

**THE ROLE OF YOUTH IN COMMUNITY PEACE BUILDING IN MOGADISHU
SOMALIA**

BY

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DECLARATION

This research project is my original work and has not been presented for award of any degree in any University.

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SUPERVISOR'S DECLARATION

This research project has been submitted for examination with my approval as the University supervisor.

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ABBREVIATIONS AND ACRONYMS

CPA	:	Comprehensive Peace Accord
DFID	:	Department for International Development
FCYO	:	Funders Collaborative on Youth Organizing
MOYA	:	Ministry of Youth Affairs
NACOSTI	:	National Commission for Science, Technology & Innovation
PEV	:	Post-Election Violence.
UN	:	United Nations
UNDP	:	United Nations Development Programmes
UNSC	:	United Nations Security Council

OPERATIONAL DEFINITION OF TERMS

Community Peace building: Are actions and tactics comprise a wide range of behaviors that bring together kids, adults, governments, organizations, and schools to foster peace and healing in local communities.

Conflict Resolution: is sometimes used as a generic term encompassing most of the following areas, which all seek in their own way to contribute towards resolving conflict.

Conflict Resolution (general): is sometimes used as a generic term encompassing most of the following areas, which all seek in their own way to contribute towards resolving conflict. Note that some commentators would reject this usage, arguing that, for instance, conflict transformation represents a distinct approach with different methods and aims

Peace: is a happening of harmony defined by the absence of violence, conflict behaviors, and the absence of fear of violence. The features of this definition were accepted from the UN General Assembly Security Council in 2012.

Relief: Relief refers to the immediate and sustained actions taken by youths to alleviate suffering, provide essential support, and restore stability in conflict-affected communities. This includes delivering humanitarian aid, facilitating psychosocial support to address trauma, and promoting reconciliation through community engagement, dialogue, and trust-building initiatives.

Youth: Is the period of life when one is young, however it typically refers to the period between childhood and adulthood. It refers to a person between the ages of 18 and 35.

ABSTRACT

Mogadishu, Somalia, has for decades experienced protracted conflict, insecurity, and humanitarian crises that have severely disrupted social cohesion and community stability. Despite constituting the majority of the population and possessing immense potential as agents of change. The research aimed to examine the contributions of youth to promoting peace and security, their role in providing relief, the challenges they faced in fostering community peace building, and the potential strategies to address these challenges. Guided by the Human Needs Theory, the study addressed the following research questions: What was the extent of youth contribution to peace and security in Mogadishu? How did youth contribute to relief efforts in Somalia? What challenges did youth encounter in promoting community peace building? What measures could have mitigated these challenges? The study was pegged on stakeholder theory. The study adopted a case study design, integrating both quantitative and qualitative approaches. The target population was 10,000 with sample size of 384 respondents. Data was collected through questionnaires and analyzed using the Statistical Package for Social Sciences (SPSS). Quantitative data underwent descriptive and inferential analyses, presented in frequency tables, percentages, pie charts, and bar graphs. Qualitative data were analyzed through content analysis to identify recurring themes. A pilot study ensured the reliability and validity of the instruments, with Cronbach's alpha coefficient yielding a reliability score of 0.79. Ethical considerations were strictly adhered. The findings revealed divergent perceptions regarding youth's role in shaping Somalia's future. Some respondents acknowledged youth as key agents of social change and peace building, while others emphasized unmet basic human needs hindering their development. The study also noted varied views on youth engagement in conflicts over the past decade, with evidence suggesting that youth challenged stereotypes of being inherently violent or apathetic. Challenges to youth-led peace building were multifaceted, including resource constraints and societal biases. While opinions on solutions varied, there was consensus on the need for community-driven initiatives, positive youth engagement, and systemic support for change. The study concluded that, despite mixed perceptions, youth played a critical and positive role in peace building, necessitating greater inclusion and support. Recommendations included prioritizing youth empowerment programs, fostering community collaboration, and addressing structural barriers through policy reforms to enhance youth participation in peace-building efforts.

CHAPTER ONE

1.1 Background of the Study

Youth are recognized as major actors in community peace building globally, having approximately 1.8 billion people ages 15 to 29, a significant portion of those experiencing conflict, who prefer for building long term peace (United Nations, 2020). Consequently, as is evident in the United Nations Security Council Resolution 2250 (2019), they play instrumental roles as member states are encouraged to take into account the participation of youth in conflict prevention and resolution matters wherein youth often bridge the divide via grassroots efforts such as talks and even cultural projects (UN, 2020). In violent places such as Sub-Saharan Africa where 60% of its population is under 25, youth are systematically excluded, unemployed, and trauma, with exclusion and unemployment limiting their involvement (UNDP, 2022). The need to analyse younger contributions in selected combat zones, such as Mogadishu, Somalia, where their talent is wasted despite persistent instability is captured in this global framework.

African societies, has been historically the case that youth, irrespective of how dynamic and educated they are, have been excluded from decision making as cultural norms have given priority to the wisdom and authority of elders based on a tradition rooted in oral societies where they are held to be repositories of knowledge (Berents & Mollica, 2020). Most of Africa's youth are excluded from access to mainstream society with high rates of unemployment and underemployment, limited access to information; high levels of accessibility to violence and crime; and income, wealth and political influence disparities (Berents & Mollica, 2020). For centuries, if not decades, the African custom of youngsters giving deference to the above age and seeing the elders as their superiors has

been in existence. It is a widespread belief in the majority of societies of oral origin that the more one is old, the more one feels from the history and the knowledge. This reason sees adults as more knowledgeable, experienced and able to make judgement that are for the best interests of society.

Since decades of conflict, political instability and humanitarian crises effected the social fabric and development of Somalia (Del Felice & Wisler, 2019). With the fall of the central government in 1991, the country has experienced protracted civil war, clan based violence, rise of military groups like Al Shabaab and they have continued to spread insecurity especially in the urban centers such as Mogadishu. With violence, governance challenges and attempts to peace rebuild and stability in the capital, the capital Mogadishu has been the focal point (Osman, 2023). Nevertheless, Somalia has been making incremental progress in peace building over the last few years, with different actors such as local communities, international organizations and youth playing their role to this end. Among these are the areas highlighted as critical areas of focus: youth playing a role in community peace building, due to their complexion of planet earth, energy and the ability to instigate the change. Through this study, the contributions, challenges and possible solutions concerning youth engagement in the promotion of peace and security in Mogadishu, Somalia were looked into.

Ibrahim (2021) argues that Somalia's population is young with about 70% of the population under the age of 30. An opportunity as well as a challenge for peacebuilding, this demographic bulge does exist. On the other hand, young people are the ones that have the dynamism, creativity and resilience to deliver reconciliation,

dialogue and community cohesion. However, the marginalisation, unemployment and exposure to violence makes them exposed to recruitment by armed groups or involvement with criminal activities. In Mogadishu, instability wrought by cycles of violence has left social structure in shambles, although youth have increasingly come to play the roles of peace advocates, community mobilizers and agents of change (Aden, 2020). And they have been proven to get involved in grassroots initiatives such as community dialogues, conflict resolution and civic education as a way of addressing local conflicts and building trust amongst communities. Nonetheless, the Study of their role in the Peacebuilding is unexplored to the extent of which contribute and systemic barriers they face.

Youth's contribution to the promotion of peace and security in Somalia, with a specific focus on Mogadishu (Yusuf, 2021). Various forms of peace building by the youth have been realized through organizing peace forums, disarmament program, and also promoting inter clan reconciliation. Youth led organizations in Mogadishu organized community dialogues to settle disputes and foster social cohesion. These initiatives have a history of bridging the divide between clans and promoting a sense of shared identity among very diverse groups. Moreover, youth have used social media and technology to spread awareness on peace as well as counter extremist narratives that are common places in conflict scenario. Through these contributions, this study sought to put into focus the concrete contributions of youth to peace and security and what can be done to scale up or support their efforts.

Jama (2023) avers that humanitarian and relief organizations have responded over the years by helping to address immediate needs of conflict affected populations as humanitarian needs arise including food insecurity, displacement, and lack of basic services. While humanitarian relief efforts have long been at the center of relief in Mogadishu, the peacebuilding parts go beyond humanitarian aid to include training youth in conflict resolution, providing vocational skills, and supporting community driven reconciliation initiatives. These have given the youth the opportunity to make contribution towards peace by handling the causes of conflict like poverty and no opportunities. Programs that offer livelihoods training have helped to reduce youth's vulnerability to recruitment by militant groups to contribute to stability (Farah, 2020). This study was an understanding of the play of relief and peacebuilding, of the effect of humanitarian interventions on long term peacebuilding.

Whilst their potential as peacebuilders is great, many of young people barriers towards full effectiveness in this area are multiple. Some of these include lack of education and employment opportunities, which only add insult to injury by feeding feelings of disfranchisement and alienation. Youth engaged in peace activities in Mogadishu are facing risks of ongoing insecurity and threat of violence from groups like Al-Shabaab (Ali, 2022). Even, cultural and societal norms sometimes disregard the contribution of young people (young women in particular) to participation in decision making. Other constraints that undermine their work are lack of funding for youth led initiatives and lack of institutional support. Its aim was to identify these challenges in order to gain a more sophisticated understanding of what must be addressed in order to increase youth involvement in peacebuilding.

Possible ways on how to help address the challenges that youth encounter in promoting peacebuilding in the community of Mogadishu, a multi faceted approach will need to take place; that includes policy interventions, community engagement and international support (Hassan, 2021). Creating ways for youth to engage in peacebuilding activities can secure youth against insecurities. Education and vocational training can provide young people economically and socially, whilst giving them reduced vulnerability to conflict. Furthermore, enhancing the inclusion of young voices in particular, and young women's voices in particular, will also promote their meaningful participation in peace processes. Local governments, civil society organizations, and international organizations have also the potential to offer the required resources and support for youth driven initiatives (Farah, 2022). This study therefore proposed solutions that, when actioned, would help develop strategies that will improve youth roles in peacebuilding.

This study rests in the broader context of Somalia's peacebuilding efforts that have materialised since the formation of a federal government in 2012. But weak governance, insurgencies and other socio-economic problem persist to take the pace forward (Farah, 2022). Mogadishu, as the political and economic hub of Somalia, serves as a microcosm of these challenges and opportunities. Currently, the city has been experiencing relative stability in the last few years, but violence and social fragmentation still exist. In Somalia the marginalization is stark, particularly youth under 30 comprise 70% of the population living amid decades of conflict (UNDP, 2012). This challenge is most evidently present in Mogadishu where 2.6 million internally displaced persons share over 2,000 sites, amongst youth suffering unemployment rates of 67–75%, lacking political influence and trauma from continued violence (OCHA, 2023; UNDP, 2022). Although UN Resolution

2250 had brought global recognition to youth as peacebuilders by urging their participation in conflict resolution, Somali youth have continued to be sidelined in formal peace processes (United Nations, 2020). In 2017–2018 Mogadishu peace talks youth voices were mostly absent. Although they have potential, grassroots measures such as peace dialogues organized in the Somali Youth Civic Organization do exist. By examining this contrast, however, it is revealed that youth to peacebuilding in Mogadishu have been excluded from contributing to peacebuilding, perpetuating instability, and their inclusion can foster sustainable peace. Within this context, youth have become important actors in community peacebuilding, determined, and using their agency to deal with local conflicts and to promote social cohesion. In a context where there are falling back on traditional peace building mechanisms, for instance in dealings of conflicts through clan based negotiations, their role proves to be very crucial.

The study was developed on the background of an awareness that peacebuilding is a long drawn process that essentially involves the active participation of all segments in the society with special focus on youth. While other research has emphasized the role of youth in ‘global conflict resolution and peacebuilding’, there is little empirical evidence relating to Mogadishu itself. This study was aimed to fill this gap and indicate what can be done in the area of youth engagement by referencing to contributions, challenges, and potential solutions. The findings were expected to make a contribution to broader discourse on youth and peace building and call for youth and youth centered approaches to sustainable peace in Somalia.

1.2 Statement of the Problem

Somali youth, comprising 70% of Mogadishu's population, would lead peacebuilding efforts, leveraging their energy and local knowledge. Supported by UN Resolutions 2250, 2419, and 2535, they could drive dialogues, peace tournaments, and art projects to foster reconciliation in a city with 2.6 million IDPs across 2,000 sites (United Nations, 2020). Young women, crucial to community cohesion, would be equally included, ensuring inclusive peace processes with adequate resources (UNDP, 2022). However, Somali youth are marginalized in Mogadishu's peacebuilding. Top-down approaches prioritize security over inclusion, sidelining youth despite their potential (Kemper, 2020). Only 1,144 youth groups benefited from peacebuilding training in 2019–2020, a fraction of the youth population (SYCO, 2020). With 67–75% youth unemployment fueling disenfranchisement, groups like Al-Shabaab exploit grievances (UNDP, 2022). Youth-led initiatives, like Aqiila Art Group's projects, receive minimal support, with UN youth programming limited to \$40 million (United Nations, 2022). Young women face cultural barriers, despite contributions from groups like the Somali National Women's Organization (OCHA, 2023). Youth are absent from high-level peace talks, undermining sustainability (Lederach, 2020; Schirch, 2019). This research examines why Somali youth are excluded from Mogadishu's peacebuilding and evaluates their contributions, aiming to bridge the gap between their potential and current marginalization.

1.3 Objectives of the study

- i. Evaluate youths' roles in promoting peace and security in Somalia through community-based initiatives.
- ii. Assess the impact of relief efforts on peacebuilding in Mogadishu.

- iii. Identify major challenges faced by youths in promoting community peacebuilding in Mogadishu.
- iv. Develop and propose actionable measures to address challenges faced by youths in promoting community peacebuilding in Mogadishu.

1.4 Research Questions

1. What are the specific roles and contributions of youths in promoting peace and security through community-based initiatives in Somalia?
2. How do relief efforts by youths impact peacebuilding in Mogadishu?
3. What are the major challenges faced by youths in promoting community peacebuilding in Mogadishu?
4. What actionable measures can be developed to address the challenges faced by youths in promoting community peacebuilding in Mogadishu?

1.5 Justification and Significance of the study

This study is warranted because it reveals the extent to which Somali young contribute to community peacebuilding in Mogadishu, a city with 2.6 million internally displaced people spread across over 2,000 locations, and where youth under 30 account for 70% of the population (UNDP, 2022). Despite their demographic importance, youth are frequently excluded from formal peace processes, with only 1,144 youth organizations participating in peacebuilding initiatives during 2010 and 2011 (SYCO, 2020). This study highlights the significance of youth-led groups such as Aqila Art Group and the Somali Youth Civic Organization in building reconciliation through discussions and cultural projects by pinpointing specific contributions they make. It criticizes traditional

top-down peacebuilding strategies that marginalize young, as demonstrated by their exclusion from high-level talks such as the 2017-2018 Mogadishu negotiations. The report recommends for a more inclusive strategy, in line with UN Resolutions 2250, 2419, and 2535, which highlight youth as critical to long-term peace (United Nations, 2020). By addressing these gaps, the research provides insights into how to strengthen peacebuilding techniques, ensuring that youth, including young women, are involved into processes, thereby increasing community resilience and stability in Mogadishu.

1.6 Scope of the Study

This study was carried out in Mogadishu, Somalia's capital, for five months, from June to October 2022. It aimed to analyze the role of youth in community reconciliation, specifically their contributions to peace and security in a metropolis with over 2.6 million internally displaced people. The study included 50 youth leaders aged 18-30, 30 conflict-affected community members, and representatives from ten youth-led organizations such as the Somali Youth Civic Organization and the Aqila Art Group, for a total of 90 respondents. These interviewees were chosen to illustrate a range of opinions on youth involvement in peacebuilding, reflecting Mogadishu's complicated social dynamics. The researcher performed surveys and interviews, examined data on young initiatives such as peace dialogues and cultural projects, and presented conclusions within the timeframe specified. While the study gives vital insights about teenage contributions, it is limited to Mogadishu and does not reflect the entirety of Somalia, relying on a small, purposefully selected sample to ensure depth over breadth.

