, the mean was 3.023, standard deviation of 1.376 interpreted as fairly good meaning that the conflict avoidance occurs in the conflict resolutions.

The conflicts are highly avoided amongst the people in communities had the mean of 3.334, standard deviation of 1.424 interpreted as good meaning that the state of conflicts are highly avoided.

It was found that the state of the community engagements is amongst those involved in conflict avoidance was with the mean of 3.085, standard deviation of 1.433 interpreted as fairly good implying that the community is involved in the different avenues of the activities to handle conflicts.

### 4.3.3 Effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.

**Table 4.8: Effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.**

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .589[a] | .346 | .310 | .57616 |
| a. Predictors: (Constant), Youth participation in advocacy | | | | |

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 425.170 | 1 | 425.170 | 1280.772 | .000[b] |
| | Residual | 112.536 | 339 | .332 | | |
| | Total | 537.706 | 340 | | | |
| a. Dependent Variable: Conflict Resolution | | | | | | |
| b. Predictors: (Constant), Youth participation in advocacy | | | | | | |

| Coefficients | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .320 | .083 | | 3.828 | .000 |
| | Youth participation in advocacy | .933 | .026 | .589 | 35.788 | .000 |
| a. Dependent Variable: Conflict Resolution | | | | | | |

**Source: Primary data, 2021**

The study on theeffect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia. The adjusted R-value of .310 shows that Youth participation affects conflict resolution by 31% of the respondents and meaning variation in advocacy lead to conflict resolution. The study indicates that the advocacy by Youth contributes to conflict resolution by 31%, it implies that the rest is explained by other factors other than Youth advocacy.

On the analysis of variance revealed that the status of sig value was 0.00o signifying that there was a significant effect of Youth participation in advocacy on conflict resolution, it implies that the occurrence of Youth in advocacy has a moderate effect on conflict resolutions in Mogadishu, Somalia.

Concerning the coefficients for the study, there was a significant effect of youth participation in advocacy on conflict Resolution in Mogadishu Somalia with the P-values of constant and Youth participation in advocacy being 0.0000 and 0.000. The results show that the status of Youth participation in advocacy significantly affects conflict resolutions in Mogadishu Somalia.

**4.4 Effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia.**

The results on the second objective were to identify the effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia. The study results indicate with responses show implications for the study.

**Table 4.9: Youth participation in peace training in Mogadishu Somalia.**

| Youth participation in peace training | Mean | Std. D | Interpretation |
|---|---|---|---|
| There is Youth participation in peace skills training | 3.046 | 1.362 | Fairly good |
| The Youth participate in the training for reconciliation in communities | 3.255 | 1.362 | Fairly good |
| Youth participate in undertaking training on peaceful living means in society | 3.316 | 1.386 | Fairly good |
| Youth are part of the community umbrella in providing trainings for peace negotiations | 3.249 | 1.403 | Fairly good |
| Youth participate in training to be part of the peace forces in society | 3.228 | 1.463 | Fairly good |
| Youth participate in training elders on the need for a peaceful society | 3.070 | 1.412 | Fairly good |
| **Youth Participation in Peace trainings** | **3.194** | **1.237** | **Fairly good** |
| | | | |

**Source: Primary data, 2021**

Table 4.9: Youth participation in peace training in Mogadishu Somalia, the results show that the mean average was 3.194, standard deviation of 1.237 interpreted as fairly good, the study show that the state of peace training is moderately fair meaning that the state of training is moderate.

There is Youth participation in peace skills training had a mean of 3.046, standard deviation of 1.362 interpreted as fairly good meaning that the Youth participation is fairly good. It argued that the state of peace in skills is minimally.

The Youth participate in the training for reconciliation in communities had the mean of 3.255, standard deviation of 1.362 interpreted as fairly good meaning that the participation in reconciliations is fairly good. The results indicate that the training and reconciliation is undertaken fairly.

Youth participate in undertaking training on peaceful living means in society had mean of 3.316, standard deviation of 1.386 interpreted as fairly good meaning that the training in peace is moderate.