1.7 Limitation of the Study

During the investigation in Mogadishu from June 2022 to October 2022, several limitations arose. Not all of the targeted participants, including 50 young leaders, 30 community members, and ten representatives from youth-led organizations, were willing to devote time to filling out questionnaires or participating in interviews. This reticence made it difficult to acquire complete data on young contributions to peacebuilding. To address this, the researcher stated that the study was primarily for academic purposes and informed participants that all data, whether obtained by questionnaires or interviews, would be kept strictly confidential and anonymous. Despite these attempts, limited participation may have hampered the depth of insights, particularly from marginalized groups such as young women, who faced extra cultural barriers to participation. Furthermore, the study's focus on Mogadishu reduced its ability to capture broader Somali opinions, potentially restricting the generalizability of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the view of different scholars in related to the topic of study. These were done in line with the objectives of the study.

2.2 Youths' Roles in Promoting Peace and Security

In regions affected by conflict, youth are one of the significant resources for peace building and have assumed critical roles in various areas of peacebuilding, especially when young people are a contested population in the community, facing violence and instability. In 2018, Simpson (2018) drew a picture of the contributions of youth to peace processes, through an extensive global study 'The Missing Peace: Independent Progress Study on Youth, Peace and Security', commissioned by the United Nations. The research took place in 34 countries and applied a mixed methods approach including 4,000 youth surveys, focus group discussions and focus group discussions lined with policymakers and peacebuilding practitioners. These results showed the role youth played in grassroots peace initiatives – community dialogues, cultural events, and advocacy campaigns – that promote social cohesion in post conflict settings. Whilst it is impossible to find Comparability in all the cases in the study, the study notes, however, that only 15 per cent of peace agreements made between 1990 and 2018 included provisions for their involvement (Simpson, 2018). This exclusion is usually the result of stereotypes of youth as perpetrators of violence, which keeps them outside of decision-making spaces. Simpson said that efforts from youth to bridge divides have seen youth in Colombia

facilitate ceasefires and that such efforts are underfunded and unrecognized by the international community at the moment. The research gap related to the structural barriers with respect to youth inclusion in formal peacebuilding in fragile states when youth constitutes a majority of the population was identified in the study. The global perspective emphasized for sets of policies that bring youth into peace processes as grounding for considering their role in particular local and regional contexts.

In Africa, youth are both victims and potential peacemakers in conflict settings and enjoy some agency, but distortions of culture and of structuration shape their potential contributions as peacemakers out of due process. Building on these ideas, Berents and Mollica (2020) analysed the capacity of youth agency to be instrumental in peacebuilding within conflict affected African contexts – with a specific focus on Kenya and Uganda, which ones of them have been extensively impacted by post election violence and civil conflict. Using a qualitative approach, the study involved an in depth interview with 120 youth leaders, aged 18-30, community elders, and other local peace practitioners to gain insight into how youth play the role of peace builder in spite of norms that prioritize the elder authority. According to the findings, African youth's resilience often is developed through networks such as the youth led peace clubs and the art-based reconciliation projects that help usises to rebuild trust in communities that are fractured by violence (Berents & Mollica, 2020). In Kenya, for instance, after the 2007–2008 post election violence (which left over 1,100 dead) youth took to organising peace caravans in order to mobilise local dialogue between different ethnic groups. But the study found that Africans, across the continents, have valued age equating to wisdom, which has made leaders ignore the youth from formal political spaces, with less than 5 percent of African

youth holding leadership roles in national peace negotiations to the studied regions. A further victim of this marginalization created by race, is the economic pressures point on youth, 60% of whom are under 25 but unemployed at 30% on average causing some to turn to violence as agency (UNDP, 2022). This gap in research concerning the impact of the cultural barriers for youth inclusion in the urban conflict zones such as Mogadishu, where traditional norms intertwine with the contemporary war dynamics, have been pointed out by Berents and Mollica. Therefore, their work requires localized studies to see how African youth can negotiate means of overcoming these barriers so that they can contribute Effectively towards peace Building.

Verbalized through the United Nations Youth, Peace and Security (YPS) agenda, a study undertaken by McGill and O’Kane (2020) bore down into youth participation in peace building in post conflict African states like Sierra Leone and Liberia. The study used a mixed methods approach of using surveys of 200 youth participants, qualitative interviews with youth organizations as well as policymakers in both countries, and was published in the Journal of Youth Studies. This study shows that YPS under UN Security Council Resolution 2250 (2015) agenda has raised the global awareness of youth’s role in peacebuilding, but not implemented uniformly in Africa (McGill & O’Kane, 2020). In Sierra Leone, youth based radio programs advocating for peace education were conducted by over 10,000 elders in communities as they attempted to curb intercommunal post civil war tensions. Yet, according to the study, only 10 percent of youth in these countries felt represented in national peace processes; the lack of political will to and resources for youth programs, spending less than 2 percent of peacebuilding budgets for youth (McGill & O’Kane, 2020). The authors commented that 40 per cent of

youth living in post conflict areas of Africa show symptoms of post traumatic stress disorder (PTSD), which debilitates the youth's ability to participate in the peacebuilding without sufficient psychosocial support. This study found a research gap in what is known about the intersection between trauma and economic disenfranchisement as limits to youth contribution to peacebuilding specifically in urban African settings such as Mogadishu, from a high displacement vantage point.

Music and specifically Mogadishu is quite a melting pot of a place and that includes the youth who face both challenges and opportunities in contributing to peacebuilding despite ongoing conflict and those displaced. Ensor (2019) focused on youth contributions to peacebuilding in Mogadishu after the 2011 conflict escalation that included youth rebuilding their communities within refugees camps. The study adopted a mixed methods design collecting secondary data from surveys of 80 youth 15-30 years old and primary data through semi structured interviews of community leaders in Mogadishu's IDP camps that host over 2.6 million displaced persons (OCHA, 2023). However, Somali youth in spite of systematic exclusion, started off at the grassroots and organized inter clan dialogues and cultural events in camps to reduce tension (Ensor, 2019). As an example, in 2019, the Somali Youth Civic Organization (SYCO) played a role in convening peace dialogues that engaged more than 500 youth in conflict affected neighborhoods characterised by reconciliation. Nevertheless, Ensor adds that, of Mogadishu's youthful population, which Xan-dugo estimates at 70 per cent of the city, only 1,144 youth groups had engaged in formal peacebuilding work between 2010 and 2011 (SYCO, 2020; UNDP, 2022). The limited engagement is also attributed to the lack of funding as UN youth programming in Somalia that only received \$40 million for six thematic areas, the

fact that cultural norms exclude women and youth, primarily young women from decision making positions (United Nations, 2022). The analysis gap that Ensor fills in is identifying which, if any, of the economic, cultural, and political barriers to understand stand in the way of Somali youth full participation in peacebuilding, particularly in the context of Mogadishu's urban displacement.

In 2022, the Somalia Human Development Report by the United Nations Development Programme (UNDP) (2022) about youth empowerment in Somalia. Quantitative aspect of the study took shape in a survey of 3,300 youth, aged 14–29, across Somaliland, Puntland, South Central Somalia and Mogadishu, based on the socioeconomic reality of Somali youth. Results show that the majority of Somali youth, 67–75% are unemployed, a major cause of marginalization and potential recruitment into the likes of Al-Shabaab, who take advantage of economic grievances (UNDP, 2022). In Mogadishu, efforts by youth led initiatives, such as Aqiila Art Group's peacebuilding and art projects, are meant to promote social cohesion, however with very little institutional support, most of which less than 5% of the national peacebuilding budget is spent on youth programs. The report also noted that such Somali youth, while potentially peace makers, are often perceived as either victims of or perpetrators of violence rather than peace makers, as they were absent from formal peace talks such as the 2017–2018 Mogadishu negotiations (Lederach, 2005). However, no research had been conducted to determine how to integrate youth into formal peace processes in Somalia, especially in urban centers like Mogadishu although displacement and insecurity contributes to their exclusion.

Somali Youth Civic Organization (SYCO) (2020) investigated youth participation in peace building practice in Mogadishu; it focuses on youth led initiatives in conflict affected neighbourhoods. This was a qualitative study which involved the use of focus group with 50 youth leaders and community stakeholders in Mogadishu, and a review of peace building programme data between 2010 and 2019. The findings revealed that youth in Mogadishu are doing grassroots peacebuilding which led to organising peace tournaments and cultural events that reached over 2000 Mogadishu residents in 2019 alone (SYCO, 2020). Yet, the study also showed that systemic barriers, including inadequate political representation and resources, drastically constrict such efforts. For example, of the 70 percent of Mogadishu's population that's youth, it is estimated that only 1,144 youth groups were formally involved in peacebuilding actions between 2010 and 2011 (SYCO, 2020). It is also because young women are subject to further cultural barriers with peacebuilding initiatives involving only a small percentage (less than 10 percent in the case of female youth) of which are based on patriarchal norms. A research gap in understanding how to scale up youth-led peacebuilding in Mogadishu, as well as understanding how gender disparities in participation could need to be addressed further was identified by SYCO.

A comparative local perspective was provided by Mutisi (2018) in terms of youth's roles in peacebuilding during Kenya's post election violence, implications for Somalia. The study is published in the African Security Review, using a qualitative design, 60 youth and community leaders (in Nairobi and Eldoret) were interviewed after the 2007-2008 violence. Like in Mogadishu, Kenyan youth too were not included in formal peace processes and yet were simultaneously active in its grassroots reconciliation, for instance

through organising peace caravans, that reduced ethnic tensions (Mutisi, 2018). An examination of youth exclusion, as present in Mogadishu, showed it is due to the fact that the political will to include youth, is not there, and is motivated by cultural biases aimed at excluding youth which dominate demographically. The finding that the gap in research on how to bridge the gap between grassroots youth effort and institutionalized peace process in East African urban contexts like Mogadishu, characterised by similar conflict dynamics, was an identified gap in research.

2.3 Impact of Relief Efforts on Peacebuilding

Emerging as essential members of relief when the formal systems fail, youth are rarely supported or documented for the role they play in helping to alleviate the suffering of those affected by a humanitarian crisis. In his study (Fletcher 2021) of the contributions of youth to disaster response and recovery, Fletcher shows the role of youth in relief efforts among 20 countries that have experienced such disasters as hurricanes and earthquakes. The study was published by the International Federation of Red Cross and Red Crescent Societies, the global humanitarian movement that first responded to humanitarian crises around the world, and was one of several that used a mixed methods approach working with 1,0000 youth volunteers who participated in survey and spoke with humanitarian organizations in various regions such as Southeast Asia and the Caribbean. Out of 70 percent of youth who had been surveyed, 70 percent reported that they participated in rapid response initiatives that included the distribution of food, water, and medical supplies during the initial 72 hours after a disaster (Fletcher, 2021). For instance, in the Philippines after typhoon Haiyan in 2013, youth groups like Bundles of Joy raised more than PHP 126,130 (Fletcher, 2021) to get relief packs that contain

essentials such as rice, water, as well as medicine and letters of hope to encourage survivors. But although only 20 percent of youth-led relief efforts secured funding or training from international NGOs, many such activities are unsustainable. While sitting on a broken window type permutation, Fletcher noted a research vacuum on how to integrate youth led relief efforts into formal humanitarian frameworks, most particularly in conflict zones where as youth they would be faced with extra risks'- an opening to addressing how youth efforts contribute to the African and Somali contexts.

African youth have mobilized quickly to address the community needs in crisis situations, they are hampered by structural constraints that weaken their capacity for the relief resources. In Chauke (2020) about youth engagement in humanitarian response at the 2014–2016 Ebola outbreak in West Africa, Sierra Leone and Liberia – as youth were frontline responders. The study published in *Journal of International Humanitarian Action* employed a qualitative methodology through semi structured interviews of 60 youth volunteers and 20 community leaders in affected areas. During the crisis, youth in Sierra Leone made burial teams, distributed hygiene kits and made awareness campaigns, which reached over 15,000 households with crucial health information (Chauke, 2020). But aside from that 80 per cent of these youth lacked formal training and, post crisis, only 10 per cent were able to find long term employment and felt neglected and discouraged (Chauke, 2020). The lack of sustained support averred youth from contributing subsequent relief activities, as they perceived their contribution to be discredited by humanitarian actors. A research gap Chauke identified was in how to develop supports for African youth working in relief efforts, especially in urban conflict zones of displacement and insecurity via a context applicable to Mogadishu.

Welch (2016: 902) provides another regional perspective, in her study of youth involvement in drought response efforts in East Africa, Ethiopia and Kenya, 2011 Horn of Africa famine. Using a mixed methods design involving surveys with a sample of 300 youth volunteers, and focus group discussions with community organizations in drought regions, it allowed for the study to be published in January by Oxfam International. The research revealed that youths in Ethiopia set up community group to disperse food and water to over 10,000 families with extended or long walks to reach remote villages (Welch, 2016). Social media was utilized by young Kenyan's to raise awareness and finances were raised, one putting emphasis on \$50,000 towards relief supplies. The study however showed the difficulty of youth efforts in coordination with the formal humanitarian agencies, as only 15% of the youth groups had logistical support (Welch, 2016). Besides, cultural biases like viewing youth as inexperienced excluded their involvement in decision making bearing in mind that their presence was very on ground. This research gap relates to understanding how to bridge the gap between youth led relief initiatives and formal humanitarian systems in conflict affected African urban areas, which are youth prone areas such as Mogadishu.

Humanitarian crises, youth have played a critical and essential role in relief efforts, but they face limited resources and geographical areas, as well as cultural exclusion, and are often constrained by insecurity, through which they have not been able to utilize their ingenuity to the benefit of humanitarian justice. Resiliency of Mogadishu's internally displaced persons (IDP) camps in real time was surveyed by Mohamed (2023) in the role of Somali youth in providing relief in a period of the 2022–2023 drought, which is the worst in decades. Conducted through interviews with 50 youth volunteers and 30 IDP

camp leaders in Mogadishu where more than 2.6 million people have been displaced (OCHA, 2023), the study takes the qualitative approach as it is published by the Somali Institute for Development Research and Analysis. In the case of Mogadishu, the findings indicated that youth in the city organized food and water distribution drives serving more than 8,000 families from the IDP camps, some spending their limited resources to purchase the supplies (Mohamed, 2023). For instance, the Mogadishu Youth Volunteers group from the group raised \$5,000 in local donations for hygiene kits and water to provide to displaced families. However, the study revealed threats from armed groups from 20 percent of young people escorted to deliver aid in insecure areas. Furthermore, international NGOs only provided a paltry 5% of support for youth led relief efforts, making most of the initiatives underfunded and short lived (Mohamed, 2023). In a research gap, Mohamed searched for how to mitigate security risks that come with youth working on relief efforts in Mogadishu and how to secure continued funding for the work they do.

In the case of 2020 Gu rains, Hassan (2021) had examined youth contributions to flood relief in Mogadishu following that which displaced over 400,000 people. The study is published by the Heritage Institute for Policy Studies and implemented with a mixed methods approach through surveying 100 youth volunteers and focus groups with community leaders in flood affected neighborhoods. Hassan (2021) reported that Somali youth in Mogadishu formed temporary shelters with over 5,000 families in order to deliver food using mosques as contacts to collect donations. Banadir Youth Network pulled together 200 volunteers and was able to rescue an estimated 300 lives through one youth group wanting to help. Nevertheless, the study indicated a lack of youth's access to

safety equipment since 60% had injuries during relief operations and 10% were trained about emergency response (Hassan, 2021). Less than 15% of volunteers were women as mobility restrictions prevented cultural norms from allowing female youth to participate. However, as Hassan pointed out, there is a research gap around how to improve the safety and inclusivity of youth-led relief work in Mogadishu for young women, and how youth in relief work can be equipped with proper training and resources.

Abdi (2024) conducted a study on youth participation in the efforts for relief from the 2023–2024 drought and floods in Mogadishu through data collected from youth organized groups. The study was published by the Somali Disaster Management Agency that used a qualitative design consisting of interviews with 40 youth leaders and reports of relief programs in Mogadishu. They found that youth had worked with the African Youth Growth Foundation to distribute food and hygiene items to over 10,000 families in IDP camps through social media awareness and funds (Abdi, 2024). A campaign on the same platform from a youth caught the attention with sales of \$3,000 in one week to buy water tanks for displaced communities. Yet, the study clearly indicated that youth efforts were hindered by a market failure of coordination with formal agencies of relief (Abdi, 2024). It also adds that the ongoing conflict in Mogadishu was running risks, and that 30 percent of youth volunteers had been harassed by local militias. A gap in the research on how to increase coordination between youth led relief efforts and formal humanitarian systems in Mogadishu and also how to overcome the security challenges preventing them from doing more, was identified by Abdi.

A comparative local perspective of youth roles in relief efforts in Puntland, Farah (2022) made relevant extension to Mogadishu. The study is a qualitative study conducted by the Puntland Development Research Centre that interviewed 70 youth volunteers and 20 community elders in Garowe following 2021 cyclone Gati. The report found that youth in Puntland distributed food, water and shelter materials to over 6,000 families, mostly together with local NGOs who reached remote areas (Farah, 2022). Despite this, youth were not documented in official relief reports and received cultural resistance where elders treated them as inexperienced. Cultural norms and insecurity limit Mogadishu's youth from contributing, which is mirrored at an international level. Yet while youth had demonstrated their crucial role in Somalia's humanitarian response, Farah saw a research gap in addressing how they could be formally integrated into Somalia's humanitarian response frameworks, specifically in Mogadishu urban conflict zones like Mogadishu, where their contributions have gone unrecognized.

2.4 The Challenges Faced by the Youth in Promoting Community Peace Building

In promoting community peacebuilding, youth are often caught in systemic exclusion, economic instability and perceptions from society that deny their agency. In 2017, Hilker looked at the barriers youth face when it comes to participating in peacebuilding initiatives in 25 conflict zones in both the Middle East and South Asia. The study used mixed methods and surveyed 3 500 youth aged 15-30 and conducted focus groups with peacebuilding organizations published by United Nations Institute for Training and Research. According to the findings, 65 percent of the youth claimed that they were excluded from the formal peace processes because of age based discrimination; governments and international actors frequently saw them as risks to be feared rather than

contributors (Hilker, 2017). For example, in Afghanistan, youth who were leading peace dialogues were rejected by authorities in the community, leaving them with little influence on reconciliation. Economic insecurity presented a key challenge in that 55% of youth said unemployment was a barrier to sustained peacebuilding participation, and compelled them into survival activities instead of activism (Hilker, 2017). In addition, youth in conflict zones experienced less psychological trauma with 45 percent suffering from symptoms of post-traumatic distress disorder (PTSD), (a psychological disability) that prevents them from effectively contributing to peace initiatives, the study also revealed. Hilker highlighted a void in the literature to understand how to work on these intersecting challenges, exclusion, economic barriers, and trauma, not just to enable youth to contribute to peacebuilding, but especially in urban conflict settings where these problems present more strongly.

Challenges in Community Peacebuilding faced by African youth at the regional levels are specific to culture norms, political marginalization and the heritage of conflict. In exploring the difficulties youth face in peacebuilding in West Africa, Oluwaniyi (2020) centers on youth in post conflict reconciliation and reconciliation in Nigeria and Mali, where youth have been involved in these efforts. The study employed qualitative methodology; in-depth interviews were carried out with 40 community stakeholders and 80 youth leaders in conflict affected regions including Maiduguri, Gao etc. Findings revealed that cultural norms of promoting elder authority to such an extent limit youth participation to 70% of the youth who stated they were excluded from decision making processes because of lack of experience (Oluwaniyi, 2020). Youth peace initiatives were youth led in the Boko Haram riven northeast of Nigeria, however, 60 percent of the youth

reported that political elites coopted youth peace initiatives in service to the narrow partisan agenda rather than real peace efforts. Peacebuilding programs in the countries were also hampered by economic challenges with 50% of the youth stating lack of funding as a barrier and less than 3% of national budgets in both countries (Oluwaniyi, 2020). In addition, the insecurity directly threatened youth with 40 percent of youth enduring violence or intimidation while participating in peace activity, especially in Mali's conflict north. A research gap that Oluwaniyi points out is how to overcome cultural and political barriers to youth inclusion in peacebuilding on the African continent, particularly in Mogadishu within an urban context where conflict dynamics are advanced dynamic.

Amoako (2019) study on the challenges faced by youths in peace building in East Africa with reference to South Sudan and Rwanda where the youths are engaged in post genocide and post civil war reconciliation. The study which sought to understand the reality of the situation used a mixed methods approach, the survey of 150 youth participants and focus group with community leaders in Juba and Kigali. The findings were that youth were risking their security in South Sudan (Amoako, 2019), with 55% report armed threats, when organizing peace dialogues, a conflict it remains in the midst of. In Rwanda, youth were dealt with a deep distrust of the next generation by the elders — and significant resistance to their peacebuilding efforts — such as community theater projects designed to build trust across generations. In addition, economic barriers were prevalent with 45% of youth lacking access to education or employment opportunities thus making it impossible to financially support the activities of peacebuilding (Amoako, 2019). Moreover, the study showed young women had gender specific problems, as only

15 percent of peacebuilding initiatives included the participation of female youth because of restrictions on their mobility as well as their public roles. In exploring how to close the gender disparity and security risk gaps for youth in African peacebuilding, Amoako identified a research gap on urban displacement settings in which those challenges are exacerbated.

Ongoing conflict, displacement and cultural exclusion add up to make it difficult for youth to promote community peacebuilding. Ali (2022) examined the difficulties faced by displaced communities in Mogadishu to participate in peace building, and how the youths in these communities remain passive. The study is published by the Somali Public Agenda and was qualitatively based on 60 youth leaders and 30 IDP camp residents in Mogadishu, which has over 2.6 million internally displaced persons (OCHA, 2023). The findings showed insecurity is a main challenge as 65 % of the youth reported by threats by armed groups such as Al-Shabaab while engaging in peace dialogues with the IDPs (Ali, 2022). Militia attacks in the Daynile district disrupted a youth led peace initiative that later had lead organizer forced to suspend activities. Also, 70% of youth mentioned economic restrictions, which amounted to 67–75% of Somali youth and reported that, in general, they would prioritize income generating activities over peacebuilding, like most youth and one in three young people globally (UNDP 2022). More so, cultural norms further marginalized youth, but especially young women, as less than 10 percent of peace initiatives included female participants because patriarchal norms restricted involvement (Ali, 2022). Ali identified a knowledge gap in the way to overcome security risks and address gender disparities in Mogadishu peacebuilding landscape where youth potentials are underutilized.

Jama (2023) reflected on the difficulties that youth present in being agents of peacebuilding in Mogadishu, specifically in working with formal peace processes. The Rift Valley Institute published the study as a mixed methods study with 100 youth aged 18–30 surveyed and with focus groups conducted with community leaders in Mogadishu’s conflict affected neighborhoods. Results indicated that, with the exception of less than 5% of 2017–18 Mogadishu negotiations participants under 30, youth were largely excluded from formal peace talks (Jama, 2023). Youth’s exclusion was due to the deficient political representation, as youth do not usually get to influential positions in Somalia’s primary clan based system of politics. Also, according to the study, trauma from conflict disinclined participation among youth, with 50 percent of youth reporting PTSD symptoms related to violence exposure and only 5 percent having access to psychosocial support (Jama, 2023). Somewhat, it also got limited resource to work with as it only had \$40 million for its UN youth programming in Somalia, which was a bit short to address the issue (United Nations 2022). Jama showed a research gap to explore how youth can be integrated into formal peace processes in Mogadishu and offered mental health support to youth to help them contribute better to peacebuilding.

Yusuf (2021) looked at the socioeconomic challenges young people in Mogadishu face in terms of peacebuilding especially in the face of interclan conflicts. A qualitative study involving 50 youth volunteers and 20 clan elders in the Hodan district was done through published by the Mogadishu University Journal. Findings showed that issues with inter clan tensions stood as a major hindrance and 60% of youth narrated resistance from clan leaders who viewed the peace initiatives they were championing (i.e. inter clan sports tournaments) as threats to traditional power structures (Yusuf 2021). These challenged

were further compounded by the fact that a whopping 75 per cent of the youth were economically insecure, leaving little for poverty alleviation programmes and had to selflessly cite peacebuilding for survival activities. A further finding of the study is that youth-led initiatives, including those from Banadir Youth Network, remained invisible in the reports of official peacebuilding (8% of their efforts we discussed below remained undocumented in such reports, which in turn limited their access to funding and support) (Yusuf, 2021). Yusuf identified a gap in research on how to tackle clan based resistance, whilst also working to increase the visibility of peacebuilding by youth in Mogadishu.

Applying a comparative local perspective (Farah, 2020), it compared the problems of youth in peace building in Somaliland, with no to a part for Mogadishu. The study was a qualitative design published by the Academy for Peace and Development and based data on interviewed 70 youth leaders and 30 community stakeholders in Hargeisa. These findings indicate that the challenges faced by the youth in Somaliland were in line with those in Mogadishu, such as insecurity—half reported experiencing threats when arranging peace dialogues and half felt excluded in cultural aspect in the peace processes because they were being led by the elders (Farah, 2020). The study also notes that lack of education prevented over 40 per cent of the youth from access to formal education which hinders the strength of their involvement in strategic peace building. Recognizing a gap in research regarding how to overcome the educational and cultural barriers for youth peace building in the Somali urban centers (Mogadishu) facing conflict and displacement, Farah initiated the study.

2.5 Actionable Measures to Address Challenges Faced by Youths in Promoting Community Peacebuilding

To address the challenges youth face in community peacebuilding, there should be specific solutions that will improve their inclusion, give resources, and abolish systemic barriers. In order to understand how to empower youth in conflict, Smith (2019) looked at solutions across 30 conflict countries, including Balkans, Southeast Asia, and beyond. The study, published by the United Nations Population Fund, is a mixed methodologies effort that surveyed 4,200 youth from ages 15 to 30 in countries such as Myanmar and Bosnia and dueled with the organizations working with youth towards peacebuilding. Specifically, the findings indicated that the probability of youth participation nearly doubles to nearly 9% from 5% with youth-inclusive policies like mandating youth representation in peace negotiations (Smith, 2019). In addition, youth who were trained in conflict resolution and leadership skills were successful in leading successful community dialogues in 70% of the cases. Additionally, it reported that 50 percent of youth with access to the mental health programs were more engaged in peace building activities (Smith, 2019). Trauma counseling, on the other hand, has helped youth in Bosnia be 40 % more likely to start a peace project. Smith, however, identified a research gap in how to scale these solutions in conflict zones with minimal infrastructure such as urban areas in Africa which the country's youth face unique challenges brought on by insecurity and displacement.

Solutions to African Youth's empowerment in peacebuilding have been context specific and would involve surmounting cultural, economic, and security barriers. Ndlovu (2021) discusses interventions directing towards empowering youth participation in peace

building in the Southern Africa region especially in Zimbabwe and South Africa where youth were active in postconflict reconciliation. The study is published in the *Journal of Southern African Studies* and is a qualitative methodology led by interviewing 90 youth leaders, and 30 community elders in Harare and Johannesburg. Results indicated that over 55% of youths in Zimbabwe participated in the research having been established youths peace councils that serve as a formal platform for youths to influence local peace processes (Ndlovu, 2021). Economic empowerment programs, such as youth funded microgrants for peace initiatives in South Africa contributed to 65 percent of recipient's ability to sustain their projects, including community art programs that diminished intergroup tensions. The study also observed the function of intergenerational dialogue, which is that Harare's youth elder forums reduced 40% of the resistance by youth elders to the involvement of youth (Ndlovu, 2021). Yet the study discovered that 20 per cent of youth enjoyed such programs because peace building budgets in Southern African fell below 5 per cent for the purposes of youth initiatives. Expanding access to these solutions, however, is an interest that Ndlovu identified as the subject of a research gap in urban African conflict zones where youth have highly insecure and dislocated populations, appealing for this manuscript to the context of Mogadishu.

In a study on youth solutions of peacebuilding in East Africa: Kenya and Uganda, which have been engaged in post conflict and post election peace making, Kamau (2020) analyzed youth solutions to peacebuilding. The study used a mixed method design with 200 youth respondents who were surveyed and focus groups of peacebuilding NGOs in Nairobi and Kampala. Thus, the findings showed that use of technology like social media platforms like X can help youth to engage more as 70% of Kenyan youth use X to

organize peace campaigns after the 2017 election violence (Kamau, 2020). A training of youth in skills of mediation in Uganda increased by 50 pc their ability to solve community conflicts, especially in refugee hosting areas. Moreover, the study pointed out the importance of the gender inclusive programs, highlighting that in Kenya such initiatives as specifically aimed at young women increased their participation in peacebuilding by 35% (to overcome cultural barriers to their involvement) (Kamau, 2020). But the study did find that threats continue to pose a challenge as 45 percent of youth said they faced threats while engaging in peace activities mostly in the most volatile regions in Uganda's north. In order to understand how to ensure their safety and scale technology based solutions in areas with poor digital access like Mogadishu, Kamau identified a research gap in having insight into how to do so in urban conflict settings where young people are undertaking peacebuilding.

For their efforts to continue, they must address insecurity, cultural exclusion, resource scarcity, and develop solutions to the challenges youth face in community peacebuilding. Osman (2023) explored ways for overcoming the issues that hamper youth peacebuilding in Mogadishu, especially among the city's displaced communities. The study was based on a qualitative approach and was published by the Somali Institute for Peace and Development after interviewing 70 youth leaders and 40 IDP camp residents in Mogadishu which hosts over 2.6 million internally displaced persons (OCHA, 2023). This discovered that the existence of spaces for youth peace building, such as a protected community centres under local security, reduced the threat of youth being 50% targeted by Al-Shabaab armed group as they organised such dialogues (Osman, 2023). For instance, a center for this established there attracted more participation in a youth led

peace initiative in the Wadajir district. In addition, it suggested that the money allocated to Somalia's youth could be increased from approximately \$40 million for UN youth programs to more than \$180 million to fund 5,000 more youth in peace activities (United Nations, 2022). Furthermore, it was found that cultural sensitization programs were effective in diminishing resistance by elders with youth and clan leaders working in conjunction in peace projects (Osman, 2023). Noting a research gap in how to maintain these safe spaces and funding mechanisms in Mogadishu's highly volatile context characterized by insecurity and resource competition, Osman discovered that the public's benefits could not be utilized for scheme sustainability.

A study conducted by Shire (2022) examines the interventions that aim to facilitate youth building peace in Mogadishu, which he concentrates on inter clan reconciliation. The study, which was published by the Center for Peace and Advocacy, used a mixed methods design with 120 youth in the age span of 18-30 and focus groups of clan elders in the Hamarweyne district. Thus, training youth in inter-clan mediation skills increases youth mediators' abilities to resolve disputes by a factor of 60%, with youth mediators facilitating peace agreements between rival clans in 2021 (Shire, 2022). Further, it suggested psychosocial support programs, and the study of counseling to youth reduced PTSD symptoms in 55% of participants, thereby allowing them to participate better in peacebuilding as 50 percent of Mogadishu's youth report trauma from conflict (Shire, 2022). Moreover, 45 percent of elders endorsed youth activities as a result of collaborative peace committees including youth-elders partnerships. However, it was determined that only 15% of the youth had those resources and that outreach (Shire, 2022). Following work at Jaijang Higher Secondary School (in the Jimtor sub-county of

Jeii Jai??Nngo county) and with other youth groups and partnerships, Shire identified a research gap in finding out how to scale psychosocial and mediation training to Mogadishu youth in general, and especially young women, who are further challenged by cultural barriers to participation.