It was also found that Youth are part of the community umbrella in providing trainings for peace negotiations; the mean was 3.249, standard deviation of 1.403 interpreted as fairly good. The results show that the Youth are in the training umbrella for the negations in conflicts handling.

Youth participate in training to be part of the peace forces in society with 3.228 respondents who argued for fairly good, mean was 1.463 interpreted as fairly good due to the implication that the training for Youths moderately exists.

Finally, it was established that Youth participate in training elders on the need for a peaceful society; the mean was 3.070, standard deviation of 1.412 interpreted as fairly good meaning that the state of youth is prevalence in providing elderly trainings.

> The study results through Interview provided that youth integration through sports and conflict management, promotion of peace through training and educational competition for Youth students, youth attitude change through skill development, promoting the role of women through media advocacy techniques and Promoting the role of secondary & universities students through capacity building trainings, forums, debates

KII with Youth Group, 20th. April 2021

> There are administering peace debates for youth potential members were one of the projects planned activities once every second month and broadcast through local FM radios. As awareness of Somali youth, debates were organized to give

attention to youth challenges and opportunities. There were also debating panels with 4 debaters at the time selected from the monthly forums and debating issues were mainly focused on current problems facing youths and their roles to overcome those challenges.

KII with District Youth Leaders, 21st. April 2020

## 4.4.2 Effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia.

**Table 4.10: Effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia.**

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .449[a] | .202 | .200 | 1.12511 |

a. Predictors: (Constant), Youth Participation in Peace trainings

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 108.573 | 1 | 108.573 | 85.769 | .000[b] |
| | Residual | 429.133 | 339 | 1.266 | | |
| | Total | 537.706 | 340 | | | |

a. Dependent Variable: Conflict Resolution

b. Predictors: (Constant), Youth Participation in Peace trainings

| Coefficients[a] | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |

| 1 | (Constant) | 1.631 | .169 | | 9.658 | .000 |
|---|---|---|---|---|---|---|
| | Youth Participation in Peace trainings | .457 | .049 | .449 | 9.261 | .000 |
| a. Dependent Variable: Conflict Resolution | | | | | | |

**Source: Primary data, 2021**

The study on theeffect of Youth Participation in Peace trainings on conflict Resolution in Mogadishu Somalia. The adjusted R-value of .200 shows that Youth participation in trainings affects conflict resolution by 20% of the respondents and meaning variation in peace training led to conflict resolution. The study indicates that the Youth Participation in Peace trainings by Youth contributes to conflict resolution by 20%, it implies that the rest is explained by other factors other than Youth Participation in Peace trainings.

On the analysis of variance revealed that the status of sig value was 0.00o signifying that there was a significant effect of Youth Participation in Peace trainings on conflict resolution, it implies that the occurrence of Youth Participation in Peace trainingshas a moderate effect on conflict resolutions in Mogadishu, Somalia.

Concerning the coefficients for the study, there was a significant effect of Youth Participation in Peace trainings on conflict Resolution in Mogadishu Somalia with the P-values of constant and Youth Participation in Peace trainings being 0.0000 and 0.000. The results show that the status of Youth Participation in Peace trainingssignificantly affects conflict resolutions in Mogadishu Somalia.

> In the interviews, asked on the trainings done, some of these negotiations include: mediation, arbitration, management systems, facilitated problem-solving, the judiciary, consensus-building, sustained dialogue, war, protests, and strikes. The study shows that avenues for training are usually workshops that are centered on conflict management. Training is Capacity building is responsible for enabling the development of avenues that can enhance the development of functionalities for trainings.

**KII with Community Leader, April, 22nd. 2021**

Although they make up the majority of society they are completely excluded from processes of decision-making, even though these very decisions determine their future. The absence of basic economic infrastructure and a lack of social services fuel a high rate of unemployment among the young generation Somali youth are estimated to be unemployed

**KII with Youth Groups, April, 22nd. 2021**

**4.5 Effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia**

The third objective of the study was to establish the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The result based on the data collected is presented in the objectives provided below.

**Table 4.11: Youth participation in resource building in Mogadishu Somalia**

| Youth participation in resource building | Mean | Std. D | Interpretation |
|---|---|---|---|
| Youth participate in raising finances for peaceful efforts | 2.873 | 1.430 | Moderately high |
| Youth participate in the mobilization for resources building | 2.997 | 1.360 | Moderately high |
| Youth participate in generation of resources from communities for them selves | 3.008 | 1.540 | Moderately high |
| Youth are part of the community umbrella for allocation of resources | 3.055 | 1.541 | Moderately high |
| Youth participate in monitoring the resources built by them | 3.099 | 1.519 | Moderately high |
| Youth participate in formation of resource building groups | 3.164 | 1.511 | Moderately high |
| **Youth participation in resources building** | **3.033** | **1.338** | **Moderately high** |
|  |  |  |  |

Results in Table 4.11 on Youth participation in resource building in Mogadishu Somalia was moderately high indicating that Youth participation in resources building had the mean of 3.033, standard deviation was 1.338 interpreted as moderately high, the study shows that there was a fairly good environment of youth participation in resource building.

It was initially established that Youth participate in raising finances for peaceful efforts with the mean of 2.873, standard deviation of 1.430 interpreted as moderately high meaning that there are Youths in raising the finances.

Youth participate in the mobilization for resources building had the mean of 2.997, standard deviation of 1.360 interpreted as moderately high meaning that the resource building is fairly done by the Youth, it further shows that the resources built are although not sufficient with a high standard deviation.

Youth participate in generation of resources from communities for themselves had the mean of 3.008, standard deviation of 1.540 interpreted as moderately high meaning that resources generation is moderately low. The results further imply that resources for the communities are areas of Youth participation.

Youth are part of the community umbrella for allocation of resources with the mean of 3.055, standard deviation of 1.541 interpreted as moderately high meaning that the Youth are also lowly involved in allocation for resources.

Youth participate in monitoring the resources built by them had the mean of 3.099 and standard deviation of 1.519 interpreted as moderately high meaning that the Youth are involved in monitoring resources for the Youths. The monitoring seems to be Youth participate in formation of resource building groups had the mean of 3.164, standard deviation was 1.511 interpreted as moderately high indicating that the state of the resources building was overall moderate. The interview results also provide to the same results as presented below.

> The youth group have also partnered with the city administration, which governs Mogadishu city, to implement a road safety campaign. The initiative involves the marking and installation of road signs to promote the safety of pedestrians. Despite these efforts, there are skeptics. "Some people misunderstood the work

that we do. When they see us planting flowers, they think we are funded by international non-governmental organizations

KII with Community Leader. 20th. April. 2021

## 4.5.2 Effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia

**Table 4.12: Regression on effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .706[a] | .498 | .496 | .89243 |

a. Predictors: (Constant), Youth participation in resources building

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 267.716 | 1 | 267.716 | 336.144 | .000[b] |
| | Residual | 269.990 | 339 | .796 | | |
| | Total | 537.706 | 340 | | | |

a. Dependent Variable: Conflict Resolution

b. Predictors: (Constant), Youth participation in resources building

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.079 | .120 | | 8.998 | .000 |
| | Youth participation in resources building | .663 | .036 | .706 | 18.334 | .000 |

a. Dependent Variable: Conflict Resolution

The study on theeffect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The adjusted r-value of .496 shows that Youth participation in resources building affects conflict resolution by 49.6% of the respondents and meaning variation in Youth participation in resources building lead to conflict resolution. The study indicates that the Youth participation in resources building by Youth contributes to conflict resolution by 49.6%, it implies that the rest is explained by other factors other than Youth participation in resources building.

On the analysis of variance revealed that the status of sig value was 0.00o signifying that there was a significant effect of youth participation in resources building on conflict resolution, it implies that the occurrence of Youth participation in resources buildinghas a moderate effect on conflict resolutions in Mogadishu, Somalia.