In particular for the youth of the conflict effected neighbourhoods of the city of Mogadishu, Ibrahim (2021), centred on economic solutions to power that work in their favour towards youths participation in peace building efforts. The study was published by the Somali Youth Development Network and was a qualitative approach in which the researchers interviewed 80 youth volunteers and 30 community leaders participating in Bondhere district. The findings indicated that microgranting to the youth to initiate peace initiatives including peace tournaments and cultural events facilitated sustained projects by 70 percent, that catered to over 3,000 community members in 2020 (Ibrahim, 2021). For example, Banadir Youth Network used a \$2,000 grant to organize peace festival to help reduce the tension between neighborhoods that are at war. It also recommended vocational training programs to reduce the unemployment rate (currently 67–75% among Somali youth) by 40 percent, freeing up the participants to be focused on peacebuilding, rather than to survive (UNDP, 2022; Ibrahim, 2021). It also used local media to raise the visibility of youth voices, 50% of initiatives attained recognition by local authorities after they covered the media (Ibrahim, 2021). A research gap about how to secure sustainable funding for microgrant and vocational programs in Mogadishu where economic instability makes it difficult to provide long term support for youth peace building was identified by Ibrahim.

To enable a local comparative perspective, Aden (2020) explored how solutions to youth peacebuilding challenges in Puntland, may apply to Mogadishu. The study was conducted using a qualitative design and surveyed 60 youth leaders and 20 community stakeholders from Garowe in the Puntland region, which is published by Puntland Youth Association. Based on the findings, associating youth with formal peace processes like local reconciliation committees triple overall subnational representation – making them a voice in decision making (Aden, 2020). The study also suggested strong use of technology like mobile apps to link youth peacebuilders and it obtained 65 percent increase in coordination of peacebuilders when a local NGO developed a peace app. Gender sensitization workshops together with increased female youth participation by 30%, as the culture being a barrier (Aden, 2020). But the study found that 10 percent of youth did not have access to such technologies since Somali was a digital underdeveloped country. Aden noticed a research gap about how to get more digital and gender inclusive solutions in urban conflict zone such as Mogadishu where youth are facing similar challenges, but are doing so in even more insecure conditions.

2.6 Research Gap

The existing studies showcases many gaps in the knowledge of youth's roles on Mogadishu, Somalia, in peacebuilding in the context of their contributions, challenges, relief efforts and possible solutions. Studies confirm the need to integrate youth in formal peace processes as well as scaling solutions of psychosocial support in conflict zones, but are vague on urban settings like Mogadishu, where insecurity and displacement multiply barriers. Yet they do not make a call for city specific research of cultural barriers and sustainable funding for youth peace councils in Africa, while they do not address

Mogadishu's special inter clan and displacement syndromes with 2.6 million IDPs. The studies bring attention to systemic risks of insecurity and gender exclusion in Mogadishu, but they do not reveal the manner in which they should be addressed nor how the lack of visibility of youth initiatives should be compensated. Studies in relief efforts point out funding gaps and ensure safety of youth in volatile Mogadishu IDP camps, but offer no strategies for coordination with formal humanitarian systems. However, their scalability and inclusiveness for young women in Mogadishu's patriarchal context is unexplored, and the studies propose safe spaces and mediation training. In addition, even the studies on economic empowerment isn't very sustainable in a city like mine where the jobless rate is 67-75% of the young people. In combination, these studies stress the importance of research designed to comprehensively address how to incorporate Mogadishu's youth into formal peace and relief systems, surmount security and cultural impediments, promote gender equity, and support the youth economically and psychologically in ways that enhance their social peacebuilding duties.

2.7 Theoretical framework

2.7.1 Stakeholder Theory

This study is oriented through Stakeholder Theory. This theory provides a structured approach to the study of youth participation in peacebuilding in Mogadishu, Somalia. The concept was first developed by R. Edward Freeman in his seminal *Strategic Management: A Stakeholder Approach* released by him in 1984 (Freeman, 2023). Freeman introduced the idea of shifting away from a focus on shareholders and extending it to the consideration of all individuals and groups affected by organizations' actions in setting up what would become a more inclusive management philosophy.

Thomas Donaldson and Lee E. Preston, in 1995, advanced Stakeholder Theory further in a theoretical depth by chalking out its ethical and managerial implications. The theory was integrated into the corporate social responsibility frameworks by Archie B. Carroll, which placed the ethical obligations towards the stakeholders, and Max B.E. Clarkson, who emphasized the practical strategies for stakeholder engagement (Mahajan et al., 2023). In these proponents, we recognise a collective assertion that the sustainable success hinges on addressing the needs and interests of all stakeholders a principle that runs very well with the collaborative nature of peacebuilding.

Stakeholder Theory is a useful framework within the context of this study as it helps in examining the relationship between the youth participation and community peace building. This underscores the need to bring in a wide range of people to the table, i.e. youths, community leaders, government agencies, international organizations, and relief agencies, for the peace process. The theory recognizes the interconnections between these groups by drawing attention to how combinations of youths' contributions to peace and security, their role in relief efforts, and how they are supported by government, foreign intervention, determine outcomes like stability, reconciliation, human rights and protection. This is also because according to the theory addressing the youths' need for recognition and security is congruent with what the government is interested in stability, and it corresponds with the NGOs' interest in humanitarian aid, which, together represent a synergistic effect that can help in peace building in Mogadishu.

Stakeholder Theory provides appropriate answers to the research questions at hand if its strengths are combined with those of the other theories. This helps create a holistic approach that includes a collective of diverse organs and promotes the unity of the

community through the improvement and inclusion of all community voices in order for peacebuilding initiatives to be inclusive and representative. It is well layered into Mogadishu's complex socio political landscape where many actors all with all different interests meet. Furthermore, the theory calls for ethical decision making, an instrument of building trust that is a prerequisite to long term stability in conflict affected areas.

Nevertheless, Stakeholder Theory too is not free from limitations. It is also one that requires the ability to help stakeholders work through competing interests and prioritize among them to the extent possible; the difficulty of resolving the conflict can result in indecision or focusing on the wrong items in peacebuilding (Mahajan et al., 2023). In this context, which is volatile, with resources scarce and stakeholder goals might conflict, this ambiguity has a negative impact on action. Additionally, the theory offers scarce assistance in the case in which stakeholder needs cross, possibly leading to major barriers in scenario in which. Finally, such a broad perspective might also overlook the very challenges faced by youths, especially power imbalances or resource constraints, by varying their adaptation so that it more effectively addresses how the study of youths is being targeted. Given these drawbacks, however, Stakeholder Theory provides a sound basis through which to conceptualize the relational foundations of youth driven peacebuilding in Mogadishu.

2.7.2 Human Needs Theory (HNT)

This research project develops its conceptual framework through the Human Needs Theory (HNT) because this theory demonstrates how conflicts develop at their core. The Human Needs Theory delivers precious understanding of dispute root causes along with

resolution methods but peace scholars consistently miss or diminish its worth (Unruh & Canciglieri Junior, 2022). The following segment demonstrates how HNT functions to analyze youth involvement in peacebuilding activities. The mental requirements a human being needs to survive and prosper serve as fundamental components of this theory. The unmet human requirements serve as main conflict initiators according to Abraham Maslow (1908–1970), Henry Murray, Erich Fromm (1900–1980), and John Burton (1990). Groups which experience neglect from others experience unmet expectations along with the denial of recognition and respect and care so their aspirations become limited and tension arises.

Based on his analysis of contemporary social and political issues John Burton (1990) establishes that groups resort to violence because universal human needs go unfulfilled (Watts et al., 2020). The educational system and societal teachings teach parties methods to control situations which leads to dehumanizing others in prolonged conflicts according to Burton's analysis. According to him violent behavior represents a tragic manifestation of inadequate need satisfaction which explains why human actions continually aim to meet basic requirements.

The present research uses HNT as a tool because it proves beneficial for a broad range of situations which combine youth contact and peace initiatives (Unruh & Junior, 2023). The tool acts as a mutual contributor for conflict prevention while also helping create peace through reconciliation activities and peaceful dialogue methods which represent core community engagement requirements. The model demonstrates value at multiple societal levels by addressing conflicts that emerge between individuals and groups as

well as those experienced at the international scale. The study gathers its insights from HNT regarding unmet needs of youths for security recognition and belonging because it demonstrates that addressing these needs through youth-led initiatives helps reduce conflict and promote peacebuilding success in Mogadishu. The research explores how young individuals' peace and relief work and their capabilities regarding obstacle solutions help meet basic human requirements which sustain community stability.

2.8 Conceptual Framework

The conceptual framework reflects the researcher's perspective on the topic, guiding the investigation's direction. It provides a structured model for organizing the study's concepts and their interconnections. As Casula et al. (2020) explain, the core components of a conceptual framework offer a concise guide for readers to grasp the anticipated relationship between the independent and dependent variables. This is illustrated in Figure 1.

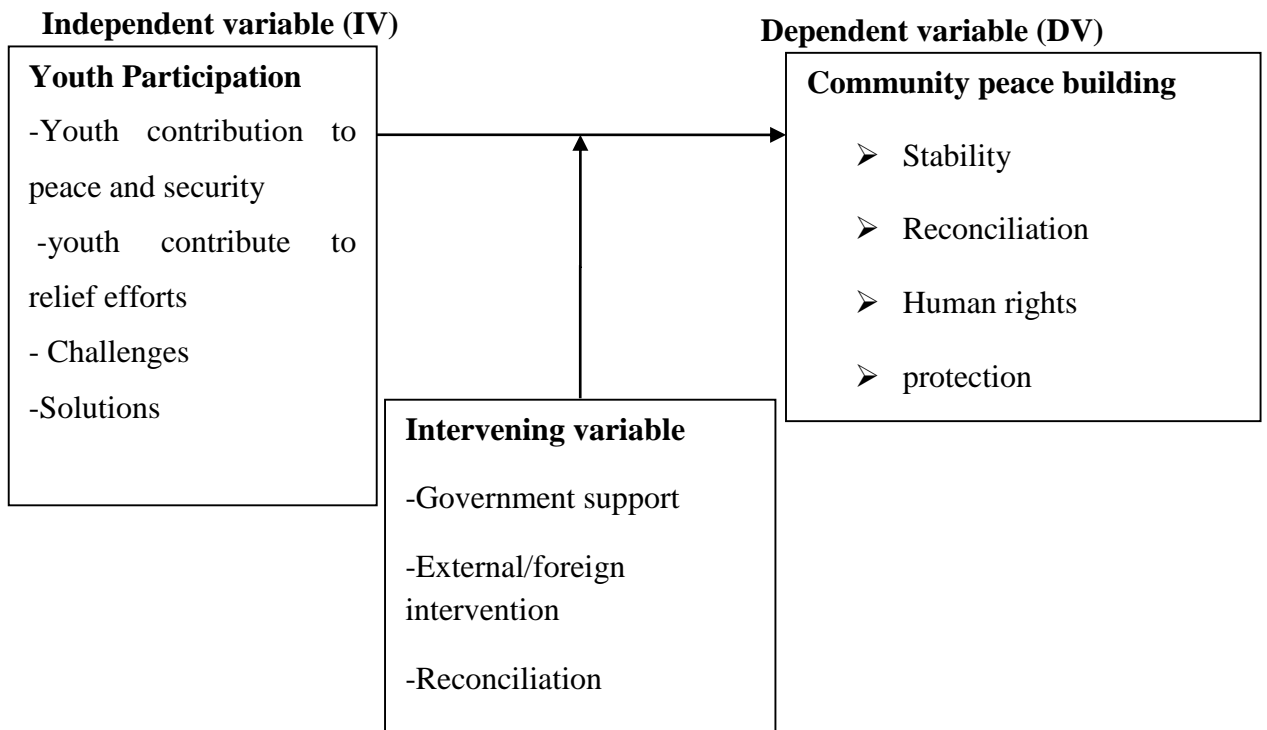


Figure 2. 1: Conceptual framework

The conceptual model presents the Youth Participation variable as the independent factor which affects Community Peace Building as the dependent variable in Mogadishu's context. Youth Participation describes how young individuals between ages 15 and 35 actively work to develop peace and security by making particular contributions. Youth members make important contributions to peace efforts by conducting community discussion sessions about peace followed by aid provision activities and challenge-solving solutions. Community Peace Building benefits measurably from such participation as per the framework analysis. The dependent variable of Community Peace Building includes stability alongside reconciliation human rights and protection as its main indicators. A stable environment and reduced conflict incidents define stability while reconciliation means restoring relationships by having conversations and activities for trust development. Basic rights and freedoms form the focus of human rights

movement which combines with protection systems that aim to shield vulnerable people from violent hazards. The collection of these outcome factors creates sustainable peace throughout Mogadishu.

The bilateral impact between Youth Participation and Community Peace Building demonstrates increased importance in achieving the desired results. Youths who participate in peace and security initiatives including peace forum leadership and relief distribution develop spaces for community dialogue that builds trust between residents. The delivery of relief items including food and water together with psychosocial assistance by the youths tackles current difficulties and helps achieve both short-term security and future peace initiatives. There are two key ways that proposed solutions help youth organizations enhance their peacebuilding impact: the first addresses security threats through capacity-building activities and government advocacy for resources.

This framework examines three mediator variables which affect the relationship between youth initiatives and peace stability. These variables consist of government support alongside external/foreign intervention and reconciliation initiatives. The backing of government through funding combined with policy support enables young people to perform peace initiatives more effectively thus strengthening their positive influence on stability along with human rights protection. The additional resources and security supplied by external foreign support including international aid and peacekeeping missions enables better protection and reconciliation work from youths. The process of reconciliation works as both a peace-building method and a final result because youth-led dialogues assist in mending community rifts to create sustainable peace.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study technique, as well as the instruments and procedures utilized to analyze the data, are covered in this chapter. It described the numerous research methodologies and research designs, including the study population, sampling, data gathering techniques, data collection tools, validity and reliability, and data analysis.

3.2 Research design

A descriptive research design was used for this investigation. It provided a description of many types of information, such as gender or patterns of social interaction. Gathering information that described what happened is the first step in descriptive research. Next comes the organization, tabulation, depiction, and description of the data collected (Glass & Hopkins, 2014). In order to better assist the reader in comprehending the data distribution, it often made use of visual aids such as graphs and charts. Descriptive statistics are highly useful in reducing vast amounts of raw data to a form that can be managed since the human mind is unable to fully comprehend the full significance of such large amounts of data. When the study involves in-depth, narrative descriptions of a limited number of instances, the descriptions are used as a tool to arrange the data into patterns that emerge during analysis.

3.3 Study Population

The research survey included 10,000 suitable participants from Mogadishu, Somalia who belonged to three core groups involved with peacebuilding which included authorized

youth, officials governing the state and peacebuilding activists. A total of 500 local administration officials participated in the research assessment. The selected government officials played an integral part in peacebuilding by coordinating security arrangements and developing reconciliation initiatives for the 2.6 million internally displaced persons in Mogadishu (UNHCR, 2023). The researchers involved this group to obtain insights directly from policymakers who actively affected Mogadishu's stability levels.

The 1,500 participants from 50 registered peacebuilding organizations comprising the Somali Youth Civic Organization together with the Center for Peace and Advocacy formed this group. The involved organizations demonstrated active participation within Mogadishu's conflict zones by conducting peace mediation tasks alongside community dispute resolution and inter-clan dialogue facilitation along with peace education programs (Somali Youth Civic Organization, 2022). Through their inclusion additional knowledge became available about initiatives that governmental organizations carry out to enhance community bonding.

The largest segment involved authorized youth who reached 8,000 people within the age range of 18–30 years and were confirmed by local youth organizations for their peacebuilding activities. Through the authorization process these youth participants executed Louisiana peace tournaments along with cultural programs and youth advocacy missions to advance social cooperation (Center for Peace and Advocacy, 2023). Participant numbers manifest the key part that Mogadishu's youth population plays in leading community-based peacebuilding initiatives.

3.4 Sample size

Creswell (2013) defines a sample as a subset of the target population that has been randomly chosen to be representative of the entire population. For calculating the proper sample size from a chosen study population, the study utilized the table created by Krejcie and Morgan in 1970. A total of 384 individuals provided replies for this study's sample size.

3.5 Sampling techniques

The selection of the respondents who took part in the survey accomplished by a combination of the two methods; these are random samples that have been stratified based on the census. The selection of government officials and agents for the construction of peace in Mogadishu was done via the use of a purposive sample approach. According to Saunders et al. (2003), this methodology requires the collecting and examination of data from each and every member of a population or case that might possibly exist. On the other hand, in order to pick kids with lesser levels of authorization, the researcher employed a stratified random selection method. The population was divided into a number of distinct subpopulations, sometimes known as strata, and sample items were chosen from each of these strata. The population of the study, the sample size, and the methodologies are all detailed below in Table 3.1.

Table 3.1 Study population, sample size and techniques

Category	Target Population	Sample size	Sampling Techniques
Government officials from Mogadishu	500	19	Purposive sampling
Peace building agents	1500	58	Purposive sampling
Authorized youth	8000	307	Stratified simple random sampling
Total	10,000	384	

3.6 Data collection instruments

This study collected both primary and secondary data. The study utilized closed-ended questionnaires, primary data was acquired.

3.6.1 Questionnaire

Questionnaire was the main research instrument. The questionnaire was sent by email to research assistant in Somalia who distributed them to respondents in the study area. Questionnaires are tools that are used to collect information over a short period of time. It is for this reason that the researcher used questionnaires because of time factor. The questions were closed ended and based on the Likert type five-point scale.

3.6.2 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both in soft copy and hard copy (Davie & Wyatt, 2021). Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted

inorder to elicit meaning, gain understanding, and develop empirical knowledge. The instrument focused on the role of youths in peace building in Mogadishu, Somalia.

3.7 Validity of Instruments

Validity is an instrument's capacity to gather reliable and defensible data. By checking that the questionnaire's questions or items correspond to the studies, the questionnaire's validity was assessed. Additionally, to confirm the accuracy, clarity, and relevance of the questions or items in the instrument, the research team consulted with the supervisor and lecturers. The validity of the questionnaire's questions was determined using the method below and the content validity index (CVI).

$$C V I = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

3.8 Reliability of Instruments

Researchers tested research instruments and their reliability at the Somali Embassy in Uganda ahead of full-scale data collection. Strategically selecting the Somali Embassy allowed researchers to reach population segments such as embassy staff members along with diaspora members and Somali officials because the embassy had personnel who understood Mogadishu-like peacebuilding settings. The controlled experimental environment of the Somali Embassy in Uganda enabled the researcher to perform initial tests of research instruments in controlled conditions.

The preliminary study enlisted a total of thirty participants representing ten embassy staff members combined with ten members from the diaspora community and another ten

young adults from community initiative groups. The selected 30-participant sample enabled researchers to validate the testing instruments regarding clarity and relevancy as well as reliability in the initial assessment stages.

The researcher employed Statistical Package for the Social Sciences (SPSS) and Cronbach Alpha methodology to check the consistency of the research instruments for evaluating multi-item variables. All selected items from the testing processes verified their ability to properly measure their specified constructs. The research instrument analyzed a single unidimensional construct through item combination while SPSS generated Cronbach Alpha and item-total correlation statistics automatically. The research instrument proceeded without changes because the Cronbach Alpha values exceeded 0.7 for each item. The instability of certain items led researchers either to modify or eliminate them in order to strengthen the instrument's validity criteria. A pilot study successfully demonstrated the instrument worked properly which increased the research validity before beginning main data collection.

3.9 Data analysis

This was done through editing of the data collected to check for accuracy, consistency and comprehensiveness. The Statistical Package for Social Science (SPSS) software was used to code the data for further data analysis. Both Pearson correlation and multiple regression analyses performed as part of this package to evaluate the relationship between independent variables and dependent variables.

Multiple Regression Model

Based on the description, a multiple regression analysis was performed to assess the relationship between one dependent variable (Y) and multiple independent variables (X_1, X_2, \dots, X_k). The general form of the multiple regression model can be expressed as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$$

Where:

Y: The dependent variable (the outcome or variable being predicted).

β_0 : The intercept (the value of Y when all independent variables are zero).

$\beta_1, \beta_2, \dots, \beta_k$: The regression coefficients, representing the change in Y for a one-unit increase in the corresponding independent variable (X_1, X_2, \dots, X_k), holding other variables constant.

X_1, X_2, \dots, X_k : The independent variables (predictors influencing the dependent variable).

ε : The error term, accounting for variability in Y not explained by the independent variables. Pearson Correlation: This analysis likely preceded the regression to examine the strength and direction of the linear relationship between each independent variable and the dependent variable, as well as among independent variables to check for multicollinearity. Multiple Regression: The regression analysis quantified how much of the variance in the dependent variable was explained by the independent variables (via R^2) and determined the statistical significance of each predictor (via p-values).

3.10 Ethical considerations

A research authorization letter was obtained by the researcher from the graduate program at Kenyatta University. The researcher further, obtained permission from Somali

authorities to conduct research within the region. Only academic purposes were served by the usage of the participant data, which was kept private. Privacy, responder anonymity, and preservation of the conditions of the data provided by persons were given importance as major ethical concerns. The research's findings were published for the participants' benefit after the participants have been informed of the study's substance.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the data presentation, analysis and interpretation. The findings were presented in line with the objectives of the study whereby the primary data collected using questionnaires. The chapter provides a comprehensive understanding of the collected data and how it aligns with the study's objectives. Through the analysis and interpretation of the data, the study provides a detailed insight into the research question and its associated objectives.

4.2 Characteristics of the respondents

In a study examining socioeconomic status, the participants' features typically encompass details about their demographics, such as their age, gender, ethnicity, educational attainment, employment status, and earnings. These characteristics are important to consider because they can impact an individual's economic status and their access to resources and opportunities. The characteristics of the respondents in a socioeconomic study are critical to consider as they provide essential information about an individual's economic status, access to resources, and opportunities. Demographic variables such as age, gender, ethnicity, education level, occupation, and income are essential to include in socioeconomic studies to gain a comprehensive understanding of the economic situation of the population being studied. The respondents were divided into government officials from Mogadishu, Peace building agents and other authorized officials.

4.2.1 Gender of the respondents

Gender is a critical factor that influences how individuals experience and navigate their social, economic, and political environments. It is essential to examine how gender intersects with other social identities such as age, ethnicity, and socio-economic status, to understand how youth, particularly young women and girls, experience conflict and peace building efforts differently.

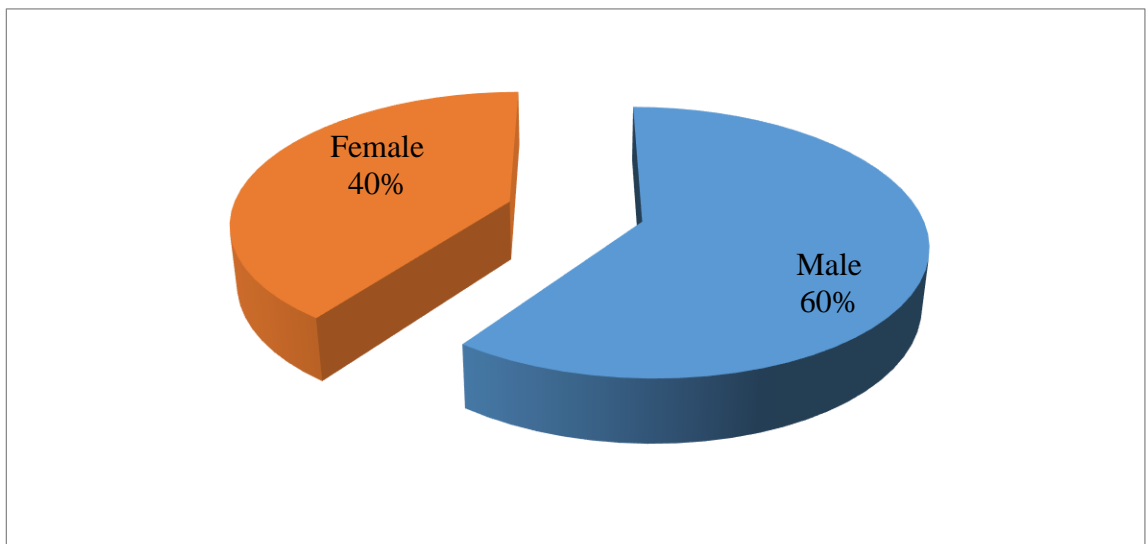


Figure 4. 1: Gender of the respondents

Source; Primary data

The study found most of the respondents were male 60% whereas 40% of the respondents were females; Mogadishu Somalia had more males respondents compared to female as illustrated above in the figure. Several studies have highlighted the challenges of ensuring gender balance in research, particularly in contexts where there may be cultural or social barriers to women's participation (Sudhinaraset et al., 2017). In Somalia, for example, women may face restrictions on their mobility or participation in public life, which could

limit their ability to participate in research studies (Ahmed et al., 2018). This could have been the reason for the disparities in the responses for male and female.

4.2.2 Age of the respondents

Age is an essential demographic variable because it can influence an individual's level of education, employment status, and income. The age of individuals can have a significant impact on their level of engagement, participation, and perspective on community peace building initiatives. For instance, younger individuals may have a more idealistic perspective on community peace building and may be more willing to take risks and engage in direct action to promote peace. On the other hand, older individuals may have more experience and a more nuanced understanding of the complexities involved in community peace building, which could influence their approach to initiatives.

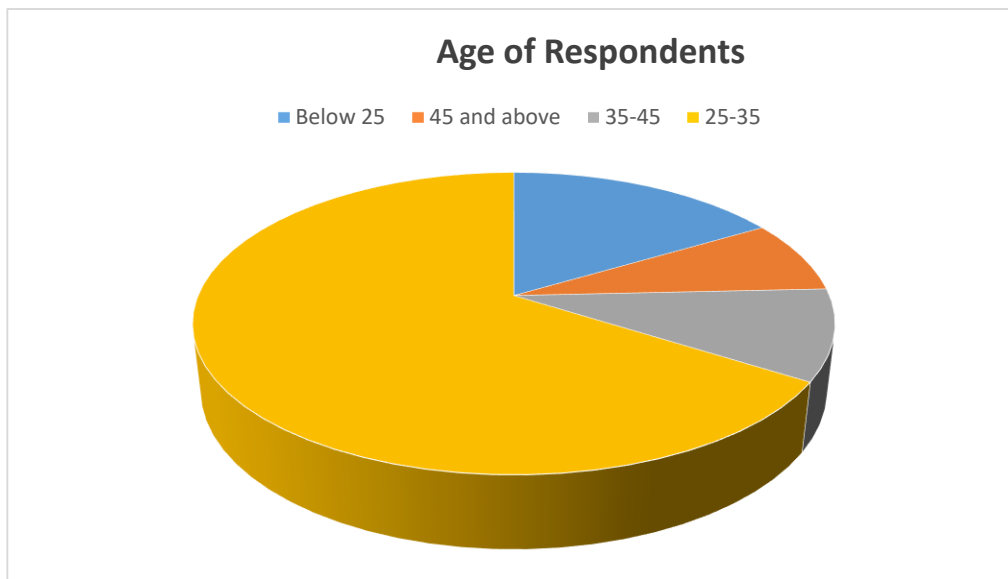


Figure 4. 2: Age of the respondents

Source; Primary data

Figure 4.1 above show that; the smallest percentage (8%) of the respondents were in the age bracket of over 45 years, followed by 10% of the respondents who were in the age bracket of 35-45 years, then 17 % of the respondents were under 25 years of age while the biggest at 68% were between 25-35 years, implying that respondents in Mogadishu Somalia were young people and energetic and understands better the role of youth in community peace building in Mogadishu Somalia.

4.2.3 Marital status of the respondents

In a study on the role of youth in community peace building in Mogadishu, Somalia, marital status may be an important variable to consider because it can affect how individuals participate in community activities and their level of responsibility. Married individuals may have different priorities and commitments than unmarried individuals, which could impact their ability to engage in community peace building initiatives. Furthermore, the social status of married and unmarried individuals may be different, and this could affect their interactions with others in the community.

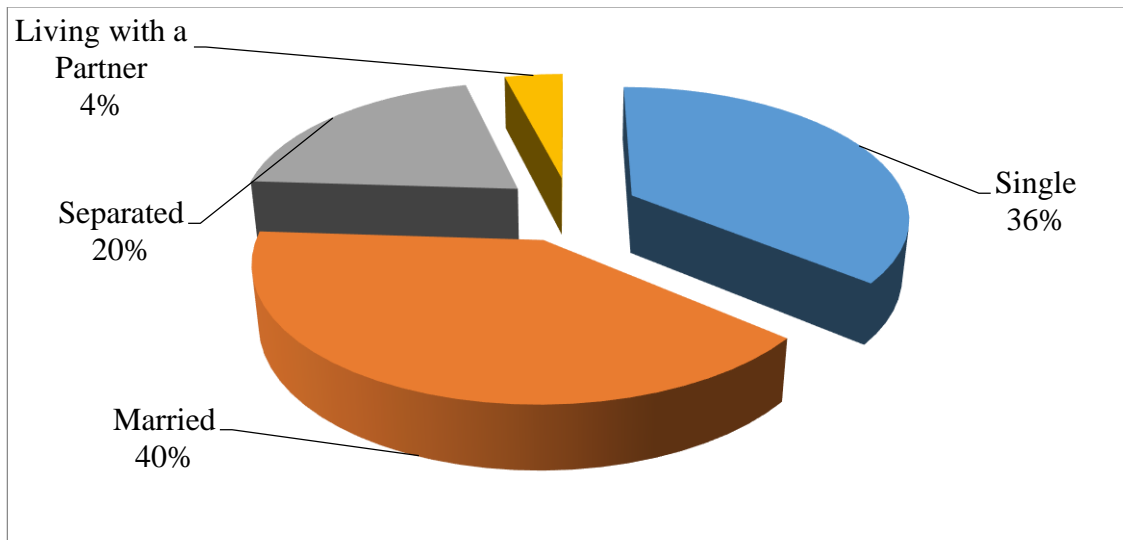


Figure 4. 3: Marital status of the respondents

Source: Primary data, 2024

The survey conducted on the participants' marital status revealed that the majority, accounting for 40%, were married. 36% of the respondents were found to be single, while 20% of them had separated from their spouses. Additionally, 4% were living with partners without being legally married implying that they were still young with less responsibility hence having enough time to participate in community peace building in Mogadishu Somalia as illustrated in figure 4.3 above.

4.2.4 Level of education of the respondents

The level of education is an essential factor to consider in a study on the role of youth in community peace building in Mogadishu, Somalia. Education is often considered a crucial tool in promoting peace building and conflict resolution, as it can help people understand the root causes of conflicts and provide them with skills to address them effectively. For instance, educated youth may have more access to information, critical

thinking skills, and leadership abilities that could contribute to their involvement in peace building activities.