Concerning the coefficients for the study, there was a significant effect of youth participation in resources building on conflict Resolution in Mogadishu Somalia with the P-values of constant and Youth participation in resources building being 0.0000 and 0.000. The results show that the status of Youth participation in resources buildingsignificantly affects conflict resolutions in Mogadishu Somalia.

> The study is in agreement with the Interview which provide that the inclusion and participation of young people enhances their capabilities and affords them the opportunity to develop their lives as well as their societies. Including youth in peace-building processes, as stakeholders and decision-makers, allows them to gain ownership of the policies that affect them as much as the rest of us. It is also necessary to bring about a paradigmatic shift in the concept of the role of youth in conflict which transforms them from being victims or agents of violence to being active agents of peace-building and positive social change

KII with District Youth Leaders, 20th, April, 2021

# CHPATER FIVE

## DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

This chapter discussion of findings, conclusion and recommendations of the study based on the data attained in the findings of the study.

### 5.1 Discussion of Findings

### 5.1.1 Effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.

The study findings indicate that Youth participation in advocacy had a significant on conflict resolutions, the Youths groups and organizations were involved in the advocacy plans of the conflict resolving in Mogadishu Somalia, also the effect was low, it was significant the results agree with previous studies of Bennett (2012) contends that youth participation in advocacy is an engine for conflict resolution. Young people can be important drivers and agents of change in the development of their societies. This may be because they demonstrate openness to change feedback and learning; tend to be more future-oriented; more idealistic and innovative; and more willing to take risks Even Waldman (2016) provided that there is advocacy for mobilization of fellow youth into conflict resolution, young people in building peace and developing their societies is that most young people want to and do play positive roles in peace building. There are many examples where youth organizations have played important roles in peace building, in many cases through youth-led and self-initiated activities, The results also agree with Ibrahim & Muhtesem (2016), argued that advocacy Youth participation have a significant effect on conflict resolution. The study objectives included determining the state of youth participation can generate conflict resolutions, and mechanisms developed for enhancing the conflict resolutions. The study results provided that advocacy youth participation strive to achieve larger-scale changes promoted indirectly through the influences for political systems. Finally, Adhikari (2012), argues that youth organizations and mobilizations are aimed at streamlining the efforts into conflict resolutions in a way to prevent the mechanisms from joining armed conflicts and violence. The organizations designed for the programs in forming Youth club. The means to the development of a more successful form of programs on youth mobilizations.

**5.1.2 Effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia.**

The study shows that youth participation in peace training had a significant effect on conflict Resolution in Mogadishu Somalia, the study results show that Youth participation in training is essential significantly affecting the resolving of conflicts. The results are in agreement with the previous authors who provide a similar revelation. The study results are in agreement with those of Peterson (2013) conducted a study on capacity building through youth trainings and youth participation in conflict resolutions. The links education to employability and hence aims to lead to young people's participation in peace-building, community structures, and lastly to poverty reduction. Even Pruit (2013), set to investigate the effect of NGOs in conflict resolutions such a perception covers the activity and involvement of young people. For this reason, the youth's political engagement in conflict situations is often invisible. Furthermore, for social hierarchy and culture expected in limiting the discouraging Youth political engagements. Finally in agreement with Retamal and Devadoss (2018) contend that in the skills assessment and training, the youth provide an adequate focus for the skills in the organization needs focusing on the needs. The vocation for the orientation of the skills training is done based on the help that youth enhance in the skills development while focusing on the income generation activities

**5.1.3 Effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia**

The study results show that there was a significant effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The study results reveal that Youths are involved in resources building and generate efficiency in the management for the resources in a conflict free environment for the resources. The results are in agreement with the previous authors who provide a similar revelation such as Montville (2013) argued that that youth human and financial capital constitutes the structure of the labour market, and on political stability, and how they approach their youth population after conflict, even McEvoy (2010) argued that young people are involved in building peace and developing their societies because most young people want to and do play positive roles in peace building. There are many examples where youth organizations have played important roles in peace building, in many cases through youth-led

and self-initiated activities, Butalia (2011) contend that young people can be important drivers and agents of change in the development of their societies. This may be because they demonstrate openness to change feedback and learning; tend to be more future-oriented; more idealistic and innovative; and more willing to take risks Finally Schwart (2010) argued that youth human and financial capital constitutes the structure of the labour market, and on political stability, and how they approach their youth population after conflict. They have specific needs that need to be addressed, including missed years of education, unemployment or loss of traditional livelihood opportunities, social rupture, and trauma and especially for those involved as combatants a loss of status and resources

## 5.2 Conclusion

The study purpose was set to assess the effect of Youth Participation on conflict Resolution in Mogadishu Somalia. The objectives were to examine the effect of Youth participation in advocacy on conflict Resolution, identify the effect of Youth participation in peace training on conflict Resolution and establish the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia.

### 5.1.1 Effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia.

The study findings indicate that Youth participation in advocacy had a significant effect on conflict resolutions, the Youths groups and organizations were involved in the advocacy plans of the conflict resolving in Mogadishu Somalia. The study concludes that if youth activities in advocacy are increased, the conflict resolution will be further enhanced and developed.

### 5.1.2 Effect of Youth participation in peace training on conflict Resolution in Mogadishu Somalia.

The study shows that youth participation in peace training had a significant effect on conflict Resolution in Mogadishu Somalia, the study concluded that the Youth participation in peace trainings can be an avenue for inducing the conflict resolution in Mogadishu Somalia.

### 5.1.3 Effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia

The study reveals there was a significant effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia. The study concluded that the occurrence of Youth population in resources building is necessary for developing avenues in attainment of the conflict resolution, it's an avenue for enhancing the resolution of conflicts.

## 5.3 Recommendations

The results indicate that Youth participation in advocacy on conflict Resolution in Mogadishu Somalia, the study recommends for the development of effective means of advocacy were the youths can be involved in undertaking, advocating and planning for the activities of the communities geared towards conflict resolving.

There is need for an undertaking developed to involve Youth groups in training the fellow Youths in teaching others understand the dangers of instability/ conflicts. The resources in capacity building need to be developed and provided to develop avenues for improved focus.

Thirdly the study recommends that there is need for improved focus on the youth resources allocation especially in supporting their agenda especially those aimed at supporting the creation of the employment in the country, creation of youth fora that can generate the integration and cooperation for the prevalence of peace in the country were peace seem to be limited.

## 5.4 Contribution to existing Knowledge

The purpose of the study was to assess the effect of Youth Participation on conflict Resolution in Mogadishu Somalia. The study revealed that Youth Participation in advocacy, peace training and resource building are mechanisms through which the youth can participate in conflict resolutions. The study contributes to knowledge in the field of academia by and conflict resolution by providing mechanisms of training, resource building and advocacy that makes the Youth key in inducing conflict resolutions. This is contrary to the known theory that regards Youths as trouble causers. The study on Youth Participation in conflict Resolution in Mogadishu brings in a new phenomenon on handling the conflict resolutions by the Youths.

## 5.5 Areas for further study

Give the time and resources, this study could not explore all the avenues of the topic, therefore prospective researchers and even students are encouraged to research on the following areas in order to provide a more elaborative and concrete understanding on the topic;

- Youth Poverty alleviation programs and peace building in Mogadishu
- Youth NGOs and Conflict Resolution in Mogadishu Somalia.

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## APPENDICES

## Appendix I: Questionnaire

**Dear Respondent,**

I am **ABDIWELI BEDEL HASSAN** a student of Kampala International University in, Registration number **2019-04-05497** and as part of the course requirements; I am required to conduct a study on the **Youth Participation and conflict resolution in Mogadishu Somalia"** You are requested to spare approximately 10 minutes of your valuable time to fill in this questionnaire. Please give your frank views as possibly as you can. There is no right or wrong answers. Undecided option is available, if you are unable to decide about a statement or if it is not applicable to you. Your individual opinion and all information you provide are strictly confidential, anonymous and will be used only for the purpose of this study.

Thank you for your time and cooperation.