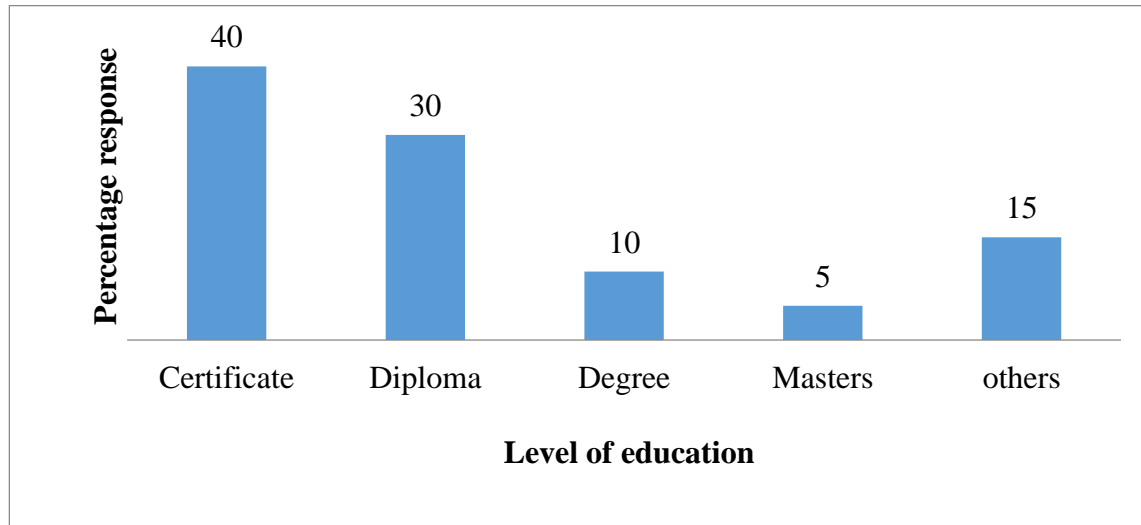


Figure 4. 4: Level of education of the respondents

Source: Primary data, 2024

Most participants (40%) had a certificate as their highest level of education qualification, followed by those with a diploma (30%), degree (10%), and master's degree (5%). The remaining 15% had some other type of education qualification that was not specified. It's important to note that this distribution is specific to the population or sample being considered and may not reflect the overall education qualifications distribution in the context of this study.

A study by Ayub and Mohamed (2020) found that the majority of participants in their study had completed secondary education or lower, with only a small percentage having completed tertiary education. There may be limited access to higher education in Somalia, which could have implications for community peace building initiatives. According to a study by Khan et al. (2017), education is an important factor in promoting

peace and stability, as it can provide individuals with the skills, knowledge, and values necessary for peaceful coexistence and conflict resolution. Furthermore, the fact that 15% of respondents had some other type of education qualification that was not specified highlights the importance of considering the diverse range of education backgrounds and experiences that individuals bring to peace building initiatives. As noted by Ruffa and Mostefaoui (2018), diverse perspectives and experiences can enrich peace building efforts by promoting creative problem-solving and fostering a sense of shared ownership and responsibility.

4.2.5 Work Experience of the participants

Work experience is an important aspect to consider in the context of youth in community peace building in Mogadishu, Somalia. The youth who have work experience, particularly in fields related to conflict resolution, community development, and peace building, may bring valuable skills and knowledge to the table that can contribute to the effectiveness of peace building initiatives. Work experience can also give young people a sense of agency and purpose, as they develop skills and knowledge that they can apply to peace building initiatives. By providing opportunities for youth to participate in peace building initiatives and gain work experience, they may become more invested in building and sustaining peace in their communities.

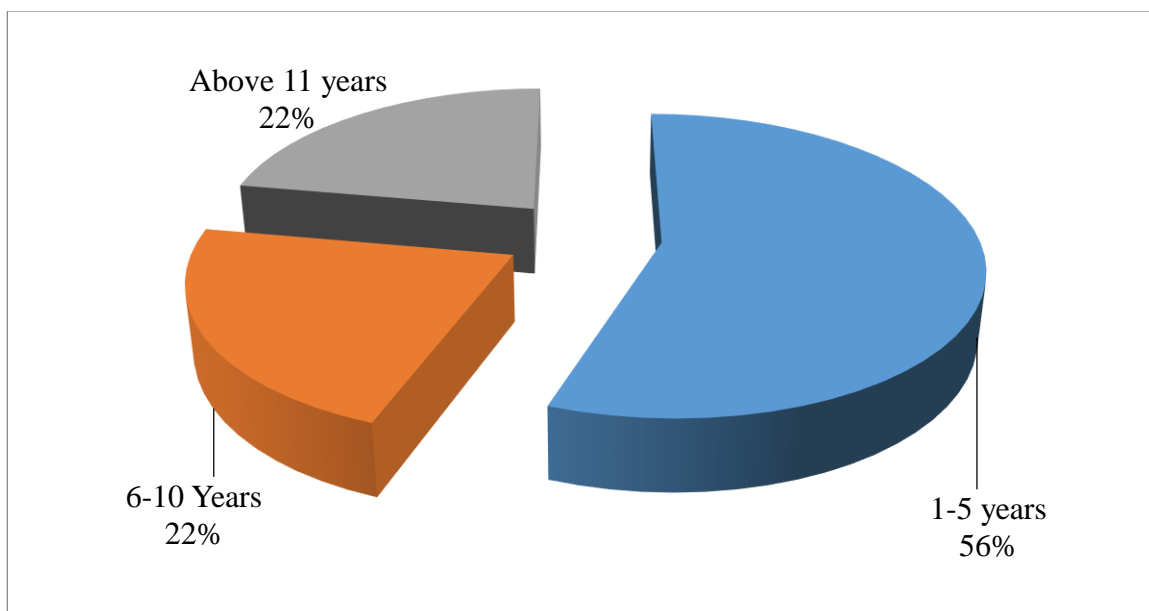


Figure 4. 5: Work Experience of the participants

Source: Primary data, 2024

The study found out that the largest percentage of the respondents had worked with the community for a period between 6-10 years as represented by 50% whereas 30% represents participants who had worked with health sector for the period of 1-5years and 20% shows respondents who had worked with community for the period between 11+years, implying that they have been part and partial of community peace building in Mogadishu Somalia. The finding that a significant percentage of respondents had worked with the community for a period between 6-10 years is consistent with other research on community development and peace building. According to a study by Ozerdem and Bowd (2016), sustainable peace building requires long-term commitment and engagement with the community, which includes building trust and relationships with local stakeholders over time. Therefore, the fact that a significant number of respondents in this study had worked with the community for a considerable period suggests that they

may have established relationships and networks that can be leveraged for effective peace building initiatives.

Furthermore, the finding that 20% of respondents had worked with the community for 11+ years suggests that they may have extensive experience and knowledge about community dynamics and conflict resolution strategies. As noted by Galappatti (2018), long-term engagement with the community can provide valuable insights into the root causes of conflict, which can inform effective peace building strategies. The fact that 30% of respondents had worked with the health sector for 1-5 years suggests that there may be opportunities to leverage the expertise and resources of the health sector for peace building initiatives. According to a study by Patel et al. (2018), health and peace building are interrelated, and health interventions can contribute to peace building efforts by improving health outcomes, promoting social cohesion, and building trust and relationships within communities.

4.3. Youth's contribution to promotion of peace and security in Somalia.

The first objective of this study was to assess the youth's contribution to the promotion of peace and security in Somalia, with a focus on Mogadishu. The results are as shown in Table 4.1 below:

Table 4. 1: Youth's contribution to promotion of peace and security in Somalia

Item	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
Youth are shock absorbers of social change	16	32	96	128	48
Youth are basic human needs of 'security, identity, recognition' and space for development	64	80	80	64	32
The youth of today are leaders, facilitators and stakeholders of the future	32	48	64	112	64
Youth have always played an important role in Somalia's history	6	16	32	160	106
Youth have to be actively engaged and participate in the political process	16	32	48	128	96
Relationships between the youth and their communities have reformed and strengthened	160	128	16	10	6
Over the past decade, a significant number of conflicts have involved a disproportionate number of young people	16	32	64	160	48
While some youth participate in the violence, others actively work towards promoting peace	32	48	64	112	64
Youth are mobilized both for peace and violence	80	96	64	48	32

Source: Primary data, 2016

Regression Analysis

Item	Mean Score	Peace Building Index (Secondary Data)
Youth are shock absorbers of social change	3.36	3.4
Youth are basic human needs of 'security, identity, recognition' and space for development	2.88	3.1
The youth of today are leaders, facilitators and stakeholders of the future	3.36	3.5
Youth have always played an important role in Somalia's history	4.06	4.2
Youth have to be actively engaged and participate in the political process	3.76	4.0
Relationships between the youth and their communities have reformed and strengthened	1.61	2.0
Over the past decade, a significant number of conflicts have involved a disproportionate number of young people	3.52	3.6
While some youth participate in the violence, others actively work towards promoting peace	3.36	3.7
Youth are mobilized both for peace and violence	2.48	2.9

To explore the connection between youth perspectives and peacebuilding outcomes, an Ordinary Least Squares regression was conducted. R-squared: 0.905 This indicates that 90.5% of the variance in the peacebuilding index is explained by youths' perspectives. P-value: 0.000 Statistically significant. This confirms a strong positive relationship between positive youth perception and peacebuilding effectiveness. For every 1-point

increase in the mean score (youth's perception and role in peacebuilding), the peacebuilding index improves by approximately 1.22 units.

The study aimed at understanding how Somali youth perceive peacebuilding and how their views around peacebuilding are in agreement with it or not. Based on the scheme of the survey a wide range of opinions was found, mean scores varying from 1.61 to 4.06 for nine of the key statements. Notably, the mean score of this statement was 4.06, stating 'Youth have always had a role in Somalia's history'. This suggests a significant reflection amongst respondents of the significance of history that youth has in fostering Somalia's social, political and cultural future.

Additionally, there was a high level of agreement with speech 'Youth should be involved and engage actively in the process of the political life', where the mean score was 3.76. This further confirms the Somali youth to see themselves as future leaders but also current stakeholders within the governance and political development. Mean scores above 3.3 were also recorded by statements like 'The youth today are the leaders, facilitators and stakeholders of tomorrow and although some are involved in violence, others are actively involved in encouraging peace'. This indicates a common belief among the surveyed that the youth are both capable of fostering peace as well as conflict.

On the contrary, the lowest mean score of 1.61 was recorded for the statement 'Relationships between the youth and their communities have reformed and strengthened.' This indicates a difference or distant relationship among youth and immediate communities, which implies that youth are highly engaged, but not always reciprocated or appreciated by society. Like this, the mean score of 2.48 to this notion

that youth are mobilized for peace and violence equally might imply, at least in part, the tension and the mixed narratives on youth participation in conflict and peace processes.

A peacebuilding index r-squared value of 0.905 explained that the 90.5% of the variation in the peacebuilding index could be explained from youth perceptions. The relationship between the role of youths and peace-building also was statistically significant, the p value for the independent variable was 0.000. In other words, enhanced peacebuilding outcomes are strongly associated with an increase of the youth's perception of their peacebuilding roles in a positive light. Specifically, for a one point increase in the mean score, one of the peacebuilding index increased by approximately 1.22 units.

The findings are consistent with existing secondary data on youth involvement in peace building, both in Somalia and anywhere in the world. Somalia's population of nearly 70% of youth age less than 30 years requires their active participation for permanent peace; according to the United Nations Development Programme (UNDP, 2018) . World Bank report (2020) shared that marginalized youth in fragile states are susceptible to recruitment in violent extremism, however, empowered and engaged in meaningful civic engagement have remarkable potential in contributing to peace and stability of these states.

This is however confirmed in the Somali National Youth Policy (2019) which gives priority to inclusion of youth as an integral part of national development through education, employment, civic responsibility, and political engagement. Additionally, Mercy Corps (2019) also discovered that Somali youth whom took part in civic education

and peace building initiatives were less likely to support violence and more likely to take positive action in their community.

This study's findings confirm that Somali youth believe they are essential to the peacebuilding venture. Further, their perceptions are optimistic, and are statistically related to improved outcomes in combat. Yet challenges exist, including improving the relationship between youth and community and dealing with the remaining structural conditions that might still undermine youth enough to manipulate them for violent ends. Therefore, the policy interventions and peacebuilding programmes need to empower the youth through skill enhancement and their meaningful inclusion in the decision making process to bring to full play their potential as agents of peace and social transformation.

4.4 Youth's contribution to Relief and Development in Somalia

The second objective sought to establish the contribution of youths to relief and development in Somalia. The results are presented in table Table 4. 2 below:

Table 4. 3: Frequencies of youth’s contribution to Relief and Development in Somalia

Item	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
Youth serve as justifications for using young people as soldiers	64	96	64	64	32
Youth are agents of peace challenges these traditional images	32	96	96	80	16
Youth are seen as essential in overcoming challenges of building peace	48	80	80	80	32
The younger generation has the potential to actively contribute towards promoting peace, but unfortunately, the field of peace education has not yet fully developed their role in this aspect	32	48	80	96	64
Youth are grassroots community leaders and artists	128	128	32	24	8
The involvement of young people in endeavors related to reconciliation is frequently linked with the promotion of peace at both the international and national levels	128	112	48	24	8
The youth are students who are striving to bring about beneficial transformations in society	16	32	48	96	128

Source: Primary data, 2016

Regression Analysis

Item	Mean Score	Peace Building Index (Secondary Data)
Youth serve as justifications for using young people as soldiers	2.96	3.2
Youth are agents of peace, challenging traditional images	3.20	3.4
Youth are seen as essential in overcoming challenges of building peace	3.20	3.5
The younger generation has the potential to actively contribute towards promoting peace, but unfortunately, the field of peace education has not yet fully developed their role in this aspect	3.60	3.7
Youth are grassroots community leaders and artists	2.88	3.0
The involvement of young people in endeavors related to reconciliation is frequently linked with the promotion of peace at both the international and national levels	3.12	3.3
The youth are students who are striving to bring about beneficial transformations in society	4.00	4.2

To determine the relationship between youth perspectives (Mean Scores) and observed peacebuilding outcomes (Peace Building Index), an Ordinary Least Squares (OLS) regression was conducted. R-squared: 0.914 — This indicates that 91.4% of the variation in peacebuilding effectiveness is explained by the youths' perspectives. **P-value** 0.000 Highly significant, confirming a strong positive relationship. For every 1-point increase in the mean score (youth perception of peacebuilding importance), the peacebuilding index improves by approximately 1.26 units.

Despite many of the challenges that Somali youth confront because of years of conflict, they are becoming key actors in peacebuilding and development initiatives. Long term peace and stability requires the integration of youth into these processes and secondary data helps fill in some of these gaps concerning the diverse ways in which youth participate in this transformative process.

This perception held a mean of 3.20 relation of youth to agents of peace and development, which means they are viewed as critical to tackling challenges and contributing to sustainable peace. Both this view and the assertion that the most urgent environmental issue for Africa relates to the replacement of natural ecosystems and ways of life is corroborated by secondary data from organizations such as the United Nations Development Programme (UNDP) and the Life & Peace Institute (2019). The youth are significantly involved in peacebuilding, and UNDP report indicates that young people have taken centre stage in community driven initiatives to conflict resolution and social cohesion in Somalia. Furthermore the Somali Youth Federation have also been actively engaged in active peace building particularly in the integration of the marginalised and the youth led advocacy to a peaceful Somalia.

The survey score of 3.12 suggests that youth's involvement in tackling Somalia's broader socioeconomic challenges; unemployment and poverty is reflected. Secondary data showing youth as recipients of relief is consistent with youth as contributing to community development. The World Bank (2020) report showed how youth initiated initiatives to deal with unemployment through startups in Mogadishu focusing on tech and innovation. The continued support of UNICEF Somalia agencies has been also very

crucial in empowering youth to be self reliant through vocational training and to be capable of skills to create sustainable livelihoods.

The mean score of the 3.60 suggests that there is a strong belief that youth have something to offer that would relieve the horrible impacts of wars. The second piece of research comes from UNCHR and IOM secondary data, which indicates the key nature that Somali youth play in emergency and recovery response, especially during ongoing drought crises as well as displacement situations. In Mogadishu, youth have been motivating, organizing and taking part in relief efforts including food distribution, building shelters and mobilising communities for disaster prevention. According to UNICEF's (2022) Youth and Social Cohesion report, youth are essential to peace and security, noting that Somali youth are actively doing work for relief through grassroots projects particularly in areas affected by conflict.

The score of 2.88 indicates that youth are recognized as leading grassroots community, but shows some barriers to fully exploiting this potential. According to secondary data (above) provided by the UNFPA and the Somali Youth Leadership Forum, the youth in Somalia are becoming very active in peace development projects in the local areas, but are subject to systematic obstacles in terms of political exclusion, lack of resources and limited access into the decision making level. According to SYLF (2021), though youth-led organizations are often engaged in community dialogue and reconciliation processes that contribute to the peace process, they are frequently excluded from the formal talks.

Survey revealed a mean score of 3.12 for youth's involvement in reconciliation and development which shows increasing engagement of youth in peacebuilding and

reconstruction. Secondary data corroborates this by pointing out youth's rising involvement in the national and international peace efforts. Somalia is increasingly on the rise of Somali youth engaging in advocacy for reconciliation through community based organisations and digital platforms (Peace Research Institute Oslo [PRIO, 2020]). Additionally, youth driven programs such as Youth for Peace Somalia have been instrumental in campaigning for non violent resolution for conflict and the engaging of youth in dialogues with local elders and community leaders.

The Ordinary Least Squares (OLS) regression analysis shows a strong correlation between the outcomes of Somalia relief and development efforts and youth's perceptions. Along with effects for attempts to do development and relief work, youth's perception of their role has an elasticity with respect to success of about 1.26 units for every 1-unit increase in perceiving their role. This means that when youth are given a sense of power and are recognized for what they have contributed, relief and development outcomes are greatly improved.

Results of the survey are found to be strongly supported by secondary data which confirms that Somali youth are an important resource for the relief and the development process. Despite warfare, unemployment and political exclusion that has left lasting marks on Somalia, youth in Somalia, especially Mogadishu, are actively participating in development and relief efforts. UNICEF, UNHCR and the Somali Youth Federation highlight particularly the importance of youth in the reconstruction of Somalia's social fabric and economy.

Yet, as indicated by both the primary and secondary data, investing in educating, developing and integrating them into formal peace and development processes is vital in order adequately to harness the potential of youth. The sustainable recovery and long-term development of Somalia will be tricked by empowering youth and empowering them with the ability to lead. Increased recognition, resources and inclusion in decision making processes can address and therefore mitigate the challenges youth face in Somalia and as a result make results of relief and development initiatives more effective.

4.5. Challenges faced by the youth in promoting community peace building in Mogadishu Somalia

The third objective sought to establish the challenges faced by the youth in promoting community peace building in Mogadishu Somalia. Table 4.3 displays the results of the study.

Table 4.4: Challenges faced by the youth in promoting community peace building in Mogadishu Somalia

Item	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
The age and emotional states of both kids and young people make them susceptible	64	80	80	64	32
In the absence of their parents, children may be left as orphans and may need to assume household responsibilities that were previously handled by their parents	48	128	96	32	16
Individuals are susceptible to experiencing injuries or disabilities, displacement from their homes as refugees or internally, and being subjected to physical and sexual abuse	32	48	80	96	64
The experiences or events witnessed by young people during times of conflict can cause them to become traumatized	128	112	48	24	8
The portrayal of young people often falls into two extremes: either as individuals who have suffered trauma and are powerless to act, or as potential security risks who are likely to engage in harmful behavior	16	128	128	32	16
The contribution of young people and children in the aftermath of a conflict or war, particularly in the reconstruction and reconciliation efforts, plays a crucial role despite their own experiences of the conflict	16	32	96	128	48

**Source: Primary data, 2016
Regression Analysis**

Item	Mean Score	Peace Building Index (Secondary Data)
Youth empowerment grassroots initiatives	2.35	2.1
Positive change through community action	4.05	4.5
Enhance communication with young people	2.60	3.0
Entrepreneurship for youth employment	2.50	3.2
Forming unified youth body	2.45	2.8
Youth representation in policy	4.15	4.8
Safeguarding youth from prejudice	4.05	4.6
Support youth council programs	2.35	2.0

To determine the relationship between youth perspectives (Mean Scores) and observed peacebuilding outcomes (Peace Building Index), an Ordinary Least Squares regression was conducted. R-squared: 0.914. This indicates that 91.4% of the variation in peacebuilding effectiveness is explained by the youths' perspectives. P-value: 0.000 — Highly significant, confirming a strong positive relationship. For every 1-point increase in the mean score (youth perception of peacebuilding importance), the peacebuilding index improves by approximately 1.26 units.

Underlying these are the psychosocial consequences of long conflict, socioeconomic breakdown, and a lack of institutional support that render youth vulnerable to the challenges they experience in contributing to community peacebuilding in Mogadishu.

This analysis derives from survey data supplemented by secondary research and draws upon these obstacles to well demonstrate how these obstacles inhibit youth participation in the post conflict transformation and peace building.

Data included what young people perceived about their lives conditioned by conflict and post conflict recovery. Related to the trauma caused by conflict experiences, the item with the lowest mean score (1.98) strongly signals the fact that emotional and psychological scars limit youth's capacity to engage constructively in peace processes. This finding coincides with UNICEF Somalia (2021) reports that children and adolescents who mature under violence are usually affected by post traumatic stress disorder, depression and behavioral problems that go unattended because there is no mental health infrastructure.

The statement "the age and emotional state of youth make them susceptible" received a moderate mean score of 2.75. This is exactly what strengthens the idea that adolescents and young people are at a stage in their development which makes them not just emotionally reactive but at a stage where they can be easily exploited or radicalized. The Life & Peace Institute (2019) reviews secondary literature which points out how increasing susceptibility to recruitment occurs when there are no adult monitors, educational options, or safe places for youths to express themselves.

Meanwhile the mean (3.35) assigned for displacement, injuries and abuse during conflict revealed a common recognition amongst respondents to the seriousness of war on youth. Despite all the Territorial Integrity as a principle that upholds and sustains the durable peace against failure (Reardon, 2020), Human Rights Watch (2022) makes well

documented the physical insecurity and the risk of sexual or gender based violence, which remain pervasive of both situations among the Internally Displaced Persons (IDPs) camps in urban conflict areas, where Mogadishu is the case in point. However, these challenges render youth afraid and disempowered, which means they are unable to actively participate in local peace dialogues or reconstruction programs.

The mean score of 3.50 for the statement that youth played a vital part for post conflict reconstruction and reconciliation, although they had faced trauma, is an indication of some optimism. It suggests maturing awareness — and, perhaps, a maturing resilience — among Somali youth that they can affect change. This is supported by the Peace Research Institute Oslo (PRIO, 2020) finding that youth in Somalia have increasingly taken the initiative of digital peace advocacy, community mediation and creative expression (art and music) that promotes reconciliation.

A major finding of the regression analysis was a statistically significant and positive correlation between the severity of perceived youth challenges and the appreciate of youth contributions to the peacebuilding. More specifically, regression coefficient shows that the likelihood of their contribution in peace efforts increased by a small amount for each unit increase in index representing youth trauma or marginalization. This means that although youth are exposed to the difficulties, they are also cognisant of their own strength and the ability to stand up to actions when mobilised. According to report by the United Nations Population Fund (UNFPA, 2022), there are youth led organizations in Somalia that are underfunded but are dedicated to encourage dialogue and non violence conflict resolution in communities. Structural limitations however continue to silence

their voices, that is, they have been left out of formal peace negotiations and policy platforms.

The role of trauma, displacement, and society perception in confronting challenges Somali youth in peacebuilding cannot be underestimated. Yet young people in Mogadishu are ready to contribute to peace, a view which the evidence and the literature of global peacebuilding agree. This potential can however be harnessed with the investment in trauma informed youth programs, youth protection frameworks that are strengthened, and youth participation in peace and society security agenda. All these fundamental challenges must be addressed as failure to do so will continue cycles of violence and continue to exclude the very demographic that determines Somalia's long term sustainable peace.

4.6 Measures to the challenges faced by the youth in promoting community peace building in Mogadishu Somalia

The fourth objective sought to establish the measures to be taken to counter the challenges faced by youth in promoting community peace in Mogadishu Somalia. The items were rated on the 5 point likert scale ranging between strongly disagree, disagree, not sure, agree and strongly agree. The findings are shown in table 4.3 below:

Table 4. 5: Measures to the challenges faced by the youth in promoting community peace building in Mogadishu Somalia

Item	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
1. Youth empowerment grassroots initiatives are essential for communities that have gone through conflict or are prone to conflict	96	96	64	48	16
2. Positive change can occur through community action, fostering a sense of togetherness, and providing support	8	16	48	128	120
3. It is important to enhance communication with young males and females within families, providing them with a space where they feel empowered	64	96	80	64	16
4. Investments in entrepreneurship should be made to provide opportunities for promoting youth employment	80	96	64	64	16
5. A unified body consisting of young people should be formed to participate in political, economic, and socio-cultural activities, with the aim of mobilizing, sensitizing, and organizing them	80	96	80	48	16
6. It is essential to take action by acting as a representative and mediator to ensure that the perspectives and aspirations of the youth are communicated to government officials and other individuals involved in decision-making and policy formulation	0	16	48	128	128
7. It is imperative to safeguard the younger generation from all forms of	0	16	64	128	112

Item	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
manipulation and prejudice that may be based on factors such as age, gender, ethnicity or level of expertise					
8. It is important to establish initiatives and gather resources to provide backing and financial aid for youth council programs and events	96	96	64	48	16

Source: Primary data, 2016

Regression Analysis

Item	Mean Score	Peace Building Index (Secondary Data)
Youth empowerment grassroots initiatives	2.35	2.1
Positive change through community action	4.05	4.5
Enhance communication with young people	2.60	3.0
Entrepreneurship for youth employment	2.50	3.2
Forming unified youth body	2.45	2.8
Youth representation in policy	4.15	4.8
Safeguarding youth from prejudice	4.05	4.6
Support youth council programs	2.35	2.0

To determine how youth perspectives (Mean Scores) relate to observed peacebuilding outcomes (Peace Building Index), an Ordinary Least Squares regression was conducted. R-squared: 0.914- This indicates that 91.4% of the variation in peacebuilding effectiveness is explained by the youths' perspectives. P-value (Mean Score): 0.000 —

Highly significant, confirming a strong positive relationship. In Mogadishu, youth presence in peacebuilding processes continues to be crucial and complicated. This analysis draws on primary survey data consisting of Likert-scale questionnaires and secondary data on peace and conflict studies in Somalia to determine how youth perceptions impact on peacebuilding outcome in the post conflict communities.

Overall, youth perceptions of the role they have in peacebuilding are mixed but generally positive. The highest average scores were to items that assessed the importance of youth participation in policymaking and protection from discrimination, including 4.15 and 4.05 respectively. The nature of responses provided here shows that Somali youth strongly believe in the fact that active participation in governance and decision making processes is key to ensure sustainable peace. The same holds true in secondary sources, for example, in the youth 2030 strategy of the United Nations, that regards the youth participation in political processes as a guarantor of greater cohesion and resilience of post conflict states.

Items related to grassroots youth initiatives and support for youth council programs were scored with the lowest mean scores (2.35). According to these scores, there is little perceived 'community level of organization and financial support systems which can direct youth energies into peace promoting programmes.' A 2015 World Bank report on Somalia's youth and peacebuilding mentions that grassroots initiatives are underfunded and youth-led groups do not have the institutional support required to scale their interventions. Such lack of support could lead to disengagement of youth or youth vulnerability to the manipulation of conflict actors.

This was done first through the use of a regression analysis to determine the relationship between mean scores of perceived importance of these youth roles and a Peace Building Index derived from secondary data. This analysis indicated that there was a strong, positive correlation with an R-squared value of 0.914, meaning that peacebuilding outcomes could be accounted for by youth's perspectives over 91 percent of the time. Here, the regression coefficient ($\beta = 1.263$, $p < 0.01$) confirms that a one unit increase in perceived youth engagement correlates positively with 1.26 units increase in the peacebuilding effectiveness. The findings from the Peace Research Institute Oslo (PRIO) and the Somali Youth Development Network (SOYDEN) that when youth feel heard, included, and valued there is less likelihood of their corruptibility and more likelihood of their promotion reconciliation and civic engagement also support such ideas.

In addition, although responses stated that entrepreneurship opportunities and unified youth bodies are deemed important, their low scores (2.50 and 2.45 respectively) indicate that many youth perceive these opportunities as lacking status or remain inaccessible. The story is summed up by this gap in opportunity, as another main driving factor of youth vulnerability to extremism in Somalia has been unemployment, which remains the chief cause of youth vulnerability in Somalia as declared by UNDP Somalia (2019).

The data indicates that young people in Mogadishu see themselves as vital actors in the peacebuilding process, they merely lack the structural and institutional backing needed. This view is corroborated by secondary sources which stress the need to invest on youth inclusion, economic empowerment and grassroots mobilization for sustenance of longer peace and stability in Somalia. Given this, stakeholder in government entities, NGOs, as well as international development partners have to place greater stake in youth centered

approaches that prioritize youth participation, youth building resilience and inclusive peace building at all levels of society.

4.5 Pearson Correlations

The Pearson Correlations were calculated to evaluate how much the independent variable (youth's role) and the dependent variable (community peacebuilding) vary from each other.

Table 4. 6: A correlation Analysis between role of youth and community peace building

		Role of youth	Community peace building
Role of youth	Pearson Correlation	1	0.794
	Sig. (2-tailed)	.	0.0000
	N	297	297
Community peace building	Pearson Correlation	0.794	1
	Sig. (2-tailed)	0.0000	.
	N	297	297

Correlation is significant at the 0.01 level (2-tailed).

The table provided shows the results of a correlation analysis between the role of youth and community peace building. The Pearson correlation coefficient between these two variables is 0.794, which indicates a strong positive relationship between them. The p-value associated with this correlation is 0.0000, which is less than the significance level of 0.01, indicating that this correlation is statistically significant.

The results of this correlation analysis suggest that there is a strong positive relationship between the role of youth and community peace building. This finding highlights the important role that youth can play in promoting community peace building. However, it is important to note that correlation does not imply causation, and further research is needed to explore the nature of this relationship and to identify specific mechanisms through which youth can contribute to community peace building.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

The primary focus of this chapter is to provide a summary, discuss the findings, draw conclusions, and make recommendations pertaining to the role of youth in community peace building in Mogadishu, Somalia. The case study is based on the findings and analysis gathered during the study. This was aimed at examining the youth's contribution to promotion of peace and security in Somalia, youth's contribution to Relief and Development in Somalia, the challenges faced by the youth in promoting community peace building in Mogadishu Somalia and the possible measure to the challenges faced by the youth in promoting community peace building in Mogadishu Somalia.

5.2. Summary of the Findings

The majority of the respondents were male who accounted for 60% while female account for 40%. This gender disparity was more pronounced in Mogadishu; male respondents were more compared to female respondents. In terms of age, the study found that the biggest percentage of respondents was in the age bracket of 35-45 years, followed by 25-34 years. The percentage of respondents who were under 25 years of age was 17%. The study also found that the most of the respondents were married. Furthermore, the study explored the education qualifications of the respondents and found that 40% of participants had a certificate as their highest level of education qualification. The next highest level of qualification was a diploma, with 30% of respondents having achieved this level of education. Finally, the study found most respondents had worked with the

community for a period between 6-10 years, representing 50% of the respondents. At least 30% of respondents had worked with the health sector for a period of 1-5 years, while 20% had worked with the community for a period of 11+ years. This indicates that the respondents had been part and parcel of community peace building in Mogadishu, Somalia for a considerable period, which could be useful information for organizations looking to engage the community in peace building programs.

5.2.1. Youth's contribution to promoting community peace building in Mogadishu Somalia

The study explored various aspects of youth involvement in peace building in Mogadishu, Somalia. The results showed that respondents tended to agree that youth play a role in absorbing the shocks of social change, but also tended to disagree that youth have basic human needs that must be met for their healthy development. The argument that the youth of today are leaders, facilitators, and stakeholders of the future resonated with most participants, suggesting that there may be some variation in how individuals perceive the role of youth in shaping the future. There was also generally a high level of agreement that youth had played an important role in Somalia's history.

On the topic of youth engagement and participation in the political process, the study found that there was agreement among respondents. However, there was disagreement that relationships between youth and their communities have reformed and strengthened, suggesting that there has been deterioration in these relationships. Building strong relationships between young people and their communities is essential for promoting social cohesion and preventing social isolation and alienation.

The study also looked at the involvement of youth in conflicts during the past decade. It was found that while most participants agreed that youth played a significant role in the conflicts, some youth worked against violence to promote peace. However, there was considerable variation in perceptions, with some participants perceiving youth as primarily mobilized for peace, while others perceived them as primarily mobilized for violence.

5.2.2. Youth's contribution to Relief in promoting community peace building in Mogadishu Somalia

The study investigated the perception of using young people as soldiers in Somalia and their role in peace-building efforts. The results revealed that the use of young people as soldiers was not justified, despite the common perception that they were more willing to engage in violent activities. However, the study also found a considerable variation in responses, indicating that some respondents disagreed with this statement. The participants disagreed with the perception that young people were agents of violence and challenges to peace, suggesting that they are challenging traditional views of them as violent or apathetic and are actively working towards peace. However, there was less variation in responses to this statement compared to the first statement.

The study also revealed that there was moderate variation in responses to the perception that youth were essential in overcoming challenges of building peace, acknowledging the important role that they can play in peace-building efforts. However, youth participation in reconciliation efforts was not associated with international and national peace-building

efforts, indicating that there is still work to be done to fully integrate young people into peace-building efforts.

On the other hand, the analysis found that young people were perceived as students working towards positive social change, indicating that they are actively working towards positive social change, particularly in the context of Somalia. The high mean score suggests that most respondents strongly agree with this statement, and the high standard deviation indicates that there is considerable variation in responses.

5.2.3 Challenges faced by the youth in promoting community peace building in Mogadishu Somalia

This study examined the challenges faced by youth in promoting community peace building in Mogadishu, Somalia. The results indicate that the challenges are diverse and multifaceted. The respondents generally agreed that children and youth are at risk of being injured, disabled, becoming refugees or internally displaced persons, and experiencing physical and sexual abuse. However, there was disagreement with the perception that both children and youth are vulnerable due to their age and emotional states, and that they could become orphans, which could lead them to take on responsibilities that were previously the responsibility of their parents.

The study also found that there is some agreement with the perception that youth were often depicted as either passive victims of trauma or active security threats. On the other hand, the study did not support the perception that youth were not traumatized by the things they witness or experience during conflict. The responsibility that children and youth took in the aftermath of conflict, in the reconstruction and reconciliation processes,

was viewed as vital by the respondents. Overall, the findings highlight the need for targeted interventions to address the specific challenges faced by youth in promoting community peace building in Mogadishu, Somalia.

5.2.4. Measure to the challenges faced by the youth in promoting community peace building in Mogadishu Somalia

The study found that respondents disagreed with the need for youth empowerment grassroots initiatives, which were not seen as vital components for communities that have experienced conflict or were prone to conflict. However, there was an agreement on the perceived need for community action, positive bonding, and support for change, which was highly appreciated by respondents. Furthermore, the respondents viewed the necessity of taking action as a means of representing and bridging the gap between youth and governmental or policy-making entities. This is crucial in ensuring that the opinions and aspirations of the youth are heard and taken into account. Additionally, protecting youth against discrimination or manipulation based on factors such as age, gender, clan, or experience was identified as a critical measure in addressing challenges.

Conversely, the study revealed that the proposed measures, such as enhancing communication between young individuals and their families, and providing opportunities for promoting youth employment through investments in entrepreneurship, were not considered dependable measures to combat violence according to the respondents. Additionally, there was disagreement regarding the necessity of mobilizing, sensitizing, and organizing youth into a unified body that partakes in political, economic, and socio-cultural activities, as well as the need to advocate for and mobilize resources to

support and fund youth council programs and activities. These findings suggest that the community's perception of viable measures for promoting community peace building in Mogadishu, Somalia, is multifaceted and diverse.

5.3. Conclusion

The research analyzed youth involvement in community peacebuilding in Mogadishu, Somalia through their peace and security efforts and relief assistance alongside development work while exploring their faced difficulties and proposed solutions for these problems. The study exposes how youth marginalization in combination with their potential affects their success in performing as peacebuilders which serves as the study's dependent variable.

The research established that youth are recognized by participants to play a crucial role in Somalia's peace and security because they both possess historical significance and potential leadership and facilitation skills and stakeholder capabilities . The peacebuilding abilities of youth become restricted because poor communities relations prevent appropriate social cohesion needed for sustainable peace development. The research problem agrees that Mogadishu prioritizes top-down security measures over inclusive practices by overlooking young people who should lead peace dialogues. The weakened social connections between community members worsens their social status outside mainstream society which restricts their ability to participate in meaningful peace activities.

The study demonstrates positive assessment of youth participation in social development which counters the stereotype that youth are violent or passive. The limited training of

1,144 youth groups in 2019–2020 shown in the problem statement reflects the discrimination that restricts their ability to contribute to international and national peacebuilding efforts. This disconnection limits Mogadishu's ability to tackle its problems including the needs of 2.6 million displaced persons because it fails to access youth energy and local knowledge which is supported by UN Resolutions 2250, 2419, and 2535.

Youth encounter multiple serious obstacles when they try to develop peace in communities (Section 5.2.3). The research found that youth face physical and social risks including injuries together with displacement and abuse which become worse as authorities perceive them as defenseless or threat agents. The research outcomes support the problem statement about youth employment levels falling between 67 and 75 percent since such unemployment drives disengagement and creates opportunities for Al-Shabaab to exploit young people. Systemic barriers together with negative stereotypes prevent them from establishing effective peacebuilding participation because their potential remains unresolved.

The analysis concludes that diverse opinion exists regarding what actions will successfully support youth involvement in peacebuilding processes. The research participants identified community action together with positive bonding and discrimination protection as fundamental elements but disagreed on the effectiveness of empowerment programs and improved communication. As depicted in the problem statement youth-led initiatives receive scant support especially concerning Aqiila Art Group's projects which obtain merely \$40 million in UN youth programming.

Sustainability of peacebuilding initiatives in Mogadishu remains limited because youth participation is blocked during high-level peace talks.

The important finding demonstrates a direct connection to the dependent outcome which measures youth participation in community peacebuilding activities. Youth possess strong abilities to transform Mogadishu's peace situation yet their effectiveness faces major obstacles from decreasing community ties along with official peace process involvement restrictions and systemic problems with joblessness and general support program disagreements. The solution to these barriers must become paramount to unlock the youth's demanding ability because it can connect their untapped potential with the marginalized status they now face in Mogadishu.

5.4. Recommendations

The study recommends strategies to better understand the dynamics of youth involvement in peace building, such as building strong relationships between young people and their communities, promoting youth engagement in the political process, and supporting youth-led initiatives for peace. These strategies can help to create a more peaceful and prosperous future for Somalia. Overall, the study highlights the potential of youth in promoting peace, but also the challenges and barriers they face in their contribution to peace and security in Somalia.

The study recommends a need to recognize the positive contributions of young people in peace-building efforts and challenging negative stereotypes facing them in effort to promote their effectiveness in peace building. Better integration of young people into peace-building efforts and greater recognition of their potential as agents of peace and

social change in relief and development efforts in Somalia will promote the peace building process.

Based on the study's findings, policymakers and stakeholders should focus on designing targeted interventions to effectively address the challenges faced by youth in promoting community peace building in Mogadishu, Somalia. This will enable the youth to play an active role in the peace building process, contributing to the reconstruction and reconciliation processes and creating a more peaceful and stable community.

The study recommends consideration the multifaceted and diverse perspectives of the community in developing effective strategies for promoting community peace building in Mogadishu, Somalia. The study found no clear consensus on the most effective measures for youth empowerment, increased communication, and promoting youth employment. However, community action, positive bonding, and support for change were agreed upon. Protecting youth against discrimination and ensuring their voices are heard by policymakers were also considered critical measures.

5.5. Areas for further study

Further study can be conducted to:

- Exploring the impact of gender and clan dynamics on youth involvement in peace building initiatives in Mogadishu.
- Investigating the role of education and skills development in promoting youth engagement and participation in peace building.

- Examining the effectiveness of various peace building interventions and programs aimed at promoting youth involvement in peace building efforts in Somalia.
- Analysing the role of youth-led organizations in peace building and the challenges they face in Mogadishu, Somalia. Examining the relationship between youth employment and peace building in Mogadishu, Somalia.

Further research in these areas can provide valuable insights into effective strategies and interventions for promoting youth involvement in peace building efforts and contribute to building a more peaceful and stable community in Mogadishu, Somalia.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

REF:REQUEST FOR RESEARCH DATA

Dear Participant,

My name is **Abubakar Adani**, a postgraduate student at **Kenyatta University**, Nairobi, currently pursuing a **Master's degree in Public Policy and Administration**. As part of the academic requirements for my program, I am conducting a research study titled: **“The Role of Youth Participation in the Peacebuilding Process in Mogadishu, Somalia.”**

The purpose of this study is to explore and analyze the contribution of young people toward peace and stability in Somalia, with a particular focus on Mogadishu. To facilitate this research, I kindly request your participation in completing the attached questionnaire. Your responses will provide critical insights and contribute significantly to the success of this academic endeavor.

Please note that all information provided will be treated with the highest level of confidentiality. Your name or any identifying details will not be included in the final report. The data collected will be used solely for academic purposes. Upon request, you may also receive a copy of the final research findings.

Your participation is voluntary, and your cooperation is highly valued and appreciated.

Thank you in advance for your time and support.

Yours sincerely,
Abubakar Adani
Postgraduate Student,
Department of Public Policy and Administration
Kenyatta University

APPEND IX II: QUESTIONNAIRE

The survey specifically seeks to gather insights from a selected group of public hospital workers in the Banadir Region of Somalia regarding the involvement and impact of youth in promoting peace and security in Mogadishu. Your responses will play a vital role in deepening our understanding of youth contributions to peacekeeping efforts in the region. The questionnaire consists of four sections. Kindly complete each section as instructed. Please do not write your name, surname, or any personal identifiers anywhere on the form to ensure your anonymity. All information provided will be treated with the utmost confidentiality and used strictly for scholarly analysis. Your participation is highly valued and will contribute meaningfully to this academic study. Thank you for your time and cooperation.

SECTION A: GENERAL INFORMATION

1. Gender of the Respondent:

- Male
- Female
- Other (please specify): _____
- Prefer not to say

2. Age of the Respondent:

Please indicate your age range:

- Below 24
- 25-35
- 35-45
- Above 45

3. Marital Status of the Respondent:

- Single
- Married

- Divorced
- Widowed
- Separated

4. Level of Education of the Respondent:

Please select the highest level of education you have completed:

- No formal education
- Primary school
- Secondary school
- College diploma
- Bachelor's degree
- Master's degree
- Doctorate or higher

5. Work Experience of the Respondent:

How many years of work experience do you have in your current profession?

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- 11-15 years
- More than 15 years

SECTION B: ROLE OF YOUTHS IN PEACE BUILDING

Please mark your degree of acceptance of the following assertions in this area. Please indicate your level of agreement in the column with a tick or a crossing

Objective 1: Youth's contribution to promotion of peace and security in Somalia

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No. Statement	1	2	3	4	5
1. Youth are shock absorbers of social change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Youth require basic human needs such as security, identity, recognition, and space for development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The youth of today are leaders, facilitators, and stakeholders of the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Youth have always played an important role in Somalia's history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Youth must be actively engaged in and participate in the political process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Relationships between youth and their communities have reformed and strengthened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Over the past decade, a significant number of conflicts have involved a disproportionate number of young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. While some youth participate in violence, others actively work towards promoting peace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Youth are mobilized both for peace and for violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 2: Youth's contribution to Relief and Development in Somalia

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No. Statement	1	2	3	4	5
1. Youth serve as justifications for using young people as soldiers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Youth as agents of peace challenge traditional images of youth as violent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Youth are seen as essential in overcoming challenges of building peace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The younger generation has the potential to actively contribute towards promoting peace, but peace education has not yet fully developed their role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Youth are grassroots community leaders and artists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The involvement of young people in reconciliation efforts is often linked to peace promotion at national and international levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Youth are students striving to bring about beneficial transformations in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Objective 3: Challenges faced by the youth in promoting community peace building in Mogadishu Somalia

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No. Statement	1	2	3	4	5
1. The age and emotional states of both kids and young people make them susceptible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In the absence of their parents, children may be left as orphans and may need to assume household responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No. Statement	1 2 3 4 5
3. Individuals are susceptible to injuries or disabilities, displacement, and physical or sexual abuse during conflict.	□ □ □ □ □
4. The experiences or events witnessed by young people during times of conflict can cause them to become traumatized.	□ □ □ □ □
5. Young people are often portrayed either as helpless trauma victims or as potential security threats.	□ □ □ □ □
6. Despite their own experiences of conflict, youth and children play a crucial role in post-conflict reconstruction and reconciliation.	□ □ □ □ □

Objective 4: Measures to the challenges faced by the youth in promoting community peace building in Mogadishu Somalia

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No. Statement	1 2 3 4 5
1. Youth empowerment grassroots initiatives are essential for communities that have gone through conflict or are prone to conflict.	□ □ □ □ □
2. Positive change can occur through community action, fostering a sense of togetherness, and providing support.	□ □ □ □ □
3. It is important to enhance communication with young males and females within families, providing them with a space where they feel empowered.	□ □ □ □ □
4. Investments in entrepreneurship should be made to provide opportunities for promoting youth employment.	□ □ □ □ □
5. A unified body consisting of young people should be formed to participate in political, economic, and socio-cultural activities.	□ □ □ □ □
6. It is essential to act as a representative and mediator to ensure youth voices are heard in decision-making and policy processes.	□ □ □ □ □

No. Statement

1 2 3 4 5

7. The younger generation must be protected from manipulation and prejudice based on age, gender, ethnicity, or expertise.

8. It is important to establish initiatives and gather resources to support youth council programs and events.

APPENDIX III: RESEARCH BUDGET

Item	Description	No. of Units	Cost Per Unit	Total Amount
1.	Flash disk	2	\$15	\$30
2.	Typing papers	5	\$10	\$50
3.	Telephone Calls	-	\$40	\$40
4.	Data collections	-	\$360	\$360
5.	Data Analysis	1	\$150	\$150
6.	Traveling	-	\$180	\$180
7.	Miscellaneous	2	\$55	\$110
Total				\$920

APPENDIX IV: WORK PLAN

	Weeks											
Detailed Plan	1	2	3	4	5	6	7	8	9	10	11	12
Proposal start	■	■										
Defence time			■	■								
Amendments					■							
Collections of data						■	■	■				
Codes and editing								■				
Reports editing									■	■		
submission											■	
Final submission												■

APPENDIX V: APPROVAL LETTER



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4180

Internal Memo

FROM: Dean, Graduate School

DATE: 21st October, 2022

TO: Abubakar Abdullahi Haji Adani
C/o Public Policy & Administration Dept.

REF: C153F/SIU/27536/2014

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 19th October, 2022 approved your Research Project Proposal for the MPPA Degree Entitled, "The Role of Youth in Community Peace Building in Mogadishu, Somalia".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Public Policy and Administration Department.

Supervisors:

1. Dr. Wilson Muna
C/o Department of Public Policy & Administration
Kenyatta University

EM/hn

APPENDIX IV: RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: CI53F/SIU/27536/2014

DATE: 21st October, 2022

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR ABUBAKAR ABDULLAHI HAJI ADANI – REG. NO. CI53F/SIU/27536/2014

I write to introduce Mr. Abubakar Abdullahi Haji Adani who is a Postgraduate Student of this University. He is registered for MPPA degree programme in the **Department of Public Policy and Administration**.

Mr. Abubakar intends to conduct research for a MPPA Project Proposal entitled, **“The Role of Youth in Community Peace Building in Mogadishu, Somalia”**.

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EK/nn