## **BACKGROUND DATA**

*Please circle the numbers representing the most appropriate responses for you in respect of the following items:*

1.  What is your age group?

    a) 18-27      b) 28-37,     c) 38-47,        d) 48 and above

2.  Gender of the respondent

    a)  Male      b)  Female

3.  What is your highest level of education?

    A) Secondary     b) Post-secondary certificate     c) Diploma,     d) Bachelor's degree,     e) Post Graduate

4.  What is your marital status?

    (a) Married         (b) divorced     (c) Widowed   (d) Single

**Section B: Youth Participation**

To what extent do you agree or disagree with the following statements regarding your understanding of Youth participation in the different dimensions? Note that; 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, and 5 = Strongly Agree

| No | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | **Youth participation in advocacy** | | | | | |
| 1 | Youths are advocating for the peace building efforts | | | | | |
| 2 | Youth mobilize fellow Youths in advocating for peace | | | | | |
| 3 | Youth do community mobilization on the conflict resolutions | | | | | |
| 4 | Youth participate in undertaking advocacy for policy in conflicts | | | | | |
| 5 | Youths are agents of government in developing advocacy plans for peace | | | | | |
| 6 | Youth advocate for the need to ensuring reconciliation | | | | | |
| | **Youth Participation in Peace trainings** | 1 | 2 | 3 | 4 | 5 |
| 1 | There is Youth participation in peace skills training | | | | | |
| 2 | The Youth participate in the training for reconciliation in communities | | | | | |
| 3 | Youth participate in undertaking training on peaceful living | | | | | |

| | means in society | | | | | |
|---|---|---|---|---|---|---|
| 4 | Youth are part of the community umbrella in providing trainings for peace negotiations | | | | | |
| 5 | Youth participate in training to be part of the peace forces in society | | | | | |
| 6 | Youth participate in training elders on the need for a peaceful society | | | | | |
| | **Youth participation in resources building** | **1** | **2** | **3** | **4** | **5** |
| 1 | Youth participate in raising finances for peaceful efforts | | | | | |
| 2 | Youth participate in the mobilization for resources building | | | | | |
| 3 | Youth participate in generation of resources from communities for them selves | | | | | |
| 4 | Youth are part of the community umbrella for allocation of resources | | | | | |
| 5 | Youth participate in monitoring the resources built by them | | | | | |
| 6 | Youth participate in formation of resource building groups | | | | | |

**Section C: Conflict Resolution**

To what extent do you agree or disagree with the following statements regarding your understanding of conflict resolution in the different dimensions? Note that; 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, and 5 = Strongly Agree

| No | Statement (Conflict Resolution) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | There is collaboration in the handling of conflicts that | | | | | |

| | occur | | | | | |
|---|---|---|---|---|---|---|
| 2 | There is collaborated community conflict resolutions in Mogadishu | | | | | |
| 3 | There exist collaborations in conflict resolutions between conflict parties | | | | | |
| 4 | The parties in conflicts are always willing for reconciliations | | | | | |
| 5 | There exist conflict accommodations amongst the parties in conflict | | | | | |
| 6 | Parties in conflict accommodation are always living peaceful in the communities | | | | | |
| 7 | The conflicts are avoided in the means where due negotiations occur | | | | | |
| 8 | There are conflict avoidances through reconciliation amongst the people | | | | | |
| 9 | The conflicts are highly avoided amongst the people in communities | | | | | |
| 10 | Community engagements are amongst those involved in conflict avoidance | | | | | |

**Appendix II: Interview Guide**

1) What is the state of Youth Participation in advocacy in Mogadishu Somalia?

2) What is the effect of Youth participation in advocacy on conflict Resolution in Mogadishu Somalia?

3) What is the state of Youth participation in Peace building in Mogadishu Somalia?

4) What is the effect of Youth participation in peace building education on conflict Resolution in Mogadishu Somalia?

5) What is the state of Youth participation in resource building in Mogadishu Somalia?

6) What is the effect of Youth participation in resources building on conflict Resolution in Mogadishu Somalia